



# Wyoming Department of Education

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## MEMORANDUM NO. 2008 - 045

**TO:** School District Superintendents

**FROM:** Laurel Ballard, Supervisor for Accountability  
Standards, Assessment and Accountability Unit *LB*

**DATE:** March 21, 2008

**SUBJECT:** Wyoming Bridges Grant Applications

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### TIME SENSITIVE MATERIAL

Enclosed you will find the application packet for this year's Wyoming Bridges Grant. As is frequently the case, we work under a short turnaround time. The law specifies that applications are to be submitted to the Wyoming Department of Education by April 15. The original application with assurances and submittal signatures must still be mailed to the Department at the address shown in the upper left hand corner of the application itself, with a postmark no later than April 15<sup>th</sup>. Applications may be faxed to the Department at (307) 777-6719. Applications will be reviewed by Department personnel the week of April 21<sup>st</sup>. We request that you have available during that week persons who can answer questions that may arise concerning your application. The Department will notify you by May 1, 2008, of grant eligibility.

Three notable changes were made by the legislature this year to the Wyoming Bridges grant. The changes are:

(1) The grant calculation has moved from a percentage of enrollment to a percentage of a district's at-risk proxy count and grant amounts calculated on specific district average teacher pay. Attachment A of this packet indicates preliminary estimates of maximum district awards for this year's Wyoming Bridges grant. While some districts will be adversely affected by this move, funds were generally increased so that districts are able to attract the best teachers, to design the most effective programs, and to incorporate enriched instructional strategies into daily learning. As with last year, the grant can still be used to fund pre-Kindergarten summer programs.

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(2) Another change made by the legislature was to reiterate the target audience of the grant as academically at-risk students, eliminating the provision for funding for stand-alone independent enrichment programs for students other than those needing intervention and remediation. The application reflects this change.

(3) Finally, the law now requires a minimum length of summer school session. We believe most districts are already adhering to this and, gladly, many exceed this minimum length which has now been established as 15 days.

Additional clarifications regarding use of Bridges Grant funds will be made in rules this year, based on recommendations from the Summer School Design Team. Rules will define an instructional paraprofessional, basically in keeping with NCLB requirements for paraprofessionals delivering instructional services in Title I schools. Computer-aided instructional programs (such as PLATO, NovaNet, Odyssey, etc.) will require supervision by an individual who meets at least the training of an instructional paraprofessional. We will forward the proposed rules to you for comment as soon as they are completed.

We remind you that Wyoming Bridges grant funds allow you to make available to students learning that is different from your traditional school year. We again encourage you to embed enriched learning opportunities for the students you have identified as needing intervention and remedial instruction who will be attending your summer school or extended day programs. This is in keeping with research-based findings that rigorous and relevant instruction results in bigger learning gains for all students. This becomes especially important for those who have fallen behind or need additional time to learn. The enriched instructional component of summer school can become an opportunity to demonstrate to students how what they are learning is relevant to the world around them. Included in this application packet is an Appendix (C) which defines enrichment for purposes of this grant, explains some of the opportunities for enriched learning, and gives districts ideas on enrichment activities which can be embedded in their summer and extended day offerings.

The Department will again offer opportunities for summer school teachers and other professionals involved in summer and extended day programs to receive the required seven hours of instruction on research-based effective interventions for at-risk children. *New Perspectives in Learning* trainings are still available in Laramie May 16 & 17 and in Cody June 6 & 7; additionally, *Learning Keys* is hosting a brain-based educational workshop at Jackson Lake Lodge June 17 & 18. Please contact Laurel Ballard or Ruth Sommers for more information on these training opportunities. Additional dates will be set for professional development opportunities for the 2008-2009 school year

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later this summer; districts will be notified periodically throughout the year of the availability of professional development.

This is indeed the time to think beyond a traditional learning environment and to embrace new and exciting opportunities for students. There are abundant resources available to districts to accomplish things not before considered, and I encourage you to embrace this occasion. Should you have any questions concerning the enclosed materials, please feel free to call Laurel Ballard at 777-7016 or Ruth Sommers at 632-0157. Application forms and sample individual learning plans (ILPs) will also be posted the WDE website.

Enclosures:

