COMPREHENSIVE LIST OF WAKE COUNTY PUBLIC SCHOOL SYSTEM (WCPSS) PROGRAMS 2008-09

Authors: Aimee Lougee and Nancy Baenen

ABSTRACT

There is no systematic, generally accepted definition of “program” in education. Moreover, WCPSS has not had a consistent system for creating an inventory of programs. Creating an inventory of programs was considered a necessary initial step to building capacity to evaluate all program efforts (as recommended in the Curriculum Management Audit). For this inventory, “program” was defined as any planned and sustained educational effort designed to improve learning outcomes or school/classroom conditions. Overall, 29 centrally coordinated and 187 school-based programs were identified. Supports targeting academic achievement are more common than those for behavior or climate. Centrally-coordinated academic interventions at the elementary level impacted a greater number of students in literacy than in mathematics; these counts were more evenly distributed at both the middle and high school level. School-based programs tend to address literacy and mathematics at similar levels. Practical issues remain regarding how to define the term “program” consistently across the system and how to secure a truly comprehensive list of programs.

INTRODUCTION

This document details a variety of programs that are implemented within the Wake County Public School System (WCPSS), in addition to the standard curriculum, for the 2008-09 academic year. The Curriculum Management Audit (CMA) recommended that WCPSS evaluate all of its “programs,” but this cannot take place without knowing which programs exist. This inventory was created in order to begin to fill this need. Evaluation and Research Department analyst/specialists have defined a “program” broadly as any planned and sustained educational effort (for prevention, intervention, or curriculum) designed to improve learning outcomes or school/classroom conditions. More specifically, programs of interest for the inventory were to

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go beyond basic instruction, have districtwide implications, or be focused on prevention or intervention. Our findings will be a helpful resource to administrators districtwide, can help with the scheduling of program evaluations, and will streamline our efforts to fulfill the CMA recommendation regarding evaluation of all programs.

PROCEDURES

KEY QUESTIONS

Results will be organized by three basic questions driving this effort:

1. What centrally-coordinated programs exist within WCPSS?
2. What additional school-based efforts exist within WCPSS?
3. What gaps exist in program services?

METHODS

A questionnaire was sent out to schools in November 2008 that contained directions, examples, and a list of programs known centrally to be in existence (see Attachment 1A). Also included in the template were several slots for schools to use to fill in details for any additional programs in existence in their school. The purpose of using the template was to obtain data on a common set of variables to explain and describe programs that exist within the district.

We asked schools to complete basic information about their programs to determine the type of program, its participants, and basic strategies. The template was emailed to each school’s principal along with the list of programs provided for the CMA as a starter list. This list was provided as a guide for the principals to use in completing their template. We classified programs as either school-based or centrally coordinated (i.e., someone at the central level provides coordination of the program).

RESPONSES

To have an accurate reflection of all district efforts, a high return rate was critical. Our original target was to receive responses from 75% of schools by December 8, 2008. We sent three reminders and postponed the cutoff date before obtaining a return rate of 77.6%, with responses from 121 schools. In January 2009, the Assistant Superintendent of E&R also called non-respondents in a last effort to secure responses from all schools. The timing of the template’s dispersion could have hampered returns somewhat, in that principals were asked to facilitate completion by teachers of a high priority survey on PLCs for High 5 and at least two principals changed positions during this period. We cut off responses to begin our analyses at the end of January 2009, with a final return rate of 82.7%, or 129 of 156 schools (see Table 1).
Table 1
Final Response Rates by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Responses</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>83</td>
<td>99</td>
<td>83.8%</td>
</tr>
<tr>
<td>Middle</td>
<td>27</td>
<td>32</td>
<td>84.4%</td>
</tr>
<tr>
<td>High</td>
<td>19</td>
<td>25</td>
<td>76.0%</td>
</tr>
<tr>
<td>Total</td>
<td>129</td>
<td>156</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

Schools added programs to their returned templates yielding 187 additional programs. Although we used the aforementioned template in the hope of obtaining a set of descriptions about the programs, most schools omitted information or did not fully follow the directions provided. We met with Curriculum and Instruction (C&I) staff in late January, 2009, to try to fill in any blanks and to identify programs that may be essentially the same, but called by different names in different schools. This meeting brought to light additional issues, in that it revealed that schools were listing materials, positions, and other efforts as programs that central office staff did not consider to be true programs (although technically they fit the definition we had created).

Although the directions indicated that funding sources, positions, and materials were not programs per se, some schools included resources such as positions (Intervention Teacher, for example) or materials (NovaNet). We decided to keep them in the inventory because they represented a substantial investment, and they were put in place to support and extend WCPSS students’ academic success. As such, they could be appropriate for evaluation at some point. However, it is important to realize that some school or central staff did not mention these types of resources, so this list is not exhaustive for this type of expenditure. Some school staff called with questions about whether to include certain efforts or not; we answered questions in line with the directions, erring on the side of inclusion of an effort if there was any doubt in our minds.

Program rosters were obtained for centrally coordinated programs either from the mainframe computer system, NCWise, or program coordinators themselves. Data from some programs (such as K-2 literacy efforts) are kept in electronic databases set up by vendors outside of the school system and posed difficulties in obtaining student counts. Results were combined and manipulated by Microsoft® Excel in various ways. Key central staff were also asked to provide basic information on the centrally coordinated programs.

CAUTIONS

There are several cautions to consider when reviewing the data in this report:

- Student counts represent students enrolled in the program at a certain date for centrally coordinated programs (generally in January or February). Therefore, counts of students may vary based on the date the data were collected.

- Unless otherwise noted, these counts represent the 2008-09 academic year. Exceptions represent programs that continue to add students during the year or those that do not report participants until the end of the academic year.
• Student counts for school-based and centrally coordinated programs that do not have centrally collected rosters are limited to schools that returned a template. Also, schools were asked to estimate the number of students served. Therefore, the actual number of students served by these programs could vary, and there is no way to know whether additional non-centrally coordinated or school-based programs exist for those schools that did not respond.

• Missing data were supplemented with central data when possible. For example, schools not sure of the number of students served by the Communities in School (CIS) or College Prep Success programs were pulled from NCWise where possible. Therefore, counts of students may vary based on the date pulled.

• The College Prep Success program varies in how it is implemented across schools. Some schools have an elective that provides services to a specific number of students, while other schools receive funds and materials and apply the strategies across a much broader set of students without an elective course. The student counts provided are a gross estimate. Some of the schools provided us with student counts, while others did not, even though they are receiving funds to support it. This is especially true for high schools. Middle school counts are also estimates, as some schools use different codes and descriptions for their elective class.

• There are some school-based programs that have the same names as centrally coordinated programs that we chose not to group together because they are really not the same effort. For example, ESL Academy was identified by its coordinator as a high school program; however, one elementary school has a program with the same name. Therefore, the program was treated as a school-based program for the elementary level and counts were not combined.

• The school-based program inventory may not represent all programs for schools that responded. We asked principals to fill in information to the best of their ability, so some programs may have been overlooked or missing.

• In some cases, central coordinators provided us with both a list of schools that implement the program and a roster of students served by the programs. For the Partnership for Educational Success (PES) and Helping Hands in particular, students are included in schools that do not have staff assigned to them. This may be because students have moved or because the program is serving students outside of the designated schools.

RESULTS

Attachments 2A-C provides a list of programs in each school level, both centrally coordinated and school-based, preceded by some general school data (from the 2007-08 academic year). As a way of summarizing trends in the results, we have grouped the centrally-coordinated and school-based programs.
WHAT CENTRALLY-COORDINATED PROGRAMS EXIST WITHIN WCPSS?

Level (Grade Span)

Overall, 29 centrally coordinated programs were identified across school levels. Some involve nearly all schools, while others involve only a few schools. Thirteen programs are at some schools within each grade span. Academically Gifted (AG), English as a Second Language (ESL), Homeless Services, and Special Education are available at nearly all campuses. Three programs, PES, Communities in Schools (CIS), and Support Our Students (SOS) are collaborative efforts with community agencies. One way to examine coverage of services is in terms of the number of campuses involved.

- At the elementary level, 23 centrally coordinated programs were identified. In addition to AG, ESL, Homeless Services, and Special Education, the following programs are in the majority of the elementary schools: Intervention Months, ALP K-2, Positive Behavior Support (PBS), and Fast Track.

- At the middle school level, 18 centrally coordinated programs were identified, slightly fewer than at the elementary level. In addition to AG, ESL, Homeless, and Special Education services are available in almost all middle schools; the most common programs included Intervention Months, PBS, and College Prep Success.

- At the high school level, 17 centrally coordinated programs were identified—about the same as at the middle school level. Homebound Services, Academy of Reading, and College Prep Success are in the majority of the high schools.

Size/Students Impacted

In addition to the number of schools with a program, another measure of program coverage is the number of students served. Table 2 shows the estimated number of students impacted in 2008-09 (except Intervention Months, which reflect ALP 2007-08 counts since 2008-09 counts are not yet available). Data in table 2 are grouped by the number of school levels the program impacts and then sorted by number of students served and shows:

- PBS, which impacts all students in a school, involves more than 80,000 students, far more than any other program on the list. PBS is designed to impact the overall climate of the school, so the nature of student contact is more general for most students than many of the other programs. Up to 15% of the students in PBS schools may receive more intensive intervention (secondary or tertiary).

- Two other large programs, impacting more than 10,000 students, include the Magnet Gifted and Talented (GT) and International Pathways that are whole-school efforts designed around a curricular theme.

- Special Education services also impact more than 17,000 students. Special Education is actually a collection of programs designed to meet the individual needs of students based on their disability.
• Medium size programs, impacting at least 2,000 but fewer than 10,000 students, include ESL, Magnet Leadership and Technology Pathway, Sheltered Instruction Observational Protocol (SIOP), Intervention Months, ALP K-2, and Fast Track.

• Small programs, impacting fewer than 2,000 students, include CIS, Helping Hands, Homebound, Homeless, PES, ELLIS software, College Prep Success, Early Start, Fast ForWord, NC More at Four, Number Worlds K-2, Number Worlds 3-5, Supporting School Readiness, Support Our Students (SOS), ESL Academy, Magnet Early College Pathway, and Students Online for Success (SOLS).
## Table 2
### Centrally Coordinated Programs
#### Number of Schools Served and Size of Programs 2008-09

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behavior Support (PBS)</td>
<td>65</td>
<td>23</td>
<td>12</td>
<td>83,525</td>
</tr>
<tr>
<td>Academically Gifted (AG)</td>
<td>99</td>
<td>31</td>
<td>23</td>
<td>23,729</td>
</tr>
<tr>
<td>Special Education Services</td>
<td>99</td>
<td>32</td>
<td>25</td>
<td>17,425</td>
</tr>
<tr>
<td>Magnet International Pathway</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>11,193</td>
</tr>
<tr>
<td>Magnet Gifted &amp; Talented (GT) Pathway</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>10,989</td>
</tr>
<tr>
<td>Sheltered Instruction Observation Protocol (SIOP)</td>
<td>15</td>
<td>7</td>
<td>5</td>
<td>9,185</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>99</td>
<td>31</td>
<td>23</td>
<td>6,048</td>
</tr>
<tr>
<td>Magnet Leadership &amp; Technology Pathway</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5,916</td>
</tr>
<tr>
<td>Homeless</td>
<td>91</td>
<td>31</td>
<td>25</td>
<td>1,440</td>
</tr>
<tr>
<td>Partnership for Educational Success (PES)</td>
<td>32</td>
<td>7</td>
<td>8</td>
<td>1,195</td>
</tr>
<tr>
<td>Communities In Schools (CIS)</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>491</td>
</tr>
<tr>
<td>Helping Hands</td>
<td>34</td>
<td>19</td>
<td>3</td>
<td>497</td>
</tr>
<tr>
<td>Homebound</td>
<td>14</td>
<td>12</td>
<td>23</td>
<td>127</td>
</tr>
<tr>
<td>Intervention Months 3-5*</td>
<td>95</td>
<td>24</td>
<td>23</td>
<td>8,726</td>
</tr>
<tr>
<td>College Prep Success</td>
<td>24</td>
<td>24</td>
<td>23</td>
<td>919</td>
</tr>
<tr>
<td>ELLIS Software</td>
<td>19</td>
<td>4</td>
<td></td>
<td>679</td>
</tr>
<tr>
<td>Academy of Reading</td>
<td>9</td>
<td>14</td>
<td></td>
<td>579</td>
</tr>
<tr>
<td>Accelerated Learning Program (ALP) K-2</td>
<td>87</td>
<td></td>
<td></td>
<td>3,151</td>
</tr>
<tr>
<td>Fast Track</td>
<td>62</td>
<td></td>
<td></td>
<td>2,440</td>
</tr>
<tr>
<td>Number Worlds 3-5</td>
<td>22</td>
<td></td>
<td></td>
<td>804</td>
</tr>
<tr>
<td>Number Worlds K-2</td>
<td>11</td>
<td></td>
<td></td>
<td>261</td>
</tr>
<tr>
<td>Magnet Early College Pathway</td>
<td></td>
<td></td>
<td>1</td>
<td>198</td>
</tr>
<tr>
<td>Support Our Students (SOS)</td>
<td></td>
<td></td>
<td>4</td>
<td>145</td>
</tr>
<tr>
<td>Early Start</td>
<td>6</td>
<td></td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>Fast Forword</td>
<td>6</td>
<td></td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>ESL Academy</td>
<td></td>
<td></td>
<td>4</td>
<td>84</td>
</tr>
<tr>
<td>NC More at Four**</td>
<td>5</td>
<td></td>
<td></td>
<td>79</td>
</tr>
<tr>
<td>Supporting School Readiness**</td>
<td>3</td>
<td></td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Students Online for Success (SOLS)</td>
<td></td>
<td></td>
<td>3</td>
<td>18</td>
</tr>
</tbody>
</table>

Note: Actual counts may be higher for some programs. Students may be in more than one program.

The number of elementary schools is 99, middle schools is 32, and high schools is 25.

* Intervention counts for elementary schools are based on 2007-08 data.

** These programs are for pre-kindergarten students.
Nature of the Programs

Details on the nature of each central program reported are available in Attachment 3. In this section, we summarize coverage by the subject, type, and goal of the centrally coordinated services. Each type of program was further divided by the key goal for the program in order to perform analyses. Some programs had more than one goal, and students may be impacted by more than one program, so counts cannot be totaled across rows of the table.

**Elementary**

As shown in the Table 3 program subtotals (see blue shading), elementary literacy and mathematics efforts are similar in terms of the number of programs that exist, with other programs being fewer in number. Across subjects, programs focusing on intervention are less common than those for prevention and curriculum and they also impact fewer students.

Within each subject, we separated programs into three types: intervention, prevention, and curriculum. Curricular efforts include only those designed to improve academic achievement beyond the normal curriculum. Intervention programs are lower in number than prevention or curricular efforts in mathematics and other subjects, but not in literacy. Prevention efforts actually impact more students than either intervention or curricular efforts within each subject—PBS accounts for the high number of students in prevention programs.

When examined by key goals for programs, academic achievement goals were slightly more common than behavior or climate within program types. Another interesting trend was that literacy interventions focused on academic achievement impacted approximately 70% more students than mathematics programs focused on academic achievement. Counts shown are within programs, and some students are impacted by more than one program, so counts cannot be totaled across program types.
# Comprehensive List of WCPSS Programs

## Table 3
**Centrally Coordinated Elementary School Programs, 2008-09**

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Intervention</td>
<td>Academic</td>
<td>7</td>
<td>18,901</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>3</td>
<td>8,275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>6</td>
<td>45,017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>5</td>
<td>44,250</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>1</td>
<td>43,600</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>8</td>
<td>25,625</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>1</td>
<td>3,240</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>20</strong></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Intervention</td>
<td>Academic</td>
<td>5</td>
<td>14,289</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>2</td>
<td>8,725</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>5</td>
<td>44,925</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>4</td>
<td>44,158</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>1</td>
<td>43,600</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>8</td>
<td>3,240</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>1</td>
<td>3,240</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>18</strong></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Intervention</td>
<td>Academic</td>
<td>2</td>
<td>8,275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>2</td>
<td>8,275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>4</td>
<td>44,846</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>3</td>
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<td></td>
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<td></td>
<td>Climate</td>
<td>1</td>
<td>43,600</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>8</td>
<td>25,626</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>1</td>
<td>3,240</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>22</strong></td>
<td></td>
</tr>
</tbody>
</table>

n = 99 schools for programs with rosters obtained centrally and 83 for school-managed rosters.