Attachment A - Wyoming Bridges Grant Estimates, 2008

Attachment B - Ideas for Summer Programs

Attachment C - Enrichment - Hide the Learning

Attachment D - FAQs for Wyoming Bridges Grant Program

WDE-539, Application for Summer School/Extended Day with Sample ILPs

LB:lh

**2008 Bridges Maximum Grant Award Estimates \*\***  
**(SY08-09, FY09)**

District	Preliminary Grant Award
Albany #1	\$ 277,118
Big Horn #1	\$ 88,973
Big Horn #2	\$ 91,068
Big Horn #3	\$ 69,589
Big Horn #4	\$ 49,700
Campbell #1	\$ 574,132
Carbon #1	\$ 179,529
Carbon #2	\$ 92,529
Converse #1	\$ 155,684
Converse #2	\$ 64,186
Crook #1	\$ 114,242
Fremont # 1	\$ 192,504
Fremont # 2	\$ 35,196 *
Fremont # 6	\$ 49,020
Fremont #14	\$ 165,250
Fremont #21	\$ 89,367
Fremont #24	\$ 42,224
Fremont #25	\$ 334,909
Fremont #38	\$ 117,293
Goshen #1	\$ 288,298
Hot Springs #1	\$ 85,392
Johnson #1	\$ 98,843
Laramie #1	\$ 1,640,325
Laramie #2	\$ 94,263
Lincoln #1	\$ 57,552
Lincoln #2	\$ 276,862
Natrona #1	\$ 1,387,475
Niobrara #1	\$ 34,201 *
Park # 1	\$ 189,885
Park # 6	\$ 176,659
Park #16	\$ 30,494 *
Platte #1	\$ 104,330
Platte #2	\$ 34,613 *
Sheridan #1	\$ 87,924
Sheridan #2	\$ 333,455
Sheridan #3	\$ 34,156 *
Sublette #1	\$ 37,804
Sublette #9	\$ 56,521
Sweetwater #1	\$ 421,452
Sweetwater #2	\$ 182,516
Teton #1	\$ 222,925
Uinta #1	\$ 438,589
Uinta #4	\$ 54,293
Uinta #6	\$ 33,939
Washakie #1	\$ 193,986
Washakie #2	\$ 33,016 *
Weston #1	\$ 76,487
Weston #7	\$ 35,221 *
<b>State Totals</b>	<b>\$ 9,523,988</b>

\*Minimum = .5 FTE

\*\* These are the estimated amounts. Final grant awards will be provided in June 2008.

## Ideas for Summer School 2008

### Make it Different – Make it Fun

- ✓ Doing things in the same way = same results. Be sure summer instruction is different than the regular school year. Be creative!! Hide the Learning...
- ✓ Work with your summer school teachers to establish dates convenient for them to teach. Additionally – allow them to teach during only a part of the session and share that position with another teacher.
- ✓ Problems with attendance? #1 – Be sure your program is not boring, that it is fun – and that it does NOT repeat what already didn't work for your students. #2 - Have your principal personally call students (or parents) if they don't come to school. Let them know they are important and you miss them.
- ✓ Fewer hours per day or week + more weeks = better results. Shoot for 6 weeks!
- ✓ Start school later in the day – start at noon - particularly for secondary students. Don't make summer school look like regular school. Make it different!
- ✓ Use food as a HOOK to get kids to your program – Provide breakfast and lunch *even if* your school ends before lunch. Use the Bridges grant to pay for meals. Ask local businesses to provide lunch or *contract with them* if SFSP won't work for your school. Have healthy snacks available everywhere
- ✓ Delay the start of the summer session for elementary and junior high/middle school students. Research says “jump start” programs scheduled toward the beginning of school are more effective for students than those which start immediately after the end of the school year.
- ✓ After the end of the school day, bus your students to a 21<sup>st</sup> Century Learning Program or activities at the YMCA, the Boys & Girls' Club, etc.
- ✓ Summer school is not an “add-on” activity to a teacher's contract. It is teaching. Please pay them well for their professional services.

- ✓ Encourage attendance by holding “surprise days” where students receive special treats or special trips.
- ✓ Be sure your instruction is relevant and full of hands-on activities. What real things are you teaching? Bridges dollars pay to do it differently.
- ✓ Ask your students what they would like to do on a “special” day – cook (emphasize wellness and measuring)? Make bottle rockets? Put on a play?
- ✓ Consider cross-age peer tutoring in your classroom

Enrichment - Hide the Learning

The Wyoming Bridges grant has always emphasized the importance of ensuring summer and extended day remedial programs offer instruction to students that is *different* from instruction administered during the traditional school year. During the 2005 legislative session, lawmakers underscored the importance of differentiated instruction when it incorporated enrichment as part of the language used to define the Wyoming Bridges grant program. We encourage districts to adhere to the importance of this research-based approach to differentiated instruction by embedding enrichment in your intervention and/or remedial learning strategies on a *regular* basis that is *not optional* to students, but instead is an inherent part of your instructional approach. Gladly embracing this challenge, the Summer School Design Team has defined enrichment to mean:

“....a learning opportunity engaging students in rigorous, higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style.”

Embedded Enrichment

To help districts in this endeavor, the Design Team has identified some ideas for embedding enrichment into daily instruction, as well as for projects or activities which could be used in either summer or extended day programs to help make instruction and learning a different experience for children who may not learn well in a traditional year-school environment. Some of these include, but certainly are not limited to:

1. For a writing project, have a person from the community bring in a llama, hissing cockroach, a lobster – write about smell, touch, habitat – is it edible? Can it live in your backyard? You get the idea..

2. Have students (or teachers) geo-cache lunch for other students to find. Use pulleys and other simple machines to retrieve that sandwich from the cottonwood tree.

3. For middle and high school students, explore career options. (Remember Hathaway 8<sup>th</sup> Grade Unit of Study??) Read about various careers, and have students write how they chose a career they want to explore. Learn the career's earnings potential (what does it take to support a family today?), discover what education is needed for the career, and the time and expense that will require. Have people from

your community come explain what they do for a living – the importance of math, science or language arts in their profession – why they chose this path, etc.

4. Also for middle/high school students, visit community colleges and any 4-year universities near you. What is the application process like? What scholarships are available, and where to students go to find out about them? What is the difference between a certificate and a degree or between a certificate and an associate degree at a 2-year institution?

5. Hold your summer school for middle school or high students on the campus of a community college or other higher education institution.

6. Introduce your incoming freshman to the facility where they will go next year by holding your summer school classes for them on the high school campus. Same goes for students entering middle school/junior high.

7. Project-based learning will frequently result in a “product” of some sort. For example, building a rocket for the 4<sup>th</sup> of July could encompass writing about the project, researching the history of rocketry, and incorporate math and science in its making. Make a float for your community’s summer parade.