**Note:** Programs that have more than one subject or goal are included in one or more rows.

* The total number of students served was not calculated because some students are served by multiple programs.
Middle

As shown in the Table 4 subtotals, middle school literacy, mathematics, and other programs are similar in number. Across subjects, intervention efforts are less common than prevention or curricular programs (as with elementary). When examined by key goals for programs, academic goals were slightly more common than behavior or climate within program types.

Among literacy interventions focused on academic achievement, the number of students impacted in literacy is only slightly higher than in mathematics (unlike elementary). Curricular and prevention efforts focused on academic achievement all impacted similar numbers of students (more than 20,000).
### Table 4
Centrally Coordinated Middle School Programs 2008-09

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>Intervention</td>
<td>Academic</td>
<td>4</td>
<td>9,252</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>2</td>
<td>4,816</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>1</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Prevention</td>
<td>Academic</td>
<td>4</td>
<td>22,487</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>3</td>
<td>22,119</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>1</td>
<td>21,742</td>
</tr>
<tr>
<td></td>
<td>Curriculum</td>
<td>Academic</td>
<td>9</td>
<td>22,392</td>
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<td></td>
<td></td>
<td>Behavior</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
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<td>3,486</td>
</tr>
<tr>
<td>Subtotal</td>
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<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Intervention</td>
<td>Academic</td>
<td>3</td>
<td>8,593</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>2</td>
<td>4,816</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>1</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Prevention</td>
<td>Academic</td>
<td>4</td>
<td>22,487</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
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<td>22,119</td>
</tr>
<tr>
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<tr>
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<td>Academic</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

\(n=32\) schools for programs with rosters obtained centrally and 27 for school-managed rosters.

**Note:** Programs that have more than one subject or goal are included in one or more rows.

*The total number of students served was not calculated because some students are served by multiple programs.*
High School

As shown in Table 5 program subtotals, high school literacy, mathematics, and other programs are similar in number (as was true for middle schools). Across subjects, intervention efforts appear to be somewhat less common than prevention and curricular programs (as with both elementary and middle schools).

When examined by key goals for programs, academic achievement goals were slightly more common than behavior or climate within program types (as with the other levels). Relative to elementary and middle school, fewer students were targeted for interventions focused on academic achievement in literacy, mathematics, or other subjects. Curricular and prevention efforts impacted far more students in all subjects, with literacy curricular programs impacting the most students (close to 30,000). Behavior efforts also impacted substantial numbers of students (close to 20,000) within all three subjects and program types. Climate programs impacted fewer students—about 4,000.
## Table 5
**Centrally Coordinated High School Programs 2008-09**

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>Students Served</th>
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</tr>
<tr>
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</tr>
<tr>
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<td>Climate</td>
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<td>18,601</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>9</td>
<td>20,108</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>Subtotal</td>
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</table>

n= 25 schools for programs with rosters obtained centrally and 19 for school-managed rosters.

*Note:* Programs that have more than one subject or goal are included in one or more rows.

* The total number of students served was not calculated because some students are served by multiple programs.

### WHAT ADDITIONAL SCHOOL-BASED EFFORTS EXIST WITHIN WCPSS?

Attachment 4 shows a list of the school-based programs organized alphabetically by school for each level. Respondents provided some descriptive information about programs initiated by their schools. Programs may have been developed by the school or may have been purchased from or facilitated by publishers or other organizations. Tables 6, 7, and 8 summarize the nature of these programs at the elementary, middle, and high school levels, respectively.
Elementary Level

Of the 83 elementary schools responding, 55 listed one or more school-based efforts. These schools identified 81 programs, the most common being a before/after school program and the YMCA Y-Learning program (both programs are in 13 schools). Literacy programs were more common than mathematics, both of which were more common than efforts focused on other subjects. Intervention efforts were more common than prevention and curricular efforts, with a greater focus on academic achievement than behavior or climate. The least common types of efforts were curricular programs focused on improving behavior.

Size/Students Impacted

In both literacy and mathematics, the largest number of students were impacted by efforts focused on academic interventions, with more than 5,300 students served. Efforts focused on improving academic achievement through curriculum were second, with more than 4,300 students impacted in literacy and mathematics. The number of elementary students impacted in literacy and mathematics by intervention efforts designed to improve climate were the smallest (fewer than 200 students each).

In other subjects, curricular efforts focused on academic achievement impacted the most students (more than 2,000), with other types of efforts varying from impacting 393 (climate intervention) to 1,802 students (curriculum and climate).

Nature of the Programs

In general, elementary school-based programs most often involve tutoring and instructional methods to support students. In addition to these strategies, there were some variations among subject, type, and goal. Some examples follow, and readers are invited to see more detail in Attachment 4A.

By subject:

- Book clubs, language development, and phonics support strategies tended to be prevalent for literacy.

- Programs focusing on subjects other than mathematics and literacy tended to involve character development, community, and mentoring more than other subjects. These programs also had a higher proportion of prevention programs related to intervention and curriculum than others and tended to reference behavior and climate goals more.
By type:

- Academic programs were the most abundant of any type. In addition to tutoring and instruction, they involved small group work, computer-based activities, and remediation.
- Curricular programs involved character development and instruction more than any other strategy, including tutoring.
- For prevention efforts, tutoring was most common, followed by character development and mentoring.

### Table 6
Elementary School-Based Programs, 2008-09

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>School(s)</th>
<th>Students Served</th>
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<tr>
<td></td>
<td></td>
<td>Behavior</td>
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<td>881</td>
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<td>2</td>
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</table>

\(n = 83\)

**Note:** Programs that have more than one subject or goal are included in both rows. Subtotals and totals of student counts are duplicated.

* The total number of students served was not calculated because some students are served by multiple programs.
Middle School Level

At the middle school level, 24 of 27 schools responding listed one or more school-based efforts. There were 43 programs accounted for by these schools, the most common being YMCA Y-Learning and Mathematics, Science, and Engineering Network (MSEN). Literacy and mathematics programs were about even in frequency, with efforts in other subjects less common. Intervention efforts were more common than prevention and curricular efforts for literacy and mathematics, although prevention efforts were the most common in other subjects. A greater focus was placed on academic achievement than behavior or climate.

Size/Students Impacted

The largest numbers of students were impacted by academic interventions in literacy (more than 5,500) and mathematics (more than 4,500). In other subjects, efforts focused on improving academic achievement through curriculum affected the most students (more than 2,300). Programs focusing on improving behavior and climate affected the least number of students, some impacting fewer than 100 students.

Nature of the Programs

Overall, school-based programs in middle schools tended to involve tutoring and mentoring more than other strategies except where mentioned below. Homework assistance, character development, and test or EOG preparation tended to be the most commonly mentioned strategies. In addition to these strategies, there were some variations among subject, type, and goal. Some examples follow, and readers are invited to see more detail in Attachment 4B.

- Programs with a literacy focus were more varied than others. Although the strategies mentioned above were still the most commonly given, they were less frequent than programs in mathematics and other subjects.
- Mathematics programs mentioned EOG test preparation less often than other subjects.
- Mentoring was the most common strategy for prevention programs. Less common, yet still present, were tutoring and character development activities.
- Although tutoring was the most common intervention strategy, instruction and mentoring were second in frequency, with test preparation being the least mentioned strategy.
- Curricular programs represented the smallest type of programs in middle schools and involved character development more than any other strategy.
## Table 7
Middle School-Based Programs, 2008-09

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>School(s)</th>
<th>Students Served/Size</th>
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<tr>
<td>Subtotal</td>
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<td>18</td>
<td>14</td>
<td>*</td>
</tr>
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</table>

*Total* |

|          |            |            | 43         | 24        | *                    |

Note: Programs that have more than one subject or goal are included in both rows. Subtotals and totals of student counts are duplicated. *The total number of students served was not calculated because some students are served by multiple programs.*
High School Level

At the high school level, 15 of 19 schools responding listed one or more school-based efforts. There were 63 programs accounted for by these schools, the most common being Freshman Academy. Literacy programs were about as common as mathematics, which were more common than efforts focused on other subjects (as with middle schools). Intervention efforts were more common than prevention and curricular efforts within literacy and mathematics, although prevention efforts were the most common in other subjects. A greater focus was placed on academic achievement than behavior or climate in the intervention and curricular efforts, although prevention efforts were more evenly distributed.

Size/Students Impacted

The largest number of students were supported through literacy interventions focused on academic achievement (more than 14,000). Academic interventions in mathematics were next, with more than 11,500 students supported. In other subjects, efforts focused on improving academics through curriculum affected the most students (about 6,000).

Nature of the Programs

Generally high school programs, as with elementary, were most likely to involve mentoring, tutoring, and some form of instruction. There were some programs designed to improve attendance, provide credit recovery, and promote graduation. Some examples follow, and more detail is available in Attachment 4C.

- Literacy and mathematics programs tended to have similar strategies, and character development was more frequent than in other subjects. Instruction, however, tended to be more predominant in programs focused on literacy than mathematics.

- Programs with a focus in subjects beyond literacy and mathematics tended to have similar strategies as literacy and mathematics. However, instruction and efforts to improve attendance and increase graduation were more prevalent in these other subjects.

- Curricular programs focused most on instruction and tended to include mentoring secondarily.

- The most common intervention strategy mentioned was tutoring, although supporting struggling students and mentoring were also common. Assistance with family issues and remediation were more frequent for intervention programs than any other type.

- Consistent with WCPSS’ goals, prevention programs, although the least frequent, tended to focus on improving attendance and promoting graduation.
Table 8
High School-Based Programs 2008-09

<table>
<thead>
<tr>
<th>Subject(s)</th>
<th>Type</th>
<th>Goal(s)</th>
<th># Programs</th>
<th>School(s)</th>
<th>Students Served/Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Intervention</td>
<td>Academic</td>
<td>28</td>
<td>13</td>
<td>14,100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>9</td>
<td>9</td>
<td>3,145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>6</td>
<td>7</td>
<td>2,865</td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>9</td>
<td>7</td>
<td>2,515</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>9</td>
<td>7</td>
<td>2,570</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>10</td>
<td>7</td>
<td>5,290</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>16</td>
<td>9</td>
<td>5,547</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>4</td>
<td>4</td>
<td>2,230</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>3</td>
<td>3</td>
<td>2,230</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>51</td>
<td>15</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Intervention</td>
<td>Academic</td>
<td>26</td>
<td>13</td>
<td>11,561</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>9</td>
<td>9</td>
<td>3,145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>6</td>
<td>7</td>
<td>2,865</td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>9</td>
<td>7</td>
<td>2,515</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>9</td>
<td>7</td>
<td>2,570</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>10</td>
<td>7</td>
<td>5,290</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>13</td>
<td>8</td>
<td>5,449</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>3</td>
<td>3</td>
<td>2,230</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>3</td>
<td>3</td>
<td>2,230</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>26</td>
<td>13</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Intervention</td>
<td>Academic</td>
<td>9</td>
<td>8</td>
<td>2,505</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior</td>
<td>7</td>
<td>6</td>
<td>2,465</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate</td>
<td>10</td>
<td>7</td>
<td>1,552</td>
</tr>
<tr>
<td>Prevention</td>
<td>Academic</td>
<td>10</td>
<td>7</td>
<td>1,552</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>9</td>
<td>6</td>
<td>1,580</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>9</td>
<td>5</td>
<td>4,300</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic</td>
<td>16</td>
<td>10</td>
<td>6,020</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavior</td>
<td>3</td>
<td>3</td>
<td>2,230</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Climate</td>
<td>4</td>
<td>3</td>
<td>2,310</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>50</td>
<td>15</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>15</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

\(n=19\)

Note: Programs that have more than one subject or goal are included in both rows. Student counts are duplicated. * The total number of students served was not calculated because some students are served by multiple programs.
WHAT GAPS EXIST IN PROGRAM SERVICES?

Programs of various types are available at all levels within WCPSS. In the most general sense at the district level, there are no gaps in coverage. However, more specific gaps (differences) between students’ needs and program services provided for students may exist at the district and school level. We do not have all the information necessary to determine adequacy of services to meet needs at this point, but this inventory can serve as a useful tool, helping us see patterns of service in relation to needs at both the district and school level. A general description of needs to consider and patterns in program coverage at the district level are summarized here to identify possible gaps. Further investigation will likely be needed before arriving at conclusions about whether allotments need to be adjusted because of the varying levels of service provided by some programs, differences in the types of services listed as programs, and missing school data. Resources available to assist in this task are also described in this section.

District Needs

In order to accomplish the superintendent’s vision of every student graduating on time prepared for the future, the critical behaviors that are being emphasized in WCPSS are that students must learn the curriculum and attend school. While a comprehensive analysis of needs is beyond the scope of this report, one general assessment of need for academic support is available through proficiency and growth data for the EOG/EOC courses in reading and mathematics. Proficiency and growth in reading were lower than in mathematics on the EOG at the elementary and middle school levels in 2007-08 (although 13,204 students in grades 3 through 8 were not proficient in mathematics), largely due to the re-standardization of cut scores in reading. Thus, the percentage of students needing support to reach grade level standards is greater in reading than in mathematics. It appears that elementary schools are more in-line with this priority than middle schools, although students in a middle school elective designed to support struggling students in reading may not be reflected in our inventory. In 2007-08 at the high school level, the percentage of students meeting growth targets was even in Algebra I and English I, with proficiency slightly greater in English I than in Algebra I.

<table>
<thead>
<tr>
<th></th>
<th>% Meeting Growth</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>Elementary (3-5)</td>
<td>48%*</td>
<td>64%</td>
</tr>
<tr>
<td>Middle (6-8)</td>
<td>48%*</td>
<td>63%</td>
</tr>
<tr>
<td>High**</td>
<td>60%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Note:  *Reading EOGs were renormed in the 2007-08 academic year.
**These data are based on Algebra I and English I EOC exams.
Source: Raising Achievement/Closing Gaps Summit Presentation

Indicators of attendance include overall attendance, chronic absences, suspensions, and dropout rates. Overall WCPSS attendance is well over 90%, so supports would more effectively target chronic absentees. Interventions that target academic, behavior, or climate could all support these indicators of attendance, making it more difficult to assess adequacy overall. Examining more specific information on school statistics and programs can help determine the adequacy of programs in place.
Summary of Programs Available in WCPSS

Overall, 29 centrally coordinated and 187 school-based programs were identified. Table 10 summarizes trends in the programs available to schools through centrally coordinated and school-based programs. At the central level, the number of programs at each level is fairly similar, but the distribution by type and goal and subject varies somewhat. It appears elementary schools have access to more centrally coordinated programs focused on literacy and mathematics than middle and high schools do. This may be appropriate for several reasons:

- The nature of middle school and especially high school scheduling tends to provide more opportunities for differentiation based on the level of the courses.
- Elementary schools serve more grade levels, so the number of students served should be higher.

On the other hand, the WCPSS’ superintendent’s vision targets all students graduating on time, prepared for the future. Therefore, middle and high schools may need to realign resources or differentiate services within courses to provide more remediation and enrichment opportunities. In addition, some struggling students may need more support than is currently available at the secondary level.

Subject: Literacy and mathematics programs are available at every level, with more support for literacy in elementary schools. This may be appropriate given the essential nature of literacy skills to later learning in most subjects. Early intervention is also supported by research. At middle and high school levels, we expected support for subjects beyond literacy and math would be less. However, support was more evenly distributed across the subjects. Given that science and social studies are also reflected in state tests and graduation requirements, this may be appropriate. Further data would be needed to determine whether this is the case.