8. Learn life skills, personal, and social responsibility. Balance checkbooks and reconcile with bank statements, make a household budget, cook for the rest of the school or a non-profit entity, using math and measuring and conversion components. Build an out-building, shed or recycling bin for your school, or a person or agency in the com-munity who needs help, again emphasizing math. Journal the experience and keep track of costs not only of materials, but donated time as well.

9. For distance education, set aside time to connect to NASA, MOTA, Discovery Kids, PBS, the History Channel, etc. Allow students to experience alternative learning in asynchronous or synchronous environments. Plan and guide their learning activity and have them write on what they learned. *(NOTE: Computer programs like PLATO and NovaNet are NOT considered enrichment opportunities. While they may differentiate instruction and be a valid learning tool for some students, they do not encourage higher order thinking through real-world or pragmatic application.)*

10. Many local organizations have funds and other resources (like people!) that can enhance your summer or extended day remedial programs. Ask for help from local Recreation Boards, Wyoming Game & Fish, Rotary, Kiwanis, Senior Centers, YMCA, Boys & Girls Clubs, Conservation Association, Forest or Park Service, etc.

11. Do you know anyone who scuba dives? Have them come and explain pres-sure and what happens to lungs at 30 feet deep. Why can’t you touch anything down there? If there is a certified instructor in your area,

would it be possible to have students actually participate in an intro to scuba course?

12. Wellness, language arts, and math? Give students pedometers and water bottles the first day of class. Chart each step they make every day they're there. Do you take more steps in a 15-minute recess or during a 15-minute walk? How many steps in a mile? How many miles over the session? Write about your findings and present them to your principal or parents or other students.

13. Nacho Mama's Dummo Field Trips!! Research ahead of time the place you are going – does it have historical, archaeological, or paleontological significance? Have students begin a journal that anticipates their expectations of the field trip experience. How did their expectations compare with what they actually experiences? Dependent on its length, hold the field trip as a surprise to students – don't tell them when it will be if possible.

Do you have a reservoir nearby? What is its history? Why was it originally built? Are there any pictures around of what the locale looked like before – how would students find these pictures? What is its capacity – how long did it take to fill? Who all benefit from the reservoir? How many acres of crops does it irrigate? Are there downstream user requirements for other states? Is electricity generated at the site?

Give students GPS, water bottle, pedometer, notebook, geological timetable, archeology records, info on local flora/fauna, field guides to several local sites (hatchery, reservoir, preserves, parkways). Take them hiking, kayaking, fly fishing, mountain climbing, etc.. Have them collect, identify, classify leaves, grasses, brushes, flowers. Study geology of the location – search for fossils. Have each student keep a log of their heart rates/calories burned/distance covered (How many calories did they eat during the day? Did they lose or gain weight?) and prepare a journal after each event. The last day, ask them to design their own field trip, being sure to include language arts, math, maybe science or social studies. Also have them design their own fitness plan.

14. Raising Entrepreneurs – It may take a little planning and coordination between summer and school-year programming, but have students open their own business. For instance, have them plan, prepare, plant, and harvest a garden. Sell the produce at a local farmer's market. If you're a small community, you may BE the farmer's market. Proceeds can of course go back into seeds, and perhaps even to reimburse students for their time. Just how much an hour did they make after keeping records of all their efforts? How much did the water cost? Seeds? Are they in the red or the black? What could they change to be successful financially next year?

15. RIP - Write your Obit – Read the obituaries in your local newspaper and ask students to think what they would want their own

obituary to say about their lives. Visit cemeteries. Have them write their obituary, or obituaries for other students in the class.

16. Live the news – Search (hopefully local) newspapers for interesting stories and have students “live” the event. For instance, if you find a story on someone being lost in the backcountry, take a trip that is similar with similar items the persons had – maybe matches, or only an ax. Learn orienteering. Journal the experience – before and after.

# Wyoming Bridges

## a Grant for Summer School and Extended Day Programs

### Frequently Asked Questions

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#### **Who began this grant, and why?**

The need for funds specifically targeted to summer school and extended day interventions was originally identified in a 2002 study which examined the at-risk adjustment to Wyoming's block grant funding to public schools. That report found that the model at that time did not fund programs which operated outside the regular school day. The study also found that services provided to students needing additional instruction varied so greatly among districts that policymakers could not be assured all students were exposed equally to quality educational supports.

The following summer, in 2003, educators joined with Harris Cooper, Ph.D., of Duke University, to discuss summer learning loss, who it impacts most, and what the components needed to be in place for a successful summer program. Wyoming educators then designed a program which incorporated these defined elements and presented a proposal to the legislature in 2004 to fund summer programs. Lawmakers expanded the proposed summer program to include extended day offerings, and the first grant was made available to districts for the summer of 2004. In 2006, the Bridges grant was expanded further to include an independent enrichment component, and funding was doubled. Then in 2008, the legislature again modified the program, focusing again on its original mandate of providing supports to *academically* at-risk students, eliminating the independent enrichment component, and moved the funding formula to one based on district at-risk proxy numbers than that general enrollment.