Type of Program: The fact that, beyond teaching of the regular curriculum, centrally coordinated intervention programs were less common than prevention or curricular efforts at all levels was somewhat surprising, but may be appropriate. Curriculum and prevention efforts are more often designed to reach all or many students and, therefore, if they provide differentiation, they may be more cost effective. The key is whether the curriculum and prevention efforts provide appropriate differentiation of instruction within the classroom based on whether the students know the material or need additional teaching.

School-based efforts tend to compliment district efforts and focus on intervention more than prevention or curriculum.

Goals: Academic goals are much more common than behavior or climate goals at all levels. Given our mission as a school system, this seems appropriate. Of course, behavior and climate efforts can support academic goals as well. While the number of programs targeting climate is lower, the number of students impacted is higher, largely because of PBS.
Table 10
Summary Across Levels of Programs, 2008-09

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Level</th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject—Literacy, Mathematics, or Other Subjects</strong></td>
<td>Centrally Coordinated</td>
<td>Literacy slightly more common than mathematics; other subjects less common (20, 18, 14 respectively).</td>
<td>Literacy, mathematics, and other subjects are similar in number (16-17)—similar to high school.</td>
<td>Literacy, mathematics, and other subjects are similar in number (16-17)—as with middle school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy interventions focused on academics target 32% more students than mathematics (18,901 vs. 14,289).</td>
<td>Literacy interventions focused on academics target 8% more students than mathematics (9,252 vs. 8,593).</td>
<td>Literacy interventions focused on academics target similar numbers of students as mathematics (5,129 vs. 5,350). Fewer students receive academic interventions than at the other levels.</td>
</tr>
<tr>
<td>School-Based</td>
<td></td>
<td>Literacy programs more common than mathematics; both more common than for other subjects.</td>
<td>Literacy and mathematics about even; both more common than for other subjects.</td>
<td>Literacy and mathematics about even; both more common than for other subjects.</td>
</tr>
<tr>
<td><strong>Type—Intervention, Prevention, Curriculum</strong></td>
<td>Centrally Coordinated</td>
<td>Prevention and curricular efforts more common than intervention. Curricular efforts are less common in literacy, but differences are small.</td>
<td>Prevention and curricular efforts more common than intervention. The difference is smaller in literacy than other areas.</td>
<td>Prevention and curricular efforts more common than intervention in all three areas. The difference is large in all areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intervention more common than prevention and curricular efforts.</td>
<td>Intervention more common than prevention and curricular efforts in literacy and mathematics; prevention most common in other subjects</td>
<td>Intervention more common than prevention and curricular efforts in literacy and mathematics; prevention most common in other subjects</td>
</tr>
<tr>
<td>School-Based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goals—Academic, Behavior, Climate</strong></td>
<td>Centrally Coordinated</td>
<td>Academic goals are much more common than behavior or climate.</td>
<td>Academic goals are much more common than behavior or climate.</td>
<td>Academic goals are much more common than behavior or climate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-Based</td>
<td>Academic goals are more common than behavior or climate.</td>
<td>Academic goals are more common than behavior or climate.</td>
<td>Academic goals are more common than behavior or climate (except for prevention).</td>
</tr>
</tbody>
</table>
Programs Available to Schools

More specific assessments of gaps in needs and programs can be facilitated through the attachments to this report, which are also available for WCPSS staff in QuickPlace (under the systemwide summaries tab for 2008-09) to allow manipulation of the files with Excel.

In Attachments 2A-C, we have provided master lists by school and included both centrally coordinated and school-based efforts. To provide context for the need of the schools, we have listed the EOG/EOC performance and growth composites, graduation rate (for high schools), the percentage of students receiving free or reduced-price lunches (a measure of low-income status), and the number of students enrolled. Most program services are allotted based either on EOG/EOC performance (e.g., percentage of students below grade level) or level of risk (percentage of students who are low income based on free or reduced-price lunch, the number of LEP students, or the number of students with disabilities). Both performance and academic risk data can be valuable and complimentary methods of allotting resources. Some funding sources dictate how service priorities must be made.

Several phenomena can occur with the allotment methods we typically use. One is that the neediest schools (on either measure) may receive a lot more resources than those with only slightly lower levels of need. Also, some schools may lose and gain services in an unpredictable way due to changes in either performance or academic risk. Finally, looking at the number of students with various characteristics (as opposed to the percentage of students with various characteristics) can lead to different schools being selected for services because of differences in the size of schools. Looking at these patterns can be useful to program planners. We have therefore color coded some variables related to need in Attachments 2A-C and on the QuickPlace version. Readers may want to do a quick sort by any of the EOG, EOC, graduation, or free or reduced-price (FRL) rate columns to see whether the level of resources makes sense based on the school characteristics. It can also point to individual schools that require further investigation to see whether allocations are appropriate.

DISCUSSION

HOW COULD OUR SYSTEM OF SUPPORT FOR STUDENTS BE IMPROVED?

A variety of programs are available to support students beyond the regular curriculum at all levels. The number and type of programs available varies somewhat by level. The number of students supported through academic interventions with centrally coordinated efforts in literacy is much greater than in mathematics at the elementary level, but support is more even across subjects at the middle and high school levels.

This inventory can be quite valuable in illuminating how different schools support their students and for an initial discussion of whether distribution of resources is reasonable and equitable. It is interesting that some schools with lower performance on state tests appear to have fewer school-based efforts to support students. Although this may be because they are supported adequately through centrally-coordinated efforts, the list can serve as a great conversation starter. At the central level, the list can also be helpful in discussions of whether the distribution of types of programs seems appropriate. Reviewing the lists of efforts might also lead to fruitful discussions of whether some efforts seem to align with the district’s goals.
Can E&R Evaluate All Programs?

The CMA recommends that all WCPSS programs be evaluated, with E&R creating a framework and serving as a clearinghouse. The revision and adoption of Board Policy 5600 earlier this year reflects these changes. An early step in this process is to compile an inventory of programs, which was our intent. Several issues must be addressed before we can fully meet this recommendation.

WCPSS staff must come to a common understanding of what we mean when we say program. The way in which WCPSS staff define program varies—even when a definition is given. With a broad definition of program as “any planned and sustained educational effort (for prevention, intervention, or curriculum) designed to improve learning outcomes or school/classroom conditions,” many efforts can be considered programs. E&R directions asked staff to focus on efforts beyond the normal curriculum, but, in fact, the regular curriculum for each subject could be considered a program (e.g., reading or U.S. History, etc.). One way this list can be valuable is to stimulate discussions of how WCPSS wants to define programs. We can either narrow the definition or agree to categorize efforts distinctly within the broad definition of program, perhaps by whether they are primarily a collection of strategies, major resources (e.g., positions and materials), a funding source, or a combination. The focus on alignment of efforts, and a greater emphasis on supporting students within the regular classroom, supports keeping the definition broad, with categories such as curriculum, direct service, or resource (positions or materials). The speed with which all efforts can be evaluated supports a narrower definition. The definition chosen will impact the schedule for when and how “all” programs are evaluated.

WCPSS also does not have a uniform system for documenting participants in programs, which hampers evaluation as well as provision of appropriate services to students. Counts included in this report must be considered estimates. In one case (PES), we knew enough about the program to question the initial counts generated by the Mainframe and were able to adjust them (some schools are not staffed but they serve all students in the family, so some schools had students but had no staff). Central program records can change as students change schools, and rosters kept by different departments are maintained in different ways. Again, there is no central system for logging participants. Discussions of how to create such a system are under way, but it is not a small undertaking (especially with budget constraints).

Having inventories such as this available and up to date on an ongoing basis would be ideal. At this point, it is more likely to be an effort undertaken every one or two years, due to the large investment of time to compile it.

Practical implementation issues slowed this inventory process. Two issues we faced in trying to make this list as accurate as possible were confusion on the part of schools and central staff about what to include as a program, and differences in comprehensiveness of responses to the survey. While some schools included many school-based efforts, others included few or none. Whether the schools with no response or limited responses actually have more programs is unknown. Some programs mentioned by a few schools may actually be available in other schools that did not consider them “programs.” We also cannot be absolutely sure that we do not have the same program listed more than once, because some schools used different names for the same program. At both the school and the central level, some staff provided data more quickly than others. The
lack of a comprehensive list of program contacts also slowed us down. This year’s inventory will certainly be helpful in compiling another list, but ideas on a better system are welcome.

Until we resolve the issues of what a program is and how to document its participants, it will not be possible to fully meet the recommendation for evaluating all of our efforts. In the meantime, we can develop ways to prioritize the programs and efforts we do know about, to decide which ones need formal evaluation. Ways and tools to monitor other efforts can also be discussed, although these would be informal evaluation activities, not full evaluations.
INDEX OF ATTACHMENTS

Attachments 1A-B Template
   1A—Directions for Completing the Program Template
   1B—Template Sent to Schools

Attachments 2A-C Master Program List by School (Centrally Coordinated and School Based)
   2A—Elementary Schools
   2B—Middle Schools
   2C—High Schools

Note:  Black font in the first few columns indicates the value is within one standard deviation of the mean of
       WCPSS for the level.
       Green font means the value is greater than or equal to one standard deviation above the mean (considered
       positive).
       Blue font means the value is within one and two standard deviations below the mean (considered
       negative).
       Red font indicates the value is less than two standard deviations below the mean (considered very
       negative).

Attachment 3 Central Program Details

Attachments 4A-C School-Based Program Details
   4A—Elementary Schools
   4B—Middle Schools
   4C—High Schools

DEFINITION OF TERMS INCLUDED IN THESE ATTACHMENTS

ABCs Growth  – The average of all academic change (growth) scores across all students and tests
               (0.0 is expected).
AG  – Academically Gifted
ALP  – Accelerated Learning Program
AP  – Advanced Placement
CIS  – Communities In Schools
ESL  – English as a Second Language
FRL  – Free or Reduced-Price Lunch
IRT  – Instructional Resource Teacher
PES  – Partnership for Educational Success
PBS  – Positive Behavior Support
Performance Composite  – The percentage of test scores at or above grade level (Levels III or IV),
                         and includes all students tested (including alternate assessments).
SIOP  – Structured Instruction Observation Protocol
SOLS  – Students OnLine for Success
SOS  – Support Our Students
SWD  – Students with Disabilities
Directions:

As part of our work with the Curriculum Management Audit's recommendations, we are compiling a list of programs in place in WCPSS. We need your help in determining which programs are in place at your school this year.

In the broad sense, a program is defined as:

*Any planned and sustained educational effort (for prevention, intervention, or curriculum) designed to improve learning outcomes or school/classroom conditions.*

For the purpose of this data collection, include programs with:
1. Schoolwide implications (involving one or more grades and more than 30 students).
2. Districtwide implications (currently or potentially - include pilots).
3. Prevention initiatives designed to prevent negative student outcomes (e.g., dropout prevention).
4. Intervention programs that provide remediation or other support designed to help struggling students (e.g., tutors or mentors).
5. Curricular programs that are innovative or provide instruction beyond basic instruction.

We have listed as many programs as we could find. Please add any program in your school that is not listed to the bottom of the spreadsheet and complete the required columns. Be sure it meets the definition of a program and avoid confusing a funding source with a program. There is a separate column for funding.

Do not include programs that:
1. Have data collected centrally, such as AG, Magnet, Title I, Special Education (unless an innovative approach for a disability), etc.
2. Represent software packages used as a resource in regular instruction or which are part of a larger intervention. If part of a larger intervention, name that program instead.
See below for further detail.

Some columns allow multiple responses. The Goals column, for example, asks you to place an A for achievement, B for behavior, and/or C for climate (Note: an A and B would indicate achievement and behavior are goals of the program). Please list all that apply.

For columns without a drop down, please type your response. The cell will hold your full response, however, please be succinct.

Only complete non-shaded cells in the Funding Source and Main Strategies columns. We will collect the shaded information centrally.

To assist you we have attached a copy of the programs you identified during the curriculum audit process.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source (if a grant, specify)</th>
<th>Years in Place (including this year)</th>
<th>ESTIMATED # of students served</th>
<th>Do you have a roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>example: Reaching New Heights</td>
<td>All (Literacy, Math, &amp; Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>A&amp;B</td>
<td>African American Males</td>
<td>Local Funds &amp; XYZ grant</td>
<td>4 or more</td>
<td>20</td>
<td>Y</td>
<td>Tutoring, Mentoring, Parent Involvement, Character Development</td>
</tr>
<tr>
<td>Early Start</td>
<td>PreK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC More at Four (WC)</td>
<td>PreK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents as Teachers (PAT)</td>
<td>PreK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Kindergarten</td>
<td>PreK/K</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<th>Goal(s)</th>
<th>Funding Source (if a grant, specify)</th>
<th>Years in Place (including this year)</th>
<th>ESTIMATED # of students served</th>
<th>Do you have a roster?</th>
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**SCHOOL CODE:**
**COMPLETED BY:**
**PHONE #:**
## ATTACHMENT 2A
### 2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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<th>2007-08 % FRL</th>
<th>2008-09 20th Day Membership</th>
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<th>ALP K-2 Reading</th>
<th>CIS</th>
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Highlighting indicates the school did not return a survey.
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#### 2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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Highlighting indicates the school did not return a survey.
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Highlighting indicates the school did not return a survey.
## ATTACHMENT 2A

### 2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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Highlighting indicates the school did not return a survey.
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## 2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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Highlighting indicates the school did not return a survey.
ATTACHMENT 2A  
2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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Highlighting indicates the school did not return a survey.
## 2008-09 MASTER PROGRAM INVENTORY OF ELEMENTARY SCHOOLS

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Highlighting indicates the school did not return a survey.
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### 2008-09 MASTER PROGRAM INVENTORY OF MIDDLE SCHOOLS

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**Total Students:**
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**Schools:**
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**Total Students:** n/a

**Schools:** n/a

Highlighting indicates the school did not return a survey.
### ATTACHMENT 2C
#### 2008-09 MASTER PROGRAM INVENTORY OF HIGH SCHOOLS

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<th>2007-08 Graduation Rate</th>
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<th>2008-09 20th Day Membership</th>
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<th>School-based Program(s) - Other Subjects</th>
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<td>After School Tutoring, Freshman Academy, Saturday Academy</td>
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Highlighting indicates the school did not return a survey.
### ATTACHMENT 2C

#### 2008-09 MASTER PROGRAM INVENTORY OF HIGH SCHOOLS

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<th>School Name</th>
<th>2007-08 Performance Composite</th>
<th>2007-08 ABCs Growth</th>
<th>2007-08 Graduation Rate</th>
<th>2007-08 % FRL</th>
<th>2008-09 20th Day Membership</th>
<th>Academy of Reading</th>
<th>AG</th>
<th>CIS</th>
<th>College Prep Success</th>
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Highlighting indicates the school did not return a survey.
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### 2008-09 MASTER PROGRAM INVENTORY OF HIGH SCHOOLS

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<th>Homeless Services</th>
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<th>Magnet - GT Pathway</th>
<th>Magnet - Int'l Pathway</th>
<th>Magnet - Lead &amp; Tech Pathway</th>
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<th>PES</th>
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Highlighting indicates the school did not return a survey.
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<td>4 or more</td>
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<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>Students with little or no pre-school experience.</td>
<td>Title 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELLIS Software</td>
<td>All (Literacy,</td>
<td>K-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>LEP students.</td>
<td>Federal &amp; State</td>
<td>4 or more</td>
<td>Student Rosters</td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL</td>
<td>All (Literacy,</td>
<td>K-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>LEP students.</td>
<td>Federal, Local, &amp; State</td>
<td>4 or more</td>
<td>Student Rosters</td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Academy</td>
<td>All (Literacy,</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>LEP students new to English.</td>
<td>Federal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast ForWord</td>
<td>Literacy</td>
<td>K-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students with language and auditory processing issues.</td>
<td>Federal &amp; State</td>
<td>4 or more</td>
<td></td>
</tr>
<tr>
<td>Fast Track</td>
<td>Literacy</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Hands Mentoring</td>
<td>All (Literacy,</td>
<td>3-8</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>African-American male students.</td>
<td>Donations &amp; Local</td>
<td>4 or more</td>
<td>Mainframe</td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homebound Services</td>
<td>All (Literacy,</td>
<td>K-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students who are confined to home or hospital for four weeks or longer for temporary medical reasons.</td>
<td>Local</td>
<td>4 or more</td>
<td>Coordinator has list of students</td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless Services</td>
<td>All (Literacy,</td>
<td>Pre-K-12</td>
<td>Prevention</td>
<td>Academic</td>
<td>Students whose families are homeless.</td>
<td>Federal, Local, &amp; State</td>
<td>4 or more</td>
<td>Mainframe</td>
</tr>
<tr>
<td></td>
<td>Math, &amp; Other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Months</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students performing below grade level (Level I and II).</td>
<td>Fund 01 and 02, Local,</td>
<td>4 or more</td>
<td>Grades 3-5 for 2007-08 academic year</td>
</tr>
</tbody>
</table>
### Program Name

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG</td>
<td>Provides an appropriately challenging educational program for students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. We also provide professional development for regular classroom teachers to increase the cognitive challenge of learning opportunities for all students.</td>
</tr>
<tr>
<td>ALP K-2 Reading</td>
<td>Provides small groups balanced literacy support to students not meeting benchmarks</td>
</tr>
<tr>
<td>CIS</td>
<td>Connects community resources with students in order to provide special enrichment and academic opportunities for students. Works to prevent school failure through mentoring and tutoring.</td>
</tr>
<tr>
<td>College Prep Success</td>
<td>Analyzing difficult or confusing concepts from core classes, organizing, synthesizing, and evaluating course content, high level questioning, discussion and reflection, collaboration, exploration of skills, interests and personal preferences for career-planning, staying focused on learning, goal-setting, inquiry, mathematical reasoning.</td>
</tr>
<tr>
<td>Early Start</td>
<td>Interactive software program with videos, vocabulary, and quizzes.</td>
</tr>
<tr>
<td>ELLIS Software</td>
<td>Provides additional support to LEP students. Primary focus is to help students make the transition to English while supporting them in their academic work.</td>
</tr>
<tr>
<td>ESL Academy</td>
<td>Focus on developing the four domains (listening, speaking, reading, and writing) in English with an added emphasis on improving literacy skills and building mastery of middle school curriculum.</td>
</tr>
<tr>
<td>Fast ForWord</td>
<td>The School/Community Helping Hands Mentoring Program targets African-American male elementary and middle school students who are at risk of school failure. But who demonstrate strengths that can be tapped through the effort of a positive and supportive program. The program matches caring African-American male educators within the WCPSS with identified students. These WCPSS Mentor/Tutors support and encourage the mentees in developing positive self-images and improving their school performance. Community Mentor/Tutors are matched with students when WCPSS Mentor/Tutors cannot be obtained.</td>
</tr>
<tr>
<td>Fast Track</td>
<td>Teachers (typically from the student's school) provide up to three hours of instruction per week. A transition committee at the student's school develops the plan while the student is unable to attend school and assists in planning for a smooth re-entry when the student returns.</td>
</tr>
<tr>
<td>Homebound Services</td>
<td>A school social worker serves in the role of a homeless-liaison advocate and an IRT provides tutorial services. Consultative services are provided to parents and to staff at homeless shelters regarding ways to support students' study skills and homework completion. Teachers are trained to identify homeless students.</td>
</tr>
<tr>
<td>Homeless Services</td>
<td>Schools determine services. Typically schools schedule supplemental intervention in math and literacy during the school day, after school, or Saturday.</td>
</tr>
<tr>
<td>Program Name</td>
<td>Subject(s)</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Intervention Months</td>
<td>Literacy &amp; Math</td>
</tr>
<tr>
<td>Magnet - Early College Pathway</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Magnet - Int'l Pathway</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Magnet - Leadership &amp; Tech Pathway</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Math Intervention K-2</td>
<td>Math</td>
</tr>
<tr>
<td>Math Intervention 3-5</td>
<td>Math</td>
</tr>
<tr>
<td>NC More at Four</td>
<td>Literacy &amp; Math</td>
</tr>
<tr>
<td>PBS</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>PES</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>SIOP</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>SOLS</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Program Name</td>
<td>Describe the main strategy(ies)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Intervention Months</td>
<td>Schools determine services at the school level. Typically schools schedule supplemental intervention in math and literacy during the school day, after school, or Saturday. Middle schools also schedule supplemental math and reading electives to support students performing below grade level.</td>
</tr>
<tr>
<td>Magnet - Early College Pathway</td>
<td>Located on Wake Tech Community College’s Health Sciences campus, course offerings focused on theme of health and science careers, small school setting and personalized learning experience, students simultaneously fulfill requirements for HS diploma and two year associates degree with Wake Tech Community College</td>
</tr>
<tr>
<td>Magnet - Int'l Pathway</td>
<td>International Baccalaureate Programme at all levels (PYP, MYP, Diploma).</td>
</tr>
<tr>
<td>Magnet - Leadership &amp; Tech Pathway</td>
<td>Emphasis on 21st leadership development and character development based on principles of Dr. Stephen Covey (Seven Habits of Highly Effective People), focus on personal and academic goal-setting, individual initiative and responsibility, and participation in service learning, integrated technology, project-based learning, and career-focused learning communities at high school level.</td>
</tr>
<tr>
<td>Magnet - GT Pathway</td>
<td>Extensive elective menu for exploration of interests, acceleration, and rich, in-depth study in all subject areas to enhance the standard course of study. Foreign language instruction offered through high school. Expanded visual and performing arts opportunities. Extensive AP course offerings in high school.</td>
</tr>
<tr>
<td>Math Intervention K-2</td>
<td>Math intervention support for identified students. May be held during the day and/or before, after, during intersession. Structured lesson may use Number Worlds (SRA) as the primary instructional resource.</td>
</tr>
<tr>
<td>Math Intervention 3-5</td>
<td>Math intervention support for identified students. May be held during the day and/or before, after, during intersession. Structured lesson may use Number Worlds (SRA) as the primary instructional resource.</td>
</tr>
<tr>
<td>NC More at Four</td>
<td>Works to provide high quality early educational experiences for 4-year olds who are not attending preschool for various reasons and prepares them for success in school.</td>
</tr>
<tr>
<td>PBS</td>
<td>Provides assistance to schools with more effective strategies for working with challenging student behavior. Developing schoolwide PBS support plans, providing professional development on best practices, working with teachers to master new strategies, and providing assistance in developing individualized plans for specific students.</td>
</tr>
<tr>
<td>PES</td>
<td>Collaborative partnership between WCPSS and WCHS that provides academic and family support services. Uses family-centered practices and empowerment principles to increase family involvement. A family advocate is provided to work with the family and develop an action plan and also to assist the family in assessing an array of support services and aligning school and home efforts to improve the student’s success. There is a multi-disciplinary team at each school.</td>
</tr>
<tr>
<td>SIOP</td>
<td>A model for teaching grade level content in a way that is understandable for English Language Learners while at the same time promoting their English language development. Also provides professional development training and on-site coaching.</td>
</tr>
<tr>
<td>SOLS</td>
<td>Long-term suspended students use on-line instruction to complete courses. Students also participate in community services and other personal development activities. Contracted with community agencies.</td>
</tr>
<tr>
<td>Program Name</td>
<td>Subject(s)</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>SOS</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Special Education</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Supporting School Readiness</td>
<td>All (Literacy, Math, &amp; Other)</td>
</tr>
<tr>
<td>Program Name</td>
<td>Describe the main strategy(ies)</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SOS</td>
<td>Students stay after school for programming that includes homework help, tutorials, personal and social development activities, and recreation.</td>
</tr>
<tr>
<td>Special Education</td>
<td>Special Education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings. Specially designed instruction means adapting, as appropriate to the needs of an eligible child the content, methodology, or delivery of instruction of curriculum to address the unique needs of the child that result from the child’s disability. The NC Department of Public Instruction, Exceptional Children Division, evaluates WCPSS-Special Education Services on all required performance indicators through the Continuous Improvement Performance Plan (CIPP) annually.</td>
</tr>
<tr>
<td>Supporting School Readiness</td>
<td>The Supporting School Readiness Program works with children and their families in the year prior to entry into kindergarten. The program also works with childcare centers, family childcare homes, and elementary schools as they prepare for the transition into kindergarten. The program offers professional development for teachers, transition technical assistance for childcare centers and homes, a kindergarten summer enrichment program for upcoming kindergarteners, and ongoing monthly parent and child workshops for families with preschool children not in organized care.</td>
</tr>
</tbody>
</table>
## ATTACHMENT 4A
### ELEMENTARY SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>Intervention Teacher</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students with the most need based on assessment and teacher ranking.</td>
<td>Local &amp; State</td>
<td>4 or more</td>
<td>100</td>
</tr>
<tr>
<td>Adams</td>
<td>Track Out Academy</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level.</td>
<td>Local &amp; State</td>
<td>4 or more</td>
<td>100</td>
</tr>
<tr>
<td>Adams</td>
<td>Track Out Academy-YMCA Week</td>
<td>Other</td>
<td>K-5</td>
<td>Prevention</td>
<td>Behavior</td>
<td>Need based.</td>
<td>YMCA</td>
<td>4 or more</td>
<td>80</td>
</tr>
<tr>
<td>Adams</td>
<td>YMCA Y-Learning</td>
<td>Literacy &amp; Math</td>
<td>3-8</td>
<td>Prevention</td>
<td>Academic</td>
<td>FRL students - by node.</td>
<td>YMCA</td>
<td>4 or more</td>
<td>15</td>
</tr>
<tr>
<td>Aversboro</td>
<td>ACE It</td>
<td>Math</td>
<td>4</td>
<td>Intervention</td>
<td>Academic</td>
<td>Academically at-risk students.</td>
<td>Scholarship provided by Sylvan.</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Building Thinking Skills</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Local &amp; State</td>
<td>2</td>
<td>575</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Enrichment Services</td>
<td>Literacy</td>
<td>K-2</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students academically in need.</td>
<td>Local</td>
<td>4 or more</td>
<td>15</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Girls on the Run</td>
<td>Other</td>
<td>4</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>Female students.</td>
<td>Local</td>
<td>2</td>
<td>575</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Prescriptive Instruction</td>
<td>Literacy &amp; Math</td>
<td>1-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Local &amp; State</td>
<td>2</td>
<td>90</td>
</tr>
<tr>
<td>Baileywick</td>
<td>Leadership Development</td>
<td>Other</td>
<td>5</td>
<td>Intervention</td>
<td>Behavior</td>
<td>At-risk students.</td>
<td>None</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Baileywick</td>
<td>Second Step</td>
<td>Other</td>
<td>K-5</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>All students.</td>
<td>CASS</td>
<td>4 or more</td>
<td>150</td>
</tr>
<tr>
<td>Baileywick</td>
<td>Steps to Respect</td>
<td>Other</td>
<td>4-5</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>All students.</td>
<td>CASS</td>
<td>4 or more</td>
<td>250</td>
</tr>
<tr>
<td>Ballentine</td>
<td>Parent Liaison Program</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk and ESL students.</td>
<td>Local &amp; State</td>
<td>4 or more</td>
<td>100</td>
</tr>
<tr>
<td>Ballentine</td>
<td>Read and Feed</td>
<td>Literacy</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Community volunteer program.</td>
<td>0.5</td>
<td>30</td>
</tr>
<tr>
<td>Ballentine</td>
<td>Wake Technical Community College Tutors</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk students.</td>
<td>College credit for volunteers.</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Earobics</td>
<td>Literacy</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students needing support with phonemic awareness.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Great Leaps Math</td>
<td>Math</td>
<td>2-4</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level in math.</td>
<td>2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Prescriptive Instruction</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students who are not receiving other support services.</td>
<td>2</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Project LIFT</td>
<td>Literacy</td>
<td>K-1</td>
<td>Intervention</td>
<td>Academic &amp; Climate</td>
<td>ESL parents and their young children.</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Track Out Academy</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level in reading and/or math.</td>
<td>Local</td>
<td>3</td>
<td>125</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Great Leaps</td>
<td>Literacy</td>
<td>1-3</td>
<td>Intervention</td>
<td>Academic</td>
<td></td>
<td>State- TAs</td>
<td>more</td>
<td>25</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>Intervention Teacher</td>
<td>Y</td>
<td>Literacy and math intervention that follows the structures set in place by Title I.</td>
</tr>
<tr>
<td>Adams</td>
<td>Track Out Academy</td>
<td>Y</td>
<td>Support with SCOS objectives per grade level.</td>
</tr>
<tr>
<td>Adams</td>
<td>Track Out Academy-YMCA Week</td>
<td>Y</td>
<td>One week spent on academics, one week spent at the YMCA, and one week spent at home.</td>
</tr>
<tr>
<td>Adams</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Support with homework.</td>
</tr>
<tr>
<td>Aversboro</td>
<td>ACE It</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Building Thinking Skills</td>
<td>Y</td>
<td>Instructional supplement.</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Enrichment Services</td>
<td>Y</td>
<td>Tutoring/instructional supplement.</td>
</tr>
<tr>
<td>Aversboro</td>
<td>Girls on the Run</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Aversboro</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Baileywick</td>
<td>Leadership Development</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Baileywick</td>
<td>Second Step</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Baileywick</td>
<td>Steps to Respect</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Ballentine</td>
<td>Parent Liaison Program</td>
<td>N</td>
<td>towards resources, builds relationships with community agencies, serves on PES &amp; attendance committees, translates verbal and written messages into Spanish, and conducts monthly community training sessions for targeted parents.</td>
</tr>
<tr>
<td>Ballentine</td>
<td>Read and Feed</td>
<td>Y</td>
<td>Uses its own instructional approach and resources.</td>
</tr>
<tr>
<td>Ballentine</td>
<td>Wake Technical Community College Tutors</td>
<td>Y</td>
<td>Tutoring and mentoring.</td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Earobics</td>
<td>Y</td>
<td>Provide remediation support for students below grade level in math.</td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Great Leaps Math</td>
<td>Y</td>
<td>Provide remediation support for students below grade level in math and reading.</td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Provide remediation support for students below grade level in math and reading.</td>
</tr>
<tr>
<td>Barwell Rd</td>
<td>Project LIFT</td>
<td>Y</td>
<td>English language support for parents and their young children to promote student achievement.</td>
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<tr>
<td>Barwell Rd</td>
<td>Track Out Academy</td>
<td>Y</td>
<td>Provide remediation support during track out.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Great Leaps</td>
<td>Y</td>
<td>Push in.</td>
</tr>
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Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
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<tbody>
<tr>
<td>Brassfield</td>
<td>Intervention</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
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<td>Odyssey of the Mind</td>
<td>All (Literacy, Math, Other)</td>
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<td>Curriculum</td>
<td>Academic &amp; Climate</td>
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<td>Parent Tutors</td>
<td>Literacy &amp; Math</td>
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<td>Intervention</td>
<td>Academic &amp; Climate</td>
<td>ESL and targeted students.</td>
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<td>BCES Buddy Program</td>
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<td>Prevention</td>
<td>Behavior &amp; Climate</td>
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<td>Great Leaps</td>
<td>Literacy</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
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<td>Briar Creek</td>
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<td>4-5</td>
<td>Curriculum</td>
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<td>Level IV students.</td>
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<td>Briar Creek</td>
<td>Networks</td>
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<td>3-5</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>New students to school.</td>
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<td>Briar Creek</td>
<td>Prescriptive Instruction</td>
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<td>Intervention</td>
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<td>Level I, II, &amp; III students.</td>
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<td>Briar Creek</td>
<td>Safety Patrol</td>
<td>Other</td>
<td>4-5</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>N/A</td>
<td>N/A</td>
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<td>Briar Creek</td>
<td>Student Leaders</td>
<td>Other</td>
<td>4-5</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>N/A</td>
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<td>Briar Creek</td>
<td>Tutoring Program</td>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
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<td>Briarcliff</td>
<td>Before and After School Program</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Local &amp; Title I</td>
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<tr>
<td>Briarcliff</td>
<td>YMCA Y-Learning</td>
<td>Other</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Hispanic/Latino students.</td>
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<tr>
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<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
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<tr>
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<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>YMCA</td>
<td>2</td>
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<tr>
<td>Cedar Fork</td>
<td>Afterschool Tutor Program</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Volunteers</td>
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<tr>
<td>Cedar Fork</td>
<td>Girl Power</td>
<td>Other</td>
<td>5</td>
<td>Prevention</td>
<td>Climate</td>
<td>Female students.</td>
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<tr>
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<td>Great Leaps</td>
<td>Literacy</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Teacher Assistants</td>
<td>4 or more</td>
<td>45</td>
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<td>Combs</td>
<td>YMCA Y-Learning</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
<td>YMCA</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
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</thead>
<tbody>
<tr>
<td>Brassfield</td>
<td>Intervention</td>
<td>Y</td>
<td>Small class instruction and push in.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>KIT (Kids Into Thinking)</td>
<td>Y</td>
<td>Push in.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Literacy</td>
<td>Y</td>
<td>Push in and pull out.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Odyssey of the Mind</td>
<td>Y</td>
<td>After school pull-out.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Parent Tutors</td>
<td>Y</td>
<td>Push in and pull out.</td>
</tr>
<tr>
<td>Brassfield</td>
<td>Track Out Academy</td>
<td>Y</td>
<td>Small class instruction.</td>
</tr>
<tr>
<td>Briar Creek</td>
<td>BCES Buddy Program</td>
<td>Y</td>
<td>Character development and reinforcement.</td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Character Education Program</td>
<td>Y</td>
<td>Integrated lessons in classrooms with direct instruction.</td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Great Leaps</td>
<td>Y</td>
<td>Intense pull-out that takes place during 15 minute sessions that occur two to four times per week.</td>
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<tr>
<td>Briar Creek</td>
<td>Math Club</td>
<td>Y</td>
<td>Direct instruction enrichment lessons.</td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Networks</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Computer based interactive program and in-class and pull-out intervention.</td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Safety Patrol</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Briar Creek</td>
<td>Student Leaders</td>
<td>Y</td>
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<tr>
<td>Briar Creek</td>
<td>Tutoring Program</td>
<td>N</td>
<td>Teacher directed lessons.</td>
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<tr>
<td>Briarcliff</td>
<td>Before and After School</td>
<td>Y</td>
<td>Remediation for Math and Reading to Level I and II students</td>
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<tr>
<td>Briarcliff</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring, mentoring, and homework help.</td>
</tr>
<tr>
<td>Carpenter</td>
<td>Project Achieve</td>
<td>Y</td>
<td>Project Achieve.</td>
</tr>
<tr>
<td>Carpenter</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Cedar Fork</td>
<td>Afterschool Tutor Program</td>
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<td>Tutoring.</td>
</tr>
<tr>
<td>Cedar Fork</td>
<td>Girl Power</td>
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<td>Character development.</td>
</tr>
<tr>
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<td>Great Leaps</td>
<td></td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Combs</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring and mentoring.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
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</thead>
<tbody>
<tr>
<td>Creech Rd</td>
<td>Parent Liaison Program</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
<td>Local &amp; State</td>
<td>4 or more</td>
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<tr>
<td>Dillard Dr</td>
<td>Local Literacy</td>
<td>Literacy</td>
<td>K-2</td>
<td>Prevention</td>
<td>Academic</td>
<td></td>
<td></td>
<td>4 or more</td>
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<tr>
<td>Dillard Dr</td>
<td>Q4L</td>
<td>Literacy &amp; Math</td>
<td>K-3</td>
<td>Curriculum</td>
<td>Academic</td>
<td></td>
<td></td>
<td>4 or more</td>
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<tr>
<td>Dillard Dr</td>
<td>YMCA Y-Learning</td>
<td>Literacy &amp; Math</td>
<td>3-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Grant</td>
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<td>Douglas</td>
<td>Literacy Coach</td>
<td>Literacy</td>
<td>K-2</td>
<td>Prevention</td>
<td>Academic</td>
<td>Children who have not passed EOG or are below grade level benchmark (K-2).</td>
<td></td>
<td>&lt;blank&gt;</td>
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<tr>
<td>Durant Rd</td>
<td>Other Intervention Program</td>
<td>Literacy &amp; Math</td>
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<td>Intervention</td>
<td>Academic</td>
<td></td>
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<td>East Garner</td>
<td>Before and After School</td>
<td>Other</td>
<td>2-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students not reaching benchmark.</td>
<td>Progres Energy Homework Club Grant</td>
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<td>East Garner</td>
<td>Number Worlds</td>
<td>Math</td>
<td>Pre-K -5</td>
<td>Prevention</td>
<td>Academic</td>
<td>SWD and students not reaching benchmark.</td>
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<td>East Garner</td>
<td>Support Our Students</td>
<td>Other</td>
<td>K-5</td>
<td>Prevention</td>
<td>Behavior</td>
<td>Students with behaviors that have a negative impact on how successful they are at school.</td>
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<tr>
<td>East Garner</td>
<td>Track Out Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
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<td>East Garner</td>
<td>WebAchiever</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Curriculum</td>
<td>Academic</td>
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<td>Literacy &amp; Math</td>
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<td>Prevention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
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<td>4 or more</td>
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<td>All</td>
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<td>Academic &amp; Behavior</td>
<td>All students.</td>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>African American &amp; Economically Disadvantaged Students.</td>
<td>Local (Intervention)</td>
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<td>Other</td>
<td>4-5</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td></td>
<td>NCSU</td>
<td>2</td>
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<td>Fuquay Varina</td>
<td>Prescriptive Instruction</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Eligible students.</td>
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<td>Lit=K-5 Math=3-5</td>
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<td>Academic</td>
<td>Level I &amp; II students.</td>
<td></td>
<td>4 or more</td>
<td>100</td>
</tr>
<tr>
<td>Green</td>
<td>Prescriptive Instruction</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
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<td>2</td>
<td>100</td>
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<tr>
<td>Harris Creek</td>
<td>Aims Web</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
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<td>Academic</td>
<td>All students.</td>
<td>School Funds</td>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Title I students.</td>
<td>Title I &amp; ALP</td>
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<tr>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>School Funds</td>
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Note: Only schools that responded and provided school-based programs are displayed.
# ATTACHMENT 4A
# ELEMENTARY SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
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</thead>
<tbody>
<tr>
<td>Creech Rd</td>
<td>Parent Liaison Program</td>
<td>N</td>
<td>Provides information, education, and support to families and work with staff to contact parents and build relationships with families. Serves as a member of the PES site team at each school and builds relationships with community agencies.</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Local Literacy</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Q4L</td>
<td>Y</td>
<td>Enrichment.</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Douglas</td>
<td>Literacy Coach</td>
<td></td>
<td>Provides targeted staff development in literacy for K-2 teachers.</td>
</tr>
<tr>
<td>Durant Rd</td>
<td>Other Intervention Program</td>
<td>Y</td>
<td>Small group tutoring in reading and math and a combination of pull-out and in-class services.</td>
</tr>
<tr>
<td>East Garner</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td></td>
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<tr>
<td>East Garner</td>
<td>Number Worlds</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>East Garner</td>
<td>Support Our Students</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>East Garner</td>
<td>Track Out Academy</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>East Garner</td>
<td>WebAchiever</td>
<td>Y</td>
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<tr>
<td>Forestville</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Tutoring.</td>
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<tr>
<td>Forestville</td>
<td>Parent Liaison Program</td>
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<tr>
<td>Fuller</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Fuller</td>
<td>NCSU SAY Mentorship</td>
<td>Y</td>
<td>Mentoring.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>Great Leaps</td>
<td>Y</td>
<td>Repeated practice, one-on-one tutoring as needed, community involvement, and positive feedback.</td>
</tr>
<tr>
<td>Green</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Repeated practice, multi-sensory cues, and visual aids.</td>
</tr>
<tr>
<td>Harris Creek</td>
<td>Aims Web</td>
<td>Y</td>
<td>Track student progress and achievement.</td>
</tr>
<tr>
<td>Harris Creek</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Harris Creek</td>
<td>Great Leaps</td>
<td>Y</td>
<td>Research based intervention.</td>
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Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harris Creek</td>
<td>Learning Today</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>C&amp;I</td>
<td>1</td>
<td>50</td>
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<tr>
<td>Heritage</td>
<td>Intervention in Literacy/Math</td>
<td>Literacy &amp; Math</td>
<td>2-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Intervention Months</td>
<td>4 or more</td>
<td>35</td>
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<tr>
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<td>Literacy Intervention</td>
<td>Literacy</td>
<td>K-2</td>
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<td>Students well below grade level.</td>
<td>Local &amp; Excess ADM</td>
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<td>3-4</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Local ADM</td>
<td>4 or more</td>
<td>40</td>
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<tr>
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<td>YMCA Y-Learning</td>
<td>Literacy &amp; Math</td>
<td>3-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>YMCA</td>
<td>2</td>
<td>30</td>
</tr>
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<td>Before and After School Instructional Program</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Title I students.</td>
<td>Title I &amp; YMCA grant</td>
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<tr>
<td>Hilburn</td>
<td>Team Time</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>All students.</td>
<td>Local ADM</td>
<td>4 or more</td>
<td>40</td>
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<tr>
<td>Hilburn</td>
<td>YMCA Y-Learning</td>
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<td>3-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Level I &amp; II students.</td>
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<td>Holly Grove</td>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
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<td>Before and After School Instructional Program</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
<td>Tuition</td>
<td>3</td>
<td>80</td>
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<tr>
<td>Holly Grove</td>
<td>PEPE</td>
<td>Other, Physical Education</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
<td>N/A</td>
<td>3</td>
<td>150</td>
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<tr>
<td>Holly Grove</td>
<td>Tutors/Mentors from High School</td>
<td>Other</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>All students.</td>
<td>N/A</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Holly Ridge</td>
<td>Lucy Calkins</td>
<td>Literacy</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
<td>3</td>
<td>780</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Intervention Teacher</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td></td>
<td>4 or more</td>
<td>50</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Literacy</td>
<td>Literacy</td>
<td>K-2</td>
<td>Consult &amp; 3-5</td>
<td>Intervention</td>
<td>All students.</td>
<td>State</td>
<td>4 or more</td>
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<tr>
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<td>Before and After School Instructional Program</td>
<td>Math</td>
<td>2-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Title I eligible students.</td>
<td>Title I &amp; ALP</td>
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<td>80</td>
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<tr>
<td>Jeffrey's Grove</td>
<td>Other Intervention Program</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students that need Tier 2 interventions.</td>
<td>Intervention Months</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Jones Dairy</td>
<td>Track Out Academy</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level.</td>
<td>N/A</td>
<td>4 or more</td>
<td>75</td>
</tr>
<tr>
<td>Lacy</td>
<td>STEP (Student Tutorial Enrichment Program)</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>Primarily students who below grade level.</td>
<td>Local</td>
<td>4 or more</td>
<td>60</td>
</tr>
<tr>
<td>Lead Mine</td>
<td>Success Maker Lab</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
<td>4 or more</td>
<td>500</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harris Creek</td>
<td>Learning Today</td>
<td>N</td>
<td>For identified students who attend Intersession.</td>
</tr>
<tr>
<td>Heritage</td>
<td>Intervention in Literacy/Math</td>
<td>N</td>
<td>Working with teachers in small and whole group settings to increase student achievement in literacy and math.</td>
</tr>
<tr>
<td>Heritage</td>
<td>Literacy Intervention</td>
<td>Y</td>
<td>Working with students in small groups to increase literacy skills.</td>
</tr>
<tr>
<td>Heritage</td>
<td>Literacy Intervention</td>
<td>N</td>
<td>Small group work and push-in in the classroom to assist at-risk students with literacy.</td>
</tr>
<tr>
<td>Heritage</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Assisting students in Reading and Math in small group instruction and assisting with homework.</td>
</tr>
<tr>
<td>Hilburn</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Small group instruction, tutoring, mentoring, character development.</td>
</tr>
<tr>
<td>Hilburn</td>
<td>Team Time</td>
<td>Y</td>
<td>Differentiated and small group instruction with targeted objectives.</td>
</tr>
<tr>
<td>Hilburn</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Small group instruction, tutoring, mentoring, character development.</td>
</tr>
<tr>
<td>Holly Grove</td>
<td>Achievers</td>
<td>Y</td>
<td>Identifying goals and following up to make sure goals are met weekly. Students can earn up to 14 incentives using a point system.</td>
</tr>
<tr>
<td>Holly Grove</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Childcare, homework help, arts craft, social skill building, and character development.</td>
</tr>
<tr>
<td>Holly Grove</td>
<td>PEP!</td>
<td>N</td>
<td>Teambuilding and character development.</td>
</tr>
<tr>
<td>Holly Grove</td>
<td>Tutors/Mentors from High School</td>
<td>Y</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
<tr>
<td>Holly Ridge</td>
<td>Lucy Calkins</td>
<td>Y</td>
<td>To teach writing.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Intervention Teacher</td>
<td>Y</td>
<td>Provides targeted interventions for identified students based upon the NC Standard Course of Study and state accountability standards.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Literacy</td>
<td>Y</td>
<td>Helps kindergarteners with their alphabets and sounds; helps grades 1 &amp; 2 students who are significantly behind in the reading process.</td>
</tr>
<tr>
<td>Jeffrey's Grove</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Direct and computerized instruction.</td>
</tr>
<tr>
<td>Jeffrey's Grove</td>
<td>Other Intervention Program</td>
<td>Y</td>
<td>Tutoring, direct instruction, math Number Worlds, and computerized instruction.</td>
</tr>
<tr>
<td>Jones Dairy</td>
<td>Track Out Academy</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Lacy</td>
<td>STEP (Student Tutorial Enrichment Program)</td>
<td>Y</td>
<td>Tutoring, mentoring, and parent (?).</td>
</tr>
<tr>
<td>Lead Mine</td>
<td>Success Maker Lab</td>
<td>Y</td>
<td>Students receive individualized instruction at their own level via computer twice a week.</td>
</tr>
</tbody>
</table>