#### **What is the size of the grant?**

The funding formula for the Bridges grant was modified in the 2008 legislative session to more closely target students at risk of failure as indicated by district at-risk student proxy count which includes students who participate in free and/or reduced lunch, those who are English language learners and those who are mobile. This reiterates the philosophy of focusing the grant to the needs of students who are statistically academically at-risk of failure. Grants will be calculated for districts using each

district's specific average teacher compensation and it is based on a total of 150 hours for summer school and extended day instruction, preparation, and assessment time. Grants for very small districts are calculated using a minimum of .5 teacher full-time equivalent (FTE), increasing the "floor" amount considerably. Grant increases will now keep pace with increases in the block grant funding model, eliminating need to separately adjust the grant for cost of living increases. This change in formula funding increased the overall grant appropriation, but as is typically the case, some districts will see grant decreases under the change, some significant.

## **What are the defined successful elements of a summer program?**

Dr. Cooper, in conjunction with a number of other researchers, analyzed multiple summer programs for effect and found that certain elements were associated with success. Some of these elements are mandatory grant requirements and are defined in law:

1. **Concentration on the basic subjects of math and language arts;** for Wyoming Bridges, both must be in place although districts may certainly add other subjects.
2. **Minimum instructional hours;** at elementary and middle school/junior high, 60 hours of math and language arts instruction must be *delivered* (can be one or both subjects); at the high school level, 60 hours of instruction (per subject) must be *available*, but students can prove proficiency before sitting for 60 hours.
3. **Delivery of instruction by highly qualified, trained teachers;** summer school teachers must be certified in their content area and receive annual training on research-based instruction for at-risk students.
4. **Minimum length of program;** summer programs must last *at least* fifteen days, but of course, fewer hours per day over a longer period of time is more effective.
5. **Well defined learning goals for each student;** individual learning plans must be developed for all Bridges students.
6. **Supervision and monitoring;** those supervising Bridges summer or extended day programs also must receive annual training on research-based instructional strategies for at-risk students
7. **Small class size.**

## **Other than successful program requirements, are there other conditions that must be met for the grant?**

Yes. First and foremost, since the original intent of this grant was to provide the additional instructional time needed to stem summer learning loss and improve student proficiency with rigorous and relevant summer programs, **districts must have in place a comprehensive K-12 summer school before funds can be used for**

**extended day** offerings. However, this does not mean that districts have to enroll more students or spend more money on summer programs than on extended day programs. It does mean that summer school has to be available to those who need it and are particularly vulnerable to summer learning loss, compounding an already evident deficient mastery of standards.

Students using computer-based educational learning programs (like NovaNet, Plato, Odyssey) which supplement classroom instruction (not on-line credit courses) must be **supervised and attended** by a person with at least the minimum credentials of an instructional paraprofessional (as required in Title I programs).

Only **teachers certified** in specific content areas can teach in summer school.

Extended day programs must be assigned a **certified “Teacher of Record”** to supervise the program(s) and develop the student’s Individual Learning Plan. This teacher is not required to be certified in the content area being delivered to the student.

### **What other practices are high encouraged to deliver effective summer/extended day programs?**

Additionally, grant administrators encourage other components be in place to assure effective programs, although they are not mandated by law:

1. The delivery of instruction in a manner **different than** the traditional school year that incorporates hands-on manipulatives, is rigorous and relevant to real life; this is so important that an enrichment component has been added to the grant;
2. The provision of **meals** (not just snacks) even if programs begin after breakfast and end before lunch. If meals cannot be provided through your district, consider contracting with local entities – this is an approved expense for grant funds;
3. For elementary and junior high/middle students, programs which start and end closer to the beginning of school the following year;
4. Informative assessment which can enlighten teachers and administrators of effective instructional delivery;
5. Transportation.

### **How can districts access the grant? What are the timeframes?**

The Wyoming Bridges grant is not competitive. Districts which meet program requirements are eligible for the grant. Program requirements are generally set forth and defined in the application itself either through element instruction or assurances.

Typically the Department will make applications available to districts by the third week of March. The application packet will come via the Superintendent Memorandum

process. Applications are reviewed by the Summer School Design Team, and Superintendents are informed of eligibility no later than May 1 of each year.

The law specifies that application for the grant must be sent to the Wyoming Department of Education (WDE) by April 15<sup>th</sup>. Grants contain signature pages and assurances which must be attested; thus they cannot be uploaded into the WDE report system, but rather the original with signatures must be **mailed** to the Department, postmarked no later than April 15. They are to be mailed to:

Laurel Ballard  
Wyoming Department of Education  
Standards, Assessment and Accountability Unit  
2020 Grand Avenue, Suite 500  
Laramie, WY 82070  
(307) 777-7016  
[lballa@educ.state.wy.us](mailto:lballa@educ.state.wy.us)

If districts so choose, applications can additionally be submitted by Facsimile to Laurel Ballard at 777-6719, followed by the mailed application with a postmark no later than April 15.

Even though these timeframes seem short and funding to date has been on a year-to-year basis, districts are encouraged to begin planning much earlier than these deadlines imply.

## **How do districts apply for both components of the grant?**

The single application, the WDE-539, covers application for use of the funds for both summer school and extended day programs.

## **Who determines student eligibility?**

Districts have full discretion on determining which students can most benefit from the programs made available under this grant; however, the law does specify that the grant is to target and support *academically* at-risk students.

## **What are the grant's reporting requirements?**

Reports for **summer programs** are due October 1, with the Department's fall data reporting group. Generally speaking, for summer school programs, districts will be asked to provide pre and post-assessment information for students K-8, plus a tally (duplicated and unduplicated) on how many students (K-12) began and completed each subject. You may also be asked demographic information on your students, and other items of interest, like whether or not you provided transportation, meals, how you embedded enriched learning strategies in instruction, etc. Expenditure information will need to be reported in order to receive reimbursement. You will be asked to provide feedback to the Department on how to improve the program. Additionally, you

may be asked to participate in surveys involving students, parents, teachers, and administrators.