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# ATTACHMENT 4A
## ELEMENTARY SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Mine</td>
<td>YMCA Y-Learning</td>
<td>Other</td>
<td>2-5</td>
<td>Intervention</td>
<td>Academic &amp; Climate</td>
<td>Low-achieving students.</td>
<td>YMCA &amp; Intervention</td>
<td>4 or more</td>
<td>45</td>
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<tr>
<td>Lincoln Heights</td>
<td>Before and After School Program</td>
<td>Other</td>
<td>K-5</td>
<td>Intervention</td>
<td>Climate</td>
<td>All students.</td>
<td>4 or more</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>DSSF Data Days and Support</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Curriculum</td>
<td>Academic &amp; Climate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Girls on the Run</td>
<td>Other</td>
<td>3-5</td>
<td>Intervention</td>
<td>Behavior</td>
<td>At risk female students.</td>
<td>Girls on the Run funding; and unknown for upcoming years.</td>
<td>4 or more</td>
<td>50</td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Parent Liaison Program</td>
<td>All (Literacy, Math, Other)</td>
<td>Pre-K -5</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Ready to Learn Center</td>
<td>Other</td>
<td>Pre-K</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>Pre-K students.</td>
<td></td>
<td>4 or more</td>
<td>30</td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>YMCA Y-Learning</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Prevention</td>
<td>Academic</td>
<td>Level II &amp; at risk students.</td>
<td>Governor's Crime Commission Grant through the YMCA</td>
<td>2</td>
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<td>Before and After School Instructional Program</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks (Level I or II)</td>
<td>Intervention Funds</td>
<td>4 or more</td>
<td>150</td>
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<tr>
<td>Lockhart</td>
<td>Intercession</td>
<td>All (Literacy, Math, Other)</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
<td>Intervention Funds</td>
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<tr>
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<td>AU Pre-K Class</td>
<td>All (Literacy, Math, Other)</td>
<td>Pre-K</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Autistic pre-k children.</td>
<td>Special Education Pre-School Programs</td>
<td>4 or more</td>
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<td>2-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Title I</td>
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<tr>
<td>Lynn Rd</td>
<td>Number Worlds</td>
<td>Math</td>
<td>1-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Local</td>
<td>1</td>
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<tr>
<td>Middle Creek</td>
<td>Reading Resource Kindergarten</td>
<td>Literacy</td>
<td>K</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>County</td>
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<tr>
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<td>2-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Intervention and Title I</td>
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<td>150</td>
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<td>Cheetah Champs</td>
<td>Other</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Students needing an additional positive role model.</td>
<td>None</td>
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<td>70</td>
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<td>Intervention</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students performing below grade level.</td>
<td>Allotted months, Local</td>
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<tr>
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<td>Team Time</td>
<td>Literacy &amp; Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
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<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>YMCA</td>
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<td>13</td>
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<tr>
<td>N Forest Pines</td>
<td>Intercession</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level in literacy and/or math.</td>
<td>Intervention Months</td>
<td>2</td>
<td>75</td>
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<tr>
<td>North Ridge</td>
<td>Benchmark Publishing, Early Connections, Navigator</td>
<td>Literacy</td>
<td>1-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Below benchmark.</td>
<td>Local</td>
<td>2</td>
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</tbody>
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Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Mine</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Brief homework time, academic application time based on a theme, and computer time. Licensed teachers and YMCA tutors.</td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Before and After School Program</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>DSSF Data Days and Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Girls on the Run</td>
<td>Y</td>
<td>Character education and mentoring.</td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Parent Liaison Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>Ready to Learn Center</td>
<td>N</td>
<td>Small group remediation.</td>
</tr>
<tr>
<td>Lincoln Heights</td>
<td>YMCA Y-Learning</td>
<td>N</td>
<td>Tutoring, mentoring, and character education.</td>
</tr>
<tr>
<td>Lookhart</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Lookhart</td>
<td>Intercension</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Lynn Rd</td>
<td>AU Pre-K Class</td>
<td>Y</td>
<td>All curricular areas, routines of schools, and developing life and communication skills.</td>
</tr>
<tr>
<td>Lynn Rd</td>
<td>Before and After School Instructional Program</td>
<td>N</td>
<td>Math intervention.</td>
</tr>
<tr>
<td>Lynn Rd</td>
<td>Number Worlds</td>
<td>Y</td>
<td>Math intervention.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Reading Resource Kindergarten</td>
<td>Y</td>
<td>Small group remediation.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Small group instruction on math and literacy concepts and tutoring.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Cheetah Champs</td>
<td>Y</td>
<td>Mentoring.</td>
</tr>
<tr>
<td>Mills Park</td>
<td>Intervention</td>
<td>Y</td>
<td>Fluency and comprehension strategies in reading. Grade level objectives in math.</td>
</tr>
<tr>
<td>Morrisville</td>
<td>Team Time</td>
<td>Y</td>
<td>Tutoring and enrichment.</td>
</tr>
<tr>
<td>Morrisville</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring and homework help.</td>
</tr>
<tr>
<td>N Forest Pines</td>
<td>Intercension</td>
<td>Y</td>
<td>One week of extra instruction in literacy and math during track out time.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Benchmark Publishing, Early Connections, Navigator</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
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<tr>
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<td>K-5</td>
<td>Intervention</td>
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<tr>
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<td>Math</td>
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<td>Intervention</td>
<td>Academic</td>
<td>SWD students.</td>
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<td>Intervention</td>
<td>Academic</td>
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<td>Academic</td>
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<td>Curriculum</td>
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<td></td>
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<td>Academic &amp; Behavior</td>
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<td>Intervention</td>
<td>Academic</td>
<td>Students below grade level.</td>
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<td>Powell</td>
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<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
<td>Title I</td>
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<tr>
<td>Reedy Creek</td>
<td>ESL Academy</td>
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<td>Academic</td>
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<tr>
<td>Reedy Creek</td>
<td>YMCA Y-Learning</td>
<td>All (Literacy, Math, Other)</td>
<td>3-8</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
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<td>All</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Root Foundation</td>
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<td>Root</td>
<td>Lunch Bunch</td>
<td>Literacy</td>
<td>3</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
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<td>PTA Volunteers</td>
<td>4 or more</td>
<td>30</td>
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<td>Root</td>
<td>Magnet Time / Differentiation Time</td>
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<td>All</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
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<td>Intervention</td>
<td>Academic</td>
<td>SWD students.</td>
<td>Local</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Salem</td>
<td>KIT (Kids Into Thinking)</td>
<td>All (Literacy, Math, Other)</td>
<td>K-3</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level IV students.</td>
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<td>150</td>
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<td>Literacy</td>
<td>2</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
<td>Local</td>
<td>1</td>
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</tr>
<tr>
<td>Salem</td>
<td>Mathletes</td>
<td>Math</td>
<td>4-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>High level IV in math.</td>
<td>Grant, Presidential Award.</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Salem</td>
<td>Peer Discovery/Salem Middle Helpers</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Low-achieving students.</td>
<td>N/A</td>
<td>4 or more</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## ELEMENTARY SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Ridge</td>
<td>Corrective Reading</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Language for Learning</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Number Worlds</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Computerized instruction.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Reading Mastery</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
<tr>
<td>North Ridge</td>
<td>Wildcats</td>
<td>Y</td>
<td>Tutoring and small group or individual direct instruction.</td>
</tr>
<tr>
<td>North Woods</td>
<td>Prescriptive Instruction</td>
<td></td>
<td>Computer based remediation drills and practice in math and reading.</td>
</tr>
<tr>
<td>North Woods</td>
<td>Read and Feed</td>
<td></td>
<td>Parents and children are brought in, provided with refreshments, and taught reading.</td>
</tr>
<tr>
<td>Poe</td>
<td>Earobics</td>
<td>Y</td>
<td>Participate in individual reading activities on the computer depending on their need.</td>
</tr>
<tr>
<td>Poe</td>
<td>Math Tutor Program</td>
<td>Y</td>
<td>Remediation using Number Worlds in small groups.</td>
</tr>
<tr>
<td>Powell</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>On-line intervention program.</td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>ESL Academy</td>
<td></td>
<td>ESL tutoring after school twice a week using high school students and RCE teachers.</td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Root</td>
<td>Differentiation Resource Teacher</td>
<td>N</td>
<td>Visits each classroom once every other week to teach lessons using Higher Order Thinking strategies.</td>
</tr>
<tr>
<td>Root</td>
<td>Lunch Bunch</td>
<td>N</td>
<td>Book club type of activity where parent volunteers have lunch with a small group of 3rd graders and discuss books that they have read.</td>
</tr>
<tr>
<td>Root</td>
<td>Magnet Time / Differentiation Time</td>
<td>N</td>
<td>Grade levels divide students among classrooms for skill specific instruction. Volunteers and staff members work with a small group of students for 60 minutes each week for book club or math activities.</td>
</tr>
<tr>
<td>Salem</td>
<td>Great Leaps</td>
<td>Y</td>
<td>Fluency building.</td>
</tr>
<tr>
<td>Salem</td>
<td>KIT (Kids Into Thinking)</td>
<td>Y</td>
<td>Parent involvement and higher level thinking skills.</td>
</tr>
<tr>
<td>Salem</td>
<td>Language for Learning</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Salem</td>
<td>Mathletes</td>
<td>Y</td>
<td>Building problem solving skills in math.</td>
</tr>
<tr>
<td>Salem</td>
<td>Peer Discovery/Salem Middle Helpers</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem</td>
<td>PEPI</td>
<td>Other, Physical Education</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Behavior &amp; Climate</td>
<td>All students.</td>
<td>N/A</td>
<td>4 or more</td>
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<tr>
<td>Salem</td>
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<td>Literacy</td>
<td>1-2</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
<td>Local</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Salem</td>
<td>Sight Words with Sampson</td>
<td>Literacy</td>
<td>1-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students below benchmarks.</td>
<td>Local</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Salem</td>
<td>Town Meeting</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
<td>N/A</td>
<td>4 or more</td>
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</tr>
<tr>
<td>Smith</td>
<td>DSSF Tutoring</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students in grades 3 through 5.</td>
<td>Local &amp; State</td>
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<tr>
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<td>K-5</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk students.</td>
<td>Local &amp; State</td>
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<tr>
<td>Timber Dr</td>
<td>Before and After School Instruction</td>
<td>Math</td>
<td>K-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students with greatest need.</td>
<td>Title I</td>
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<tr>
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<td>Guided Study</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
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<td>Academic</td>
<td>Identified students needing support</td>
<td>Intervention</td>
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<td>Tree Frog Academy</td>
<td>Literacy &amp; Math</td>
<td>K-2</td>
<td>Intervention</td>
<td>Academic</td>
<td>Identified students needing support</td>
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<td>3-5</td>
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<td>Academic, Behavior, &amp; Climate</td>
<td>Female students.</td>
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<tr>
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<td>Intervention</td>
<td>Academic</td>
<td>Students with the most need based on assessment and teacher ranking.</td>
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<td>Intervention</td>
<td>Academic</td>
<td>Students with the most need based on assessment and teacher ranking.</td>
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<td>Intervention</td>
<td>Academic</td>
<td>Need based.</td>
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<td>Literacy &amp; Math</td>
<td>3-8</td>
<td>Prevention</td>
<td>Academic</td>
<td>FRL students - by node.</td>
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<td>Other</td>
<td>4-5</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>Female students.</td>
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<td>15</td>
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<tr>
<td>Wilburn</td>
<td>Other Intervention Program</td>
<td>All (Literacy, Math, Other)</td>
<td>K-5</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Title I</td>
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<td>3-5</td>
<td>Curriculum</td>
<td>Academic &amp; Climate</td>
<td>Level II students.</td>
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<tr>
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<td>Enrichment/Remediation</td>
<td>Literacy &amp; Math</td>
<td>3-5</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level II, III, &amp; IV students.</td>
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<td>1, 3-4</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level II &amp; IV students.</td>
<td>Fund 1 - Instructional</td>
<td>0.5</td>
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</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem</td>
<td>PEPI</td>
<td>Y</td>
<td>Character development and community involvement.</td>
</tr>
<tr>
<td>Salem</td>
<td>Salem Reads</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Salem</td>
<td>Sight Words with Sampson</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Salem</td>
<td>Town Meeting</td>
<td>Y</td>
<td>Character development and community involvement.</td>
</tr>
<tr>
<td>Smith</td>
<td>DSSF Tutoring</td>
<td>Y</td>
<td>Reading and math intervention.</td>
</tr>
<tr>
<td>Smith</td>
<td>Parent Liaison Program</td>
<td>Y</td>
<td>Support at-risk students and their families.</td>
</tr>
<tr>
<td>Timber Dr</td>
<td>Before and After School Instructional Program</td>
<td>Y</td>
<td>Mathematics tutoring using Number Worlds Kits</td>
</tr>
<tr>
<td>Timber Dr</td>
<td>Guided Study</td>
<td>Y</td>
<td>Pull-out instruction/remediation during intervention block.</td>
</tr>
<tr>
<td>Turner Creek</td>
<td>Learning Today</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Turner Creek</td>
<td>Tree Frog Academy</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Underwood</td>
<td>Girls on the Run</td>
<td>Y</td>
<td>Mentoring &amp; character development.</td>
</tr>
<tr>
<td>Vandora Springs</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
<tr>
<td>Wendell</td>
<td>Supplemental Education Services</td>
<td>Y</td>
<td>Free tutoring is offered to F&amp;R students by DPI approved vendors two days a week for intervention in literacy and math due to our 'Title I School Improvement' status.</td>
</tr>
<tr>
<td>West Lake</td>
<td>Intervention Teacher</td>
<td>Y</td>
<td>Literacy and math intervention that follows the structures set in place by Title I.</td>
</tr>
<tr>
<td>West Lake</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>West Lake</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Support with homework.</td>
</tr>
<tr>
<td>Wilburn</td>
<td>Girls on the Run</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Wilburn</td>
<td>Other Intervention Program</td>
<td>Y</td>
<td>Targeted staff development, teacher support, and regular monitoring of student progress.</td>
</tr>
<tr>
<td>Wiley</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>Tutoring, Mentoring, Parent Involvement, Character Development.</td>
</tr>
<tr>
<td>Willow Springs</td>
<td>Enrichment/Remediation</td>
<td>Y</td>
<td>Remediation and enrichment.</td>
</tr>
<tr>
<td>Willow Springs</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Targeted intervention and enrichment.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## ATTACHMENT 4B
### MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnage</td>
<td>6th Grade Academy</td>
<td>Literacy &amp; Math</td>
<td>6</td>
<td>Prevention</td>
<td>Academic</td>
<td>Local</td>
<td>404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carnage</td>
<td>ESA</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk students.</td>
<td>State Grant</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Carnage</td>
<td>Focus on Four</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
<td>2</td>
<td>1094</td>
</tr>
<tr>
<td>Carnage</td>
<td>Guided Study Classes</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Local</td>
<td>4 or more</td>
<td>250</td>
</tr>
<tr>
<td>Carnage</td>
<td>Haven House</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Suspended students.</td>
<td>Local</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Carnage</td>
<td>Literacy Intervention Classes</td>
<td>Literacy</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students at risk of failure.</td>
<td>Local</td>
<td>4 or more</td>
<td>90</td>
</tr>
<tr>
<td>Carnage</td>
<td>Math Intervention Classes</td>
<td>Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students at risk of failure.</td>
<td>Local</td>
<td>4 or more</td>
<td>125</td>
</tr>
<tr>
<td>Carnage</td>
<td>South Light</td>
<td>Literacy &amp; Math</td>
<td>7</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk students.</td>
<td>Federal</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Carnage</td>
<td>SRA</td>
<td>Literacy</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Special program students.</td>
<td>Local</td>
<td>50</td>
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</tr>
<tr>
<td>Carnage</td>
<td>Writing Support Classes</td>
<td>Literacy</td>
<td>7</td>
<td>Prevention</td>
<td>Academic</td>
<td>Students struggling with writing.</td>
<td>Local</td>
<td>3</td>
<td>250</td>
</tr>
<tr>
<td>Centennial</td>
<td>ELL Tutoring Program</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>ESL &amp; LEP students.</td>
<td>Grant from ESL District office.</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Davis Dr</td>
<td>Mentoring Program</td>
<td>Other</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Students identified by staff members as at-risk or as being someone who could benefit from mentoring.</td>
<td>No Cost</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Business Alliance Math Tutorial</td>
<td>Math</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>Volunteers</td>
<td>4 or more</td>
<td>20</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Ramp Up</td>
<td>Math</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students identified by teacher that need assistance.</td>
<td>No State Grant</td>
<td>4 or more</td>
<td>35</td>
</tr>
<tr>
<td>East Garner</td>
<td>YMCA Y-Learning</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td></td>
<td>Tuition</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Roster</th>
<th>Main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnage</td>
<td>6th Grade Academy</td>
<td>Y</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
<tr>
<td>Carnage</td>
<td>ESA</td>
<td>Y</td>
<td>Tutoring, mentoring, parent involvement, and character development.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Focus on Four</td>
<td>Y</td>
<td>Math and reading remediation lessons.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Guided Study Classes</td>
<td>Y</td>
<td>Tutoring, study skills, and mentoring.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Haven House</td>
<td>Y</td>
<td>Tutoring, mentoring, and community work.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Literacy Intervention Classes</td>
<td>Y</td>
<td>Reading remediation.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Math Intervention Classes</td>
<td>Y</td>
<td>Math remediation.</td>
</tr>
<tr>
<td>Carnage</td>
<td>South Light</td>
<td>Y</td>
<td>Tutoring and mentoring.</td>
</tr>
<tr>
<td>Carnage</td>
<td>SRA</td>
<td>Y</td>
<td>Reading support.</td>
</tr>
<tr>
<td>Carnage</td>
<td>Writing Support Classes</td>
<td>Y</td>
<td>Writing support and remediation.</td>
</tr>
<tr>
<td>Centennial</td>
<td>ELL Tutoring Program</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Davis Dr</td>
<td>Mentoring Program</td>
<td>Y</td>
<td>Mentoring, tutoring, and character development.</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Business Alliance Math Tutorial</td>
<td>Y</td>
<td>Tutorials, support, intervention for students in math.</td>
</tr>
<tr>
<td>Dillard Dr</td>
<td>Ramp Up</td>
<td>Y</td>
<td>Homework completion, project completion, and motivation.</td>
</tr>
<tr>
<td>East Garner</td>
<td>YMCA Y-Learning</td>
<td>Y</td>
<td>YMCA provides afterschool care on site.</td>
</tr>
<tr>
<td>East Millbrook</td>
<td>MSEN (Math Science Engineering Network)</td>
<td>Y</td>
<td>Academic enrichment to encourage students to consider college.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## ATTACHMENT 4B
### MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Wake</td>
<td>To be named, formerly &quot;H.I.S.S.&quot;</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level II &amp; at-risk students.</td>
<td>Intervention Months</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Guided Study Classes</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Level I &amp; II students.</td>
<td></td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Heritage</td>
<td>Life Course Academy</td>
<td>Other</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Long-term suspended students and/or students with mental health needs.</td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Holly Ridge</td>
<td>6th Grade Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>6</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
<td></td>
<td>0.5</td>
<td>40</td>
</tr>
<tr>
<td>Leesville Rd</td>
<td>MSEN (Math Science Engineering Network)</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>At-risk students.</td>
<td>Local &amp; State</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Leesville Rd</td>
<td>YMCA Y-Learning</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic</td>
<td>All groups.</td>
<td>Grant from the YMCA.</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Ligon</td>
<td>EOGlympics</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td>State and Local Instructional Supply money</td>
<td>1</td>
<td>1090</td>
</tr>
<tr>
<td>Ligon</td>
<td>Ligon Buddies</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Students who were retained, promoted with intervention, or are experiencing difficulty at school.</td>
<td>State and Local Instructional Supply money</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Ligon</td>
<td>MSEN (Math Science Engineering Network)</td>
<td>Math &amp; Other</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Any interested student.</td>
<td>State and Local Instructional Supply money</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>Lufkin Rd</td>
<td>After-School Tutorial</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
<td>1</td>
<td>144</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Wake</td>
<td>To be named, formerly “H.I.S.S.”</td>
<td></td>
<td>Conversion of intervention MOEs to begin after school tutoring for level II students in 2nd semester.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Guided Study Classes</td>
<td>Y</td>
<td>Courses delivered in alternative setting for long-term suspended and students with mental health needs who get daily therapy.</td>
</tr>
<tr>
<td>Heritage</td>
<td>Life Course Academy</td>
<td>Y</td>
<td>Courses delivered in alternative setting for long-term suspended and students with mental health needs who get daily therapy.</td>
</tr>
<tr>
<td>Holly Ridge</td>
<td>6th Grade Academy</td>
<td>Y</td>
<td>Raise expectations in areas of math and science.</td>
</tr>
<tr>
<td>Leesville Rd</td>
<td>MSEN (Math Science Engineering Network)</td>
<td>Y</td>
<td>Tutoring and EOG preparation.</td>
</tr>
<tr>
<td>Ligon</td>
<td>EOGlympics</td>
<td>Y</td>
<td>Preparing students for EOGs. Students are placed in groups based on Academic data for remediation or enrichment 6 times throughout the year during two-hour delay schedule.</td>
</tr>
<tr>
<td>Ligon</td>
<td>Ligon Buddies</td>
<td>Y</td>
<td>Mentoring for students.</td>
</tr>
<tr>
<td>Ligon</td>
<td>MSEN (Math Science Engineering Network)</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Lufkin Rd</td>
<td>After-School Tutorial</td>
<td>N</td>
<td>After school tutoring, homework/project help, test taking skills, curriculum review, and assistance with organization and prioritizing assignments.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lufkin Rd</td>
<td>ESL/LEP Tutorial</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic</td>
<td>ESL &amp; LEP students.</td>
<td>Local</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Martin</td>
<td>YMCA Y-Learning (Martin Achievers)</td>
<td>All (Literacy, Math, Other)</td>
<td>3-8</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>African American students - specific attendance node.</td>
<td>YMCA</td>
<td>4 or more</td>
<td>20</td>
</tr>
<tr>
<td>Martin</td>
<td>ZAP - Homework recovery program</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>Local</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Mt Vernon</td>
<td>Dropout Prevention</td>
<td>All (Literacy, Math, Other)</td>
<td>8</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td></td>
<td></td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>North Garner</td>
<td>Fast Forward</td>
<td>Literacy</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>3</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>North Garner</td>
<td>Project Quest</td>
<td>Other</td>
<td>6-8</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>All students &amp; CPS students.</td>
<td>3</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>After School Assistance Program</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I, II, &amp; III students.</td>
<td>Intervention Months</td>
<td>4 or more</td>
<td>40</td>
</tr>
<tr>
<td>River Oaks</td>
<td>Academy of Math</td>
<td>Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Student Support Services</td>
<td>0.5</td>
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<tr>
<td>River Oaks</td>
<td>Prescriptive Instruction</td>
<td>Literacy</td>
<td>6</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Student Support Services</td>
<td>0.5</td>
<td>7</td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>After School Assistance Program</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
<td>3</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Wake Forest/ Rolesville</td>
<td>Caring Cougar Network</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Wake Forest/ Rolesville</td>
<td>English Language Learners</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>ESL &amp; LEP students.</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Wakefield</td>
<td>Girl Power</td>
<td>Other</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>Female African American students.</td>
<td>None</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Saturday Math Enhancement Program</td>
<td>Math</td>
<td>6-7</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Local (Facilities use Fund 5).</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Wendell</td>
<td>Fast Track</td>
<td>Literacy</td>
<td>6-7</td>
<td>Intervention</td>
<td>Academic</td>
<td>SPED; ALP.</td>
<td>1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Wendell</td>
<td>Prescriptive Instruction</td>
<td>Literacy &amp; Math</td>
<td>6-7</td>
<td>Intervention</td>
<td>Academic</td>
<td></td>
<td>2</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>West Cary</td>
<td>Adopt-A-School Initiative</td>
<td>All (Literacy, Math, Other)</td>
<td>6-8</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
<td>2</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>West Cary</td>
<td>Enrichment &amp; Remediation</td>
<td>Other</td>
<td>6-8</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td></td>
<td>1</td>
<td>1,150</td>
</tr>
<tr>
<td>West Lake</td>
<td>21st Century Learning Center</td>
<td>Literacy &amp; Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Grant</td>
<td>4 or more</td>
<td>40</td>
</tr>
</tbody>
</table>