In 2008, a pilot student assessment project will be in place, and districts participating in the project will be able to forego pre and post assessment data for the grade levels incorporated into the pilot.

Reports on **extended day intervention/remediation programs** are part of the spring data collection, and will be due in June after the end of the school year.

## **How do districts receive grant funds?**

Districts operating **summer programs** will be reimbursed based on expenditure information submitted in end-of-program reports due in October. Districts operating **extended day programs** will be reimbursed based on expenditure information submitted on end-of-program reports due in June. Reimbursement for both programs may not exceed the allowable grant calculated by formula. Funds would typically come to districts within a month to six weeks.

Unexpended grant funds can be carried forward through a two-year biennium period only. Funds appropriated for this summer's program are FY09 funds, the first biennial year and any unexpended grant funds can be used during FY10 as well. After that point, any unexpended funds will not roll forward to the next biennium, and a new biennial grant cycle will begin.

# WYOMING BRIDGES

[INSTRUCTIONS](#)

## Application for 2008 Summer School and SY08-09 Extended Day Programs

This application is designed to determine district eligibility for funding to support summer school and extended day programs. It contains signature and assurance pages and must be mailed to the address shown in the upper left hand corner of the form, postmarked on or before April 15, 2008. Please refer to the FAQs attachment of application packet for more information on the Bridges grant and application requirements. The grant is not competitive; districts meeting all assurances will receive funding. Funds are primarily targeted to summer programs. Districts may request a portion of their grant to support extended day learning opportunities **after they have in place a comprehensive elementary and secondary remedial summer school offering.**

District ID - Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ Contact E-mail: \_\_\_\_\_  
 Date: \_\_\_\_\_

1. For content questions, please contact Laurel Ballard at (307) 777-7016.
  2. Select the number in the gray shaded box to find instructions for that section.
  3. Please sign cover page and complete assurances at the end of the application and mail to address shown above left.
- Districts will be contacted the week of April 20th with application questions. The person who will be available at that time to answer review questions is:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**COVER PAGE**

<b>How will the grant be utilized? (Check all that apply)</b>	
Summer School ONLY	<input type="checkbox"/>
Summer School AND Extended Day	<input type="checkbox"/>
<b>Will the district contract with another entity (i.e., BOCES, 21st Century) to provide all or some of the services proposed within this application? (Y/N)</b>	
	<input type="checkbox"/>

Districts accepting funding through Wyoming Bridges agree to abide by all district, state, and federal laws applicable to this grant, as well as specific guidelines and/or requirements set forth in application materials and guidelines. This includes participation in evaluations and studies of program effectiveness. Funded projects will be required to maintain appropriate fiscal, student, and program records. I certify contents of this application are an accurate reflection of my district's proposed summer school program.

_____	_____	_____
<b>Superintendent Name</b>	<b>Superintendent Signature</b>	<b>Date</b>



**ABSTRACT, cont.**

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<p><b>Enrichment</b> is described in Wyoming Bridges rules as "...a learning opportunity engaging students in rigorous higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style.." Please describe how you plan to enrich instructional strategies for your <b>middle school/junior high</b> summer school students, and explain how summer instruction will be different from the instruction students receiving during the regular school year. (Although they are valuable learning tools for some students, computer programs such as NovaNET, PLATO, etc. are not considered enriched instructional strategies as they do not encourage higher order thinking through real-world pragmatic application.)</p>																																				

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<b>3</b>	<b>High School Programs</b>																																			
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0ffe0;"> <th style="width: 25%;"><u>Subject</u></th> <th style="width: 25%;"><u># Hours</u></th> <th style="width: 25%;"><u>Subject</u></th> <th style="width: 25%;"><u># Hours</u></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>					<u>Subject</u>	<u># Hours</u>	<u>Subject</u>	<u># Hours</u>																												
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**Enrichment** is described in Wyoming Bridges rules as "...a learning opportunity engaging students in rigorous higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style.." Please describe how you plan to enrich instructional strategies for your **high school** summer school students, and explain how summer instruction will be different from the instruction students receiving during the regular school year. (Although they are valuable learning tools for some students, computer programs such as NovaNET, PLATO, etc. are not considered to be an enriched learning experience as they do not encourage higher order thinking through real-world pragmatic application.)

**ABSTRACT, cont.**

<b>4</b>	<b>Student Count:</b> Below please list by grade level the number of students you <i>estimate</i> will attend summer school this year. Please list by grade level the student last completed or should have completed.			
Pre K	0	7	0	
K	0	8	0	
1	0	9	0	
2	0	10	0	
3	0	11	0	
4	0	12	0	
5	0	<b>Total:</b>	0	
6	0			
Of the total above, <b>how many</b> students also attended summer school last summer?				

<b>5</b>	<b>Indicate anticipated average class sizes below:</b>	
	Elementary	
	Middle/Junior High	
	High School	

<b>6</b>	<b>Individual Learning Plan:</b> An Individual Learning Plan (ILP) must be developed for each student. The ILP should identify each student's goals and learning priorities. Parents, students, and teachers must be involved in its development. A sample ILP is included in this application packet. If your district will <b>not</b> use this sample, <b>please attach a copy</b> of your district's ILP.
	Will your district use the sample ILP included with this application packet? (Y/N):

<b>7</b>	<b>Meals at School:</b> It is <b>highly encouraged</b> that you provide <b>meals</b> to your summer school students in addition to nutritional snacks, <b>regardless of whether or not your classes start after breakfast and/or end before lunch. Bridges grant funds can be used for this purpose</b> (for instance, to <b>contract</b> with local businesses to provide lunch or breakfast) if you are unable to utilize the Summer Food Service Program or the National School Lunch Program. You can find out more information about the SFSP from Katie Mordhorst at 777-6262. Please indicate below which meals/snacks you plan to provide to your summer school students this year. (Y/N)
	Breakfast
	Snack
	Lunch

**ABSTRACT, cont.**

**8 Professional Development:** Wyoming Bridges summer school and extended day teachers, paraprofessionals, and supervisors with administrative certification are to receive at least seven (7) clock hours of training each year in research-based instructional strategies that focus on individualized instruction for at-risk students. Please describe below the training you have made or will make available to ensure summer school and extended day staff have met this requirement. (Attach additional sheets if needed.)

Training Name	

**9 Student Assessment:** You will be responsible for measuring student achievement in Wyoming Bridges summer school, particularly for elementary and junior high/middle school students. Please identify the pre and post-test instrument(s) you will use to measure progress for your students in **math**, by grade level.

Grade	Instrument(s) - MATH	Grade	Instrument(s) - MATH
Pre K		6	
K		7	
1		8	
2		9	
3		10	
4		11	
5		12	

**10 Student Assessment:** You will be responsible for measuring student achievement in Wyoming Bridges summer school, particularly for elementary and junior high/middle school students. Please identify the pre and post-test instrument(s) you will use to measure progress for your students in **reading**, by grade level.

Grade	Instrument(s) - READING	Grade	Instrument(s) - READING
Pre K		6	
K		7	
1		8	
2		9	
3		10	
4		11	
5		12	

**ABSTRACT, cont.**

**11 Student Assessment:** You will be responsible for measuring student achievement in Wyoming Bridges summer school, particularly for elementary and junior high/middle school students. Please identify the pre and post-test instrument(s) you will use to measure progress for your students in **writing**, by grade level.

Grade	Instrument(s) - WRITING	Grade	Instrument(s) - WRITING
Pre K		6	
K		7	
1		8	
2		9	
3		10	
4		11	
5		12	

**12 Proposed Summer School Budget:** Provide information below on how you anticipate spending grant funds for your summer school program. *Please note the Bridges grant does not have a capital expenditure component.*

Series	Estimated	Brief Explanation if needed
100 - Salaries	\$0.00	
200 - Benefits	\$0.00	
300 - Purchased Services	\$0.00	
400 - Supplies/Materials	\$0.00	
600 - Indirect Costs	\$0.00	
<b>TOTAL:</b>	<b>\$0.00</b>	

**13 Proposed Extended Day Budget (if applicable):** If you are also planning to use Bridges grant funds for extended day during the next school year, please provide information below on how you anticipate spending grant funds for your **extended day** program. *Please note the Bridges grant does not have a capital expenditure component.*

Series	Estimated	Brief Explanation if needed
100 - Salaries	\$0.00	
200 - Benefits	\$0.00	
300 - Purchased Services	\$0.00	
400 - Supplies/Materials	\$0.00	
600 - Indirect Costs	\$0.00	
<b>TOTAL:</b>	<b>\$0.00</b>	

**ASSURANCES**

The 2008 Session Laws creating the summer school grant program and the rules which guide it require certain practices be in place in order for districts to receive funding for summer school, extended day, and enrichment programs under the Wyoming Bridges grant. Superintendents and program directors (where applicable) should initial in the spaces provided by each specific item below that these practices are in place and will be carried out by district personnel during its 2008 summer session as well as 2008-09 extended day programs (also if applicable), and that they are aware of transportation and nutrition program funding availability.

**Assurance**

**Supt**

**Dir/Adm**

**Individual Learning Plan (ILP):** An individual learning plan will be developed for each student attending Bridges summer school or extended day learning programs. Unless your district utilizes the ILP examples which were provided with this application packet, please attach a copy of the ILP you will use.

\_\_\_\_\_

**Teacher Certification:** Students participating in Wyoming Bridges summer programs will receive instruction from appropriately certified teachers. Teachers must meet the same PTSB requirements to teach summer school as they must to teach during the regular school year.

**Teacher of Record for Extended Day:** Extended day instructional activities must be supervised by a certified teacher of record who will be responsible for ILP development and general activity supervision. Extended day teachers will not necessarily need certification in a specific content area. This requirement is not meant to preclude the assistance of other individuals in extended day programs.

\_\_\_\_\_

**Program Supervision:** To assure effectiveness of teaching and program quality, classes will be monitored *at least weekly* by a qualified principal, superintendent, or designee with administrative certification.

\_\_\_\_\_

**Meals/Snacks:** I/We have reviewed information on the Summer Food Service Program and are aware of how this program works. We are also cognizant of the fact our school can continue to utilize the National School Lunch Program in effect for the school year for summer school. Furthermore, we have been informed and understand that Bridges grant funds can be used to purchase meals and snacks for students attending summer school and/or extended day instructional programs.

\_\_\_\_\_

**Districts Utilizing Wyoming Bridges Grant for Extended Day Programs** understand a comprehensive K-12 (Pre-K optional) offering for summer remedial instruction must be in place before funds may be allocated for extended day programs.