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## ATTACHMENT 4B
### MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lufkin Rd</td>
<td>ESL/LEP Tutorial</td>
<td>Y</td>
<td>After school tutoring for ESL/LEP students, homework/project help, test taking skills, and curriculum review.</td>
</tr>
<tr>
<td>Martin</td>
<td>YMCA Y-Learning (Martin Achievers)</td>
<td>Y</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
<tr>
<td>Martin</td>
<td>ZAP - Homework recovery program</td>
<td>Y</td>
<td>Tutoring and homework/project recovery.</td>
</tr>
<tr>
<td>Mt Vernon</td>
<td>Dropout Prevention</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>North Garner</td>
<td>Fast Forward</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>North Garner</td>
<td>Project Quest</td>
<td>Y (CPS)</td>
<td></td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>After School Assistance Program</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>River Oaks</td>
<td>Academy of Math</td>
<td>Y</td>
<td>Individual reading instruction targeted to assessed needs.</td>
</tr>
<tr>
<td>River Oaks</td>
<td>Prescriptive Instruction</td>
<td>N</td>
<td>Individual reading instruction targeted to assessed needs.</td>
</tr>
<tr>
<td>Wake Forest/ Rolesville</td>
<td>Caring Cougar Network</td>
<td>Y</td>
<td>Mentoring program for at-risk students.</td>
</tr>
<tr>
<td>Wake Forest/ Rolesville</td>
<td>English Language Learners</td>
<td>Y</td>
<td>Assisting students with learning the English language and feeling success in the educational environment.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Girl Power</td>
<td>Y</td>
<td>Opportunity for African American girls to receive mentoring and tutoring.褪到（1）</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Saturday Math Enhancement Program</td>
<td>Y</td>
<td>Teachers work with students struggling in their math classes with more individualized attention.</td>
</tr>
<tr>
<td>Wendell</td>
<td>Fast Track</td>
<td>Y</td>
<td>Reading intervention.</td>
</tr>
<tr>
<td>Wendell</td>
<td>Prescriptive Instruction</td>
<td>Y</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>West Cary</td>
<td>Adopt-A-School Initiative</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>West Cary</td>
<td>Enrichment &amp; Remediation</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>West Lake</td>
<td>21st Century Learning Center</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## ATTACHMENT 4B
### MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
<th>Funding Source</th>
<th>Yrs</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Lake</td>
<td>ClassScape Math 6-8</td>
<td>Math</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td></td>
<td></td>
<td>2</td>
<td>500</td>
</tr>
<tr>
<td>West Lake</td>
<td>SRI Literacy 6-8</td>
<td>Literacy</td>
<td>6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td></td>
<td>4 or more</td>
<td>1500</td>
</tr>
<tr>
<td>West Lake</td>
<td>Success Maker Literacy &amp; Math 6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td></td>
<td></td>
<td>4 or more</td>
<td>1500</td>
<td></td>
</tr>
<tr>
<td>West Lake</td>
<td>Wildcat Tuesdays Literacy &amp; Math 6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
<td>Free</td>
<td></td>
<td></td>
<td>1</td>
<td>1500</td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Before and After School Instructional Program Literacy &amp; Math 6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students.</td>
<td>Intervention Months</td>
<td>1</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Math Intervention Classes Math 6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Intervention Months</td>
<td>4 or more</td>
<td>114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Reading Intervention Elective Literacy 6-8</td>
<td>Intervention</td>
<td>Academic</td>
<td>Level I &amp; II students.</td>
<td>Intervention Months</td>
<td>4 or more</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## ATTACHMENT 4B
### MIDDLE SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Roster?</th>
<th>Main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Lake</td>
<td>ClassScape</td>
<td>Y</td>
<td>Targeted math instruction based on the SCOS, and literacy building skills through Study Island.</td>
</tr>
<tr>
<td>West Lake</td>
<td>SRI</td>
<td>Y</td>
<td>Teacher supplements Language Arts instruction and fills in learning gaps where students need more practice.</td>
</tr>
<tr>
<td>West Lake</td>
<td>Success Maker</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>West Lake</td>
<td>Wildcat Tuesdays</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Before and After School Program</td>
<td>Y</td>
<td>Teacher supplements math instruction and fills in learning gaps where students need more practice.</td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Math Intervention Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Millbrook</td>
<td>Reading Intervention Elective</td>
<td>Y</td>
<td></td>
</tr>
</tbody>
</table>
# ATTACHMENT 4C
## HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens Dr</td>
<td>DPI Dropout Prevention Grant</td>
<td>Literacy &amp; Math</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Multi-risk students who are potential dropouts</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Educational Leadership</td>
<td>All (Literacy, Math, Other)</td>
<td>9-10</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students enrolled in Intro Math, Intro to HS Writing, and/or Earth Science.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>English I for ESL Students</td>
<td>Literacy</td>
<td>9</td>
<td>Intervention</td>
<td>Academic</td>
<td>ESL students reading significantly below level as evidenced on IPT Testing.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Freshman Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All 9th grade students</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Mandatory Guided Study/ SMART Lunch</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students who need support academically as evidenced by grades and performance on formative assessments.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Study Skills</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Non-ESL, SWD students struggling in math and reading.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>WILSON Reading</td>
<td>Literacy</td>
<td>9-10</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students who are reading at level I and II, on 8th grade reading, or who are identified through reading assessments.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>World Geography/ World History</td>
<td>Other</td>
<td>9</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students who struggle as readers (level I and II) or who are recommended by their 8th grade teacher/counselor.</td>
</tr>
<tr>
<td>Cary</td>
<td>Other Intervention Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
</tr>
<tr>
<td>Enloe</td>
<td>Academic Assistance Program/ Guided Study</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>9th grade students failing classes.</td>
</tr>
<tr>
<td>Enloe</td>
<td>Freshman Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Standard level 9th grade students.</td>
</tr>
<tr>
<td>Enloe</td>
<td>T-DIP</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Truant students.</td>
</tr>
<tr>
<td>EW Arts</td>
<td>Advisory</td>
<td>All (Literacy, Math, Other)</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
<td></td>
</tr>
</tbody>
</table>