\_\_\_\_\_

**Transportation:** I/We are knowledgeable of the fact that transportation for summer school and extended day instructional programs are fully reimbursable through the same process as used during the regular school year.

\_\_\_\_\_

[WDE-539](#)

# WYOMING BRIDGES

## Detailed Instructions for Application for 2008 Summer School and SY08-09 Extended Day programs Due on or before April 15, 2008

The WDE-539 is the application used to obtain Bridges grant funds for summer school and extended day remedial programs. Please refer to the FAQs Attachment to the application packet for important information concerning this grant. The WDE-539 has three components: the Cover Page with required signatures; the Abstract, and a page of Assurances. The WDE-539 must be postmarked no later than April 15, 2008 and mailed to the WDE at the address shown above left. FAX submittals can be accepted as long as they are followed by a signed hard copy of the application. Districts will be notified of eligibility by May 1, 2008.

**Cover Page:** This page identifies the district applying for funds and seeks contact information of the person responsible for the Bridges grant. Additionally, It asks the district to indicate whether or not it intends to utilize funds for both summer and extended day programs. Signature of the Superintendent will signify intent to comply with requirements of the grant.

**Abstract:** The abstract requests detailed information to ascertain funding eligibility and asks the district to explain multiple facets of its intended summer school and extended day programs.

<u>1</u>	<b>Summer School Program Description, Elementary:</b> Instruction and enrichment <b>must</b> be available in at least math and language arts. A minimum of 60 hours of instruction to students is required (can include both subjects). Please provide information on the beginning and ending <b>dates</b> of your summer program, the <b>time</b> your program will begin and end each day, and the total <b>number of days and weeks</b> your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe how you will enrich instruction for your summer school students.
<u>2</u>	<b>Summer School Program Description, Junior High/Middle School:</b> Instruction and enrichment must be available in at least math and language arts. A minimum of 60 hours of instruction to students is required (can include both subjects). Please provide information on the beginning and ending <b>dates</b> of your summer program, the <b>time</b> your program will begin and end each day, and the total <b>number of days and weeks</b> your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe how you will use enriched learning strategies for your summer school students.
<u>3</u>	<b>Summer School Program Description, High School:</b> Instruction and enrichment must be available in at least math and language arts. At the high school level only, students enrolling in summer programs to recover credits are allowed to forego the full 60 hours of instruction <i>if they can successfully demonstrate proficiency in the content area identified in their ILP</i> . However, districts should assure they have 60 hours of instruction <i>available</i> should a student need this amount of time in order to successfully recover credits and meet ILP goals. Please provide information on the beginning and ending <b>dates</b> of your summer program, the <b>time</b> your program will begin and end each day, and the total <b>number of days and weeks</b> your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe how you will use enriched learning strategies for your summer school students.
<u>4</u>	<b>Estimated Student Count:</b> This question asks for <i>estimated</i> numbers of students by grade level, with a total of anticipated enrollment. Please note that the Bridges grant will not allow the addition of summer programs for Pre-Kindergarten children. Pre-K is not <i>required</i> to be offered as part of a comprehensive K-12 program and Pre-K enrollment figures will not be used to calculate total grant funding level. The second part of this question asks districts to estimate how many of the students anticipated to attend summer school in 2008 also attended summer school in 2007.
<u>5</u>	<b>Average Class Size:</b> In order for individualized instruction to be available to students participating in summer school, districts are encouraged to limit class size to 10 in elementary and 15 in secondary. This question asks for estimated average class sizes in elementary, middle school/junior high, and high school settings.

[WDE-539](#)

# WYOMING BRIDGES

## Detailed Instructions for Application for 2008 Summer School and SY08-09 Extended Day programs Due on or before April 15, 2008

<a href="#">6</a>	<b>Individual Learning Plan (ILP):</b> An ILP must be developed and implemented for each student attending Bridges summer school, extended day, or independent enrichment programs. This packet contains a <i>sample</i> ILP forms for both summer school and extended day. If you do not plan to use one or all of these samples, please attached a copy of the ILP form your district will use.
<a href="#">7</a>	<b>Meals at School:</b> Students participating in surveys in 2004 and again in 2007 identified <b>food</b> as one of two major things they would like to have available in their summer school experience. <b>Many</b> students reporting coming to school hungry and being hungry during class. Schools providing food report it is a significant contributing factor to <b>higher attendance</b> . Districts are <b>strongly encouraged</b> to provide <b>meals</b> for students in addition to snacks, <b>even if your school day ends before lunch</b> . Because it is so important to student success, food is an <b>allowable expense</b> of Bridges grant funds. Additionally, Katie Mordhorst at the WDE (777-6262) can provide information on summer food programs ( <i>including meals</i> ) for your summer school students.
<a href="#">8</a>	<b>Professional development:</b> Teachers are to receive 7 hours of training <b>yearly</b> in effective, research-based learning strategies focused on individualized instruction for at-risk students. Please indicate the kind of training your summer school teachers either have or will participate in by the time your summer program begins.
<a href="#">9</a>	<b>Student Assessment:</b> Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in <b>math</b> . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. If your district is participating in the WDE's pilot MAP assessment, please indicate so by inserting "MAP Pilot" in the participant grades; grades not included in the pilot assessment will still require pre-post assessment.
<a href="#">10</a>	<b>Student Assessment:</b> Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in <b>reading</b> . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. If your district is participating in WDE's pilot MAP assessment, please indicate so by inserting "MAP Pilot" in the participant grades; grades not included in the MAP pilot will still require pre-post assessment.
<a href="#">11</a>	<b>Student Assessment:</b> Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in <b>writing</b> . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. If your district is participating in the WDE's pilot MAP assessment project, please indicate so by inserting "MAP Pilot" in the participant grades; grades not included in the pilot will still require pre-post assessment of students.
<a href="#">12</a>	<b>Proposed Summer School Budget:</b> Information is requested on how you anticipate spending these grant funds. <b>You will not be held to these figures</b> - they are estimates only. Please note there is not a line item for capital outlay when using Bridges funds.
<a href="#">13</a>	<b>Proposed Extended Day Budget:</b> If your district is requesting to use Bridges funds for extended day programs, please provide information on how you anticipate spending these grant funds. <b>You will not be held to these figures</b> - they are estimates only. Please note there is not a line item for capital outlay when using Bridges funds.

[WDE-539](#)

# WYOMING BRIDGES

## Detailed Instructions for Application for 2008 Summer School and SY08-09 Extended Day programs Due on or before April 15, 2008

[14](#)

**Assurances:** Enabling legislation as well as program rules and regulations set forth certain requirements applicant districts must meet in order to receive funding through Wyoming Bridges for summer school, extended day, or independent enrichment programs. This page lists some, but not all of those requirements, plus other issues grant administrators deem essential to a successful summer program like the availability of meals and nutritious snacks. Superintendents and program administrators (where applicable) should verify beside each assurance that requirements are met or in place.

**Bridges Student Plan (Extended Day)**  
**School Year 2007-2008**  
*(To Be Completed by the Teacher of Record)*

Student's Name \_\_\_\_\_ Mailing Address \_\_\_\_\_ Zip \_\_\_\_\_

Center: North \_\_\_\_\_ South \_\_\_\_\_ West \_\_\_\_\_ Hudson \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Teacher of Record \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Daytime Phone \_\_\_\_\_ Emergency/Cell Phone \_\_\_\_\_

Student Objective(s)	Intended Activity to Meet Objective	Materials & Resources	Start Date	End Date
#1:	<input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Other (specify) _____			
#2:	<input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Other (specify) _____			

**Comments and/or Additional Tutor Instructions:**

---

The Bridges program will provide enrichment in math, reading and language arts to support students' academic and creative growth in an out-of-school time setting. This student learning plan is designed to direct individualized programming for participating students. Enriched learning opportunities will engage students in rigorous, higher order thinking activities and project-based learning. Under the supervision of qualified staff, activities such as homework assistance, theme-based literacy, and integrated recreational activities give students the opportunity to practice and refine their skills.

*I (we) agree with the above stated plan for my child:*

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Email: \_\_\_\_\_

Teacher of Record Signature \_\_\_\_\_ Date: \_\_\_\_\_ Email: \_\_\_\_\_

Standards, Assessment, and Accountability Unit  
 Wyoming Department of Education  
 2020 Grand Ave., Suite 500  
 Laramie, WY 82070  
 Contact: Laurel Ballard 307-777-7016  
[lballa@educ.state.wy.us](mailto:lballa@educ.state.wy.us)

WDE-539  
 Revised: March 2008  
 Due: April 15, 2008  
 Expires: May 1, 2008

Parent contact <b><i>AFTER</i></b> Program Completion		To be completed by Certified Teacher of Record	
Parent Contacted (date)        /        /		Informed by (person)	
Parent contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			
<i>I have reviewed my child's progress on his/her this Individual Learning Plan (ILP) Goals for Enrichment</i>			
Student Signature (when appropriate)	Date	Teacher Signature	Date
Parent Signature	Date	Comments:	

### SAMPLE Elementary ILP

#### ACSD #1 Elementary Individual Learning Plan (ILP)

#### ACSD #1 Bridges Summer School

1	Student's Name:	Grade Level:	Date / /					
2	Remediation Area(s):							
3	Referred by (teacher):	School:						
4	Persons Responsible for Implementing ILP (Summer School or Extended Day Teacher):							
5	Completed by <u>REFERRING TEACHER</u> (information provided for Summer School/Extended Day Teacher)		Completed by <u>Summer School or Extended Day Teacher</u>					
6	Specific Area of Need	Present Level of Performance	IDENTIFY Success Criteria	SUCCESS Criteria Score	Date Remediation COMPLETED	<b>ILP Goal</b> ☐ Please Check		
7	Reading: Please Identify DIBELS Big Idea Needs; <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Alphabetic Principles <input type="checkbox"/> Accuracy & Fluency with Connected Text <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		DIBELS  DRA  Lexile			☐ MET	☐ NOT Met	
8	Identify Math Standard		STARMATH			☐ MET	☐ NOT Met	
9	If "not met", describe progress achieved by student and what the student did learn.							
10	Date to REVIEW PROGRESS / /							
11	Parent Contacted (date): / /	Informed by (person)		Parent Contacted (date): / /	Informed by (person)			
12	Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)				
By signing this plan I indicate my agreement to the goals and responsibilities as outlined above.				I have reviewed the student's progress of this Individual Learning Plan (ILP).				
13	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date
14	Parent Signature	Date	Principal Signature	Date	Parent Signature	Date	Principal Signature	Date

**ACSD #1 Secondary Individual Learning Plan (ILP)  
 Referral Form – Summer School**

**Grades 7-12  
 ACSD