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# ATTACHMENT 4C
## HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens Dr</td>
<td>DPI Dropout Prevention Grant</td>
<td>115</td>
<td>Student to student mentoring within the class period.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Educational Leadership</td>
<td>520</td>
<td>Students who are scoring below a 77 or who are struggling with specific learning targets are assigned for MGS during the lunch period for specific, focused intervention during the school day.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>English I for ESL Students</td>
<td>32</td>
<td>A year-long English course for ESL students. This course is paired with World History.</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>Freshman Academy</td>
<td>60</td>
<td>Year-long reading support for identified students. English teachers work with reading teachers (SWD) to implement strategies of Wilson Reading and SIM (Kansas Writing Strategies).</td>
</tr>
<tr>
<td>Athens Dr</td>
<td>WILSON Reading</td>
<td>35</td>
<td>Year-long Social Studies course that is team-taught and focuses on students who are struggling readers. Working in conjunction with Study Skills and English I, these students form a cohort group that mirrors the team concept for transition.</td>
</tr>
<tr>
<td>Cary</td>
<td>Other Intervention Program</td>
<td>1750</td>
<td>Mentoring program for all students that includes instructional strategies and character development.</td>
</tr>
<tr>
<td>Enloe</td>
<td>Academic Assistance Program/ Guided Study</td>
<td>100</td>
<td>Tutoring.</td>
</tr>
<tr>
<td>Enloe</td>
<td>Freshman Academy</td>
<td>125</td>
<td>Purposeful scheduling of classes in one area.</td>
</tr>
<tr>
<td>Enloe</td>
<td>T-DIP</td>
<td>25</td>
<td>Parent involvement and counseling.</td>
</tr>
<tr>
<td>EW Arts</td>
<td>Advisory</td>
<td>423</td>
<td>Mentoring.</td>
</tr>
</tbody>
</table>

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### ATTACHMENT 4C
#### HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>EW Arts</td>
<td>Math Tutorial</td>
<td>Math</td>
<td></td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk students.</td>
</tr>
<tr>
<td>EW Arts</td>
<td>Remediation (Restart)</td>
<td>All (Literacy, Math, Other)</td>
<td></td>
<td>Intervention</td>
<td>Academic</td>
<td>Students failing the first quarter.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>4-H Teen Discovery</td>
<td>Other</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic</td>
<td>Multi-racial male and female students</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>Advisory</td>
<td>Other</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students needing to complete one component of the NC High School Gateway - Graduation Project.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>East Wake ReSTART</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students failing the first semester of one of the big 6 EOC classes.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>EWSES VoCATS Lunch &amp; Learn</td>
<td>CTE, Other</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students currently failing CTE courses.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>After School Tutoring</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Freshman Academy</td>
<td>Literacy &amp; Math</td>
<td>9</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All 9th grade students.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Saturday Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Struggling students.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Academic Empowerment</td>
<td>All (Literacy, Math, Other)</td>
<td>10-12</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk African-American students.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Golden Hawk Ambassadors</td>
<td>All (Literacy, Math, Other)</td>
<td>10-12</td>
<td>Prevention</td>
<td>Academic &amp; Climate</td>
<td>Students with leadership potential and good academic standing.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Holly Springs Business Alliance Mentor Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students - especially 9th grade and at-risk students.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EW Arts</td>
<td>Math Tutorial</td>
<td>35</td>
<td>Remediation.</td>
</tr>
<tr>
<td>EW Arts</td>
<td>Remediation (Restart)</td>
<td>35</td>
<td>Targeted remediation.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>4-H Teen Discovery</td>
<td>27</td>
<td>Mentoring positive social growth within minority students.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>Advisory</td>
<td>363</td>
<td>Provide students with curricular pathways to complete graduation project components.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>East Wake ReSTART</td>
<td>28</td>
<td>Review and re-teach 1st semester goals for each course.</td>
</tr>
<tr>
<td>EW Engineering</td>
<td>EWSES VoCATS Lunch &amp; Learn</td>
<td>50</td>
<td>Review and re-teach first quarter goals for each course.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>After School Tutoring</td>
<td></td>
<td>Assisting students with learning subject areas where students are struggling.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Freshman Academy</td>
<td>600</td>
<td>Assisting with learning in subject areas where students are struggling. Instruction is focused on area of need as decided by student and teacher.</td>
</tr>
<tr>
<td>Fuquay Varina</td>
<td>Saturday Academy</td>
<td>150</td>
<td>Spotlighting unrecognized or underdeveloped academic achievement in African American students and exposing them to higher level courses, while providing support. Focusing on goal setting, self-esteem, and skills to help prepare them to be successful in today's society.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Academic Empowerment</td>
<td>40</td>
<td>Students volunteer their time to meet with new students as they begin a new experience at our school and help with the overall transition, meeting friends, orientation to new things/ideas, academics, and community/school involvement.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Golden Hawk Ambassadors</td>
<td>40</td>
<td>Pairing of a Holly Springs Business Alliance Mentor with a HSHS student and pairing of HSHS students with HRMS students. True mentor experience where they meet and discuss challenges, obstacles, etc. They also have speakers and informational sessions throughout the school year.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Holly Springs Business Alliance Mentor Program</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

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ATTACHMENT 4C  
HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Springs</td>
<td>HOT Lunch</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All - especially at-risk population.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>National Honor Society (NHS) Tutorial Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>At-risk/former AVID students.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Student Services Anger Management Groups</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk African-American male students.</td>
</tr>
<tr>
<td>Knightdale</td>
<td>Every Sister Help a Sister</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>Female students.</td>
</tr>
<tr>
<td>Knightdale</td>
<td>Men of Valor</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Behavior &amp; Climate</td>
<td>African American male students.</td>
</tr>
<tr>
<td>Leesville</td>
<td>Biology/Geometry Class</td>
<td>Math &amp; Other</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Leesville</td>
<td>English I/Computer Applications I Class</td>
<td>Literacy &amp; Other (English I &amp; Computer Applications I)</td>
<td>9</td>
<td>Curriculum</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Leesville</td>
<td>English II/Civics &amp; Economics Class</td>
<td>Literacy &amp; Other</td>
<td>10</td>
<td>Curriculum</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Leesville</td>
<td>English III/US History Class</td>
<td>Literacy &amp; Other</td>
<td>11</td>
<td>Curriculum</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Leesville</td>
<td>Integrated Reading/English I</td>
<td>Literacy</td>
<td>9</td>
<td>Curriculum</td>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Leesville</td>
<td>Online Dropout Prevention Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed. 83
## ATTACHMENT 4C
### HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Springs</td>
<td>HOT Lunch</td>
<td>1660</td>
<td>Teachers and students have an hour at lunch daily where students can meet with their teachers during organized directed tutorials to receive additional assistance. It is an incentive program based on academics. Teachers also use this time to meet in their PLC groups to share best practices on learning and teaching. Teachers keep minutes of meetings and roster of students that attend the Directed Tutorials.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>National Honor Society (NHS) Tutorial Program</td>
<td>100</td>
<td>NHS members pair up with students and teachers to assist other students who are struggling academically with their courses. They meet with these students primarily during HOT Lunch and before and after school as well.</td>
</tr>
<tr>
<td>Holly Springs</td>
<td>Student Services Anger Management Groups</td>
<td>20</td>
<td>Counselors meet with a group of students based on academic and behavioral needs identified by data, teachers and administrators. They discuss their emotions, behaviors, academics and any other issues that seem to prevent them from learning or focusing. They mainly focus on how to control their emotions in order be more proactive instead of reactive.</td>
</tr>
<tr>
<td>Knightdale</td>
<td>Every Sister Help a Sister</td>
<td>60</td>
<td>Female students under the guidance of adult personnel learn skills that develop positive self image, coping skills, and positive self-worth.</td>
</tr>
<tr>
<td>Knightdale</td>
<td>Men of Valor</td>
<td>45</td>
<td>African-American male students under the guidance of adult personnel learn skills that promote positive self image, coping skills, and positive self-worth.</td>
</tr>
<tr>
<td>Leesville</td>
<td>Biology/Geometry Class</td>
<td>33</td>
<td>45 minutes of remediation in each course is provided during the semester to a select group of students who take Geometry and Biology.</td>
</tr>
<tr>
<td>Leesville</td>
<td>English I/Computer Applications I Class</td>
<td>44</td>
<td>Year-long instruction with both courses at 45 minutes per day.</td>
</tr>
<tr>
<td>Leesville</td>
<td>English II/Civics &amp; Economics Class</td>
<td>47</td>
<td>Year-long instruction with both courses at 45 minutes per day.</td>
</tr>
<tr>
<td>Leesville</td>
<td>English III/US History Class</td>
<td>37</td>
<td>Year-long instruction with both courses at 45 minutes per day.</td>
</tr>
<tr>
<td>Leesville</td>
<td>Integrated Reading/English I</td>
<td>14</td>
<td>Year-long instruction with both courses at 45 minutes per day.</td>
</tr>
<tr>
<td>Leesville</td>
<td>Online Dropout Prevention Program</td>
<td>10</td>
<td>Give dropouts a chance to take online courses through Nova Net, UNCG, NCVPS, and Learn &amp; Earn with reduced schedules in hopes of cultivating academic success for them and maintaining their enrollment in school.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed.
## ATTACHMENT 4C
### HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leesville</td>
<td>PRIDE Period</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Leesville</td>
<td>Silent Sustained Reading</td>
<td>Literacy</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Digital Media Academy</td>
<td>Literacy &amp; Other (CTE, Civics, Other, English II, III, &amp; IV)</td>
<td>10-12</td>
<td>Curriculum</td>
<td>Academic &amp; Climate</td>
<td></td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Dropout Prevention Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Students with service indicators.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Dual Enrollment at Wake Tech</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students over the age of 16.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Freshman Academy</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All 9th grade students.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Internships</td>
<td>All (Literacy, Math, Other)</td>
<td>12</td>
<td>Curriculum</td>
<td>Academic, Behavior, &amp; Climate</td>
<td></td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Intervention Coordinator</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Failing or struggling students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Before and After School Instructional Program</td>
<td>Literacy &amp; Math</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Academically at-risk students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Career &amp; Technical Student Organizations</td>
<td>CTE, Other</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic &amp; Climate</td>
<td>CTE students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>CIS Tutoring</td>
<td>Literacy &amp; Math</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>At-risk students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Freshman Academy</td>
<td>Literacy &amp; Math</td>
<td>9</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All 9th grade students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Intervention Coordinator</td>
<td>Literacy &amp; Math</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Uplift Mentoring</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>At-risk students.</td>
</tr>
</tbody>
</table>

Note: Only schools that responded and provided school-based programs are displayed. 85
## ATTACHMENT 4C
### HIGH SCHOOL BASED PROGRAM DETAILS

<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leesville</td>
<td>PRIDE Period</td>
<td>2500</td>
<td>Silent sustained reading, graduation project advising sessions, and remediation centers per course (especially Big 5 EOCs) are held on specific days of the week during this period (for every day other than Friday).</td>
</tr>
<tr>
<td>Leesville</td>
<td>Silent Sustained Reading</td>
<td>2500</td>
<td>The whole school reads for a 20-minute period one day per week.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Digital Media Academy</td>
<td>80</td>
<td>Integrated academic and CTE courses.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Dropout Prevention Program</td>
<td>400</td>
<td>Counselors have dropout prevention linked to RAMP and use numerous strategies including incentives for good attendance, and others.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Dual Enrollment at Wake Tech</td>
<td>11</td>
<td>Opportunity to take coursework not available onsite or earn additional credits beyond the school day.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Freshman Academy</td>
<td>400</td>
<td>Tutoring, remediation, enrichment, and high school transition support.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Internships</td>
<td>50</td>
<td>Site-based mentoring and a reality check of career plan.</td>
</tr>
<tr>
<td>Middle Creek</td>
<td>Intervention Coordinator</td>
<td>300</td>
<td>Coordinating academic intervention between classroom teachers, counselors, students, and parents. Communicating with students, parents and teachers.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Before and After School Instructional Program</td>
<td>60</td>
<td>Tutoring &amp; direct instruction.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Career &amp; Technical Student Organizations</td>
<td>200</td>
<td>Skill development.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>CIS Tutoring</td>
<td>40</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Freshman Academy</td>
<td>875</td>
<td></td>
</tr>
<tr>
<td>Millbrook</td>
<td>Intervention Coordinator</td>
<td>400</td>
<td>Tutoring, mentoring, and parent involvement.</td>
</tr>
<tr>
<td>Millbrook</td>
<td>Uplift Mentoring</td>
<td>30</td>
<td>Tutoring, mentoring, and character development.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panther Creek</td>
<td>Academic Recovery Plans</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students failing the 1st quarter.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Differentiated Instruction</td>
<td>All (Literacy, Math, Other)</td>
<td>9-10</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Nova Net</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>One Lunch (S.M.A.R.T.) Period</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Peer Mentor Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Year-long English/Study Skills</td>
<td>Literacy</td>
<td>9</td>
<td>Intervention</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Academy of Math</td>
<td>Math</td>
<td>9-11</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Attendance Counselor</td>
<td>Other</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic &amp; Behavior</td>
<td>Students who are parents.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Day Care Center</td>
<td>Other</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Students who are parents.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Intervention Coordinator</td>
<td>Literacy &amp; Math</td>
<td>9</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students promoted to high school with intervention.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Nova Net</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Project SOAR</td>
<td>Literacy &amp; Math</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All students.</td>
</tr>
<tr>
<td>Phillips</td>
<td>School Social Worker</td>
<td>Other</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>All students.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Seminar</td>
<td>Literacy</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic &amp; Behavior</td>
<td>All students.</td>
</tr>
<tr>
<td>SE Raleigh</td>
<td>Project Based Learning</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>All students.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Advisory</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Climate</td>
<td>All students.</td>
</tr>
</tbody>
</table>

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## ATTACHMENT 4C
### HIGH SCHOOL BASED PROGRAM DETAILS

<table>
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<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panther Creek</td>
<td>Academic Recovery Plans</td>
<td>200</td>
<td>Helping students gain credits.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Differentiated Instruction</td>
<td>2200</td>
<td>Teachers modify their instruction to challenge all of their students based on their individual needs.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Nova Net</td>
<td>80</td>
<td>The class is used for credit recovery as well as enrichment.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>One Lunch (S.M.A.R.T.) Period</td>
<td>2200</td>
<td>Tutorial and enrichment opportunities are offered to every student during a 55-minute common lunch period.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Peer Mentor Program</td>
<td>200</td>
<td>Students engage in peer mentoring to help in academic achievement and as a behavioral intervention tool.</td>
</tr>
<tr>
<td>Panther Creek</td>
<td>Year-long English/Study Skills</td>
<td>40</td>
<td>In place to help level I and II students achieve.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Academy of Math</td>
<td>&lt;blank&gt;</td>
<td>Educational resource designed to improve students’ skills in math.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Attendance Counselor</td>
<td>&lt;blank&gt;</td>
<td>Developing and implementing attendance programs that reduce student absences and improve educational outcomes. The goal is to reduce student absences, improve educational outcomes, and increase graduation rates.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Day Care Center</td>
<td>#?</td>
<td>Program designed to accommodate student parents, reducing absences, increasing academic achievement and graduation rates.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Intervention Coordinator</td>
<td>&lt;blank&gt;</td>
<td>To have students pass NC Competency requirements in reading and math.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Nova Net</td>
<td>&lt;blank&gt;</td>
<td>Computer managed instruction in all the major courses offered. Used primarily in credit recovery to improve outcomes and graduation rates.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Project SOAR</td>
<td>&lt;blank&gt;</td>
<td>Onsite comprehensive student-centered service model of interventions providing program activities that will increase the educational proficiency and skill levels of our at-risk youth. School/community collaboration that introduces remedies for social and environmental barriers faced by students and parents.</td>
</tr>
<tr>
<td>Phillips</td>
<td>School Social Worker</td>
<td>&lt;blank&gt;</td>
<td>Improve student attendance and graduation rates, achievement, and family quality of life.</td>
</tr>
<tr>
<td>Phillips</td>
<td>Seminar</td>
<td>&lt;blank&gt;</td>
<td>Improving academic proficiency with character education and career and social skills development.</td>
</tr>
<tr>
<td>SE Raleigh</td>
<td>Project Based Learning</td>
<td>85</td>
<td>Non-traditional instruction/curriculum delivery, collaborative learning, 21st century skills, technology integration, and global learning.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Advisory</td>
<td>2700</td>
<td>High school program support and information dissemination.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
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<th>Program Name</th>
<th>Subject(s)</th>
<th>Grade(s)</th>
<th>Type of Service</th>
<th>Goal(s)</th>
<th>Targeted Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakefield</td>
<td>Each One Reach One Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-10</td>
<td>Intervention</td>
<td>Academic</td>
<td>Students retained in 9th or 10th grade.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Lunchtime Tutoring Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students requesting assistance in specified academic courses.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Peer Ambassador Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>Newly enrolled students.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Peer Mentor Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Prevention</td>
<td>Academic, Behavior, &amp; Climate</td>
<td>All 1st time 9th grade students.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Structured Day Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Intervention</td>
<td>Academic &amp; Behavior</td>
<td>Students who have been suspended for two or more days.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Wakefield North After School Tutoring Center</td>
<td>All (Literacy, Math, Other)</td>
<td>9-12</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students requesting assistance in specified academic courses.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Zeroes Aren't Permitted (ZAP) Program</td>
<td>All (Literacy, Math, Other)</td>
<td>9</td>
<td>Curriculum</td>
<td>Academic</td>
<td>Students referred by their teacher.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>School</th>
<th>Program Name</th>
<th># of students</th>
<th>Describe the main strategy(ies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakefield</td>
<td>Each One Reach One Program</td>
<td>175</td>
<td>Mentoring by staff members.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Lunchtime Tutoring Program</td>
<td>100</td>
<td>Peer tutoring.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Peer Ambassador Program</td>
<td>200</td>
<td>Peer assistance and transition services.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Peer Mentor Program</td>
<td>700</td>
<td>Peer mentoring for positive high school transitions.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Structured Day Program</td>
<td>200</td>
<td>Tutoring, mentoring, character development, and community service.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Wakefield North After School Tutoring Center</td>
<td>150</td>
<td>Peer tutoring.</td>
</tr>
<tr>
<td>Wakefield</td>
<td>Zeroes Aren't Permitted (ZAP) Program</td>
<td>250</td>
<td>Staff monitoring and academic support.</td>
</tr>
</tbody>
</table>

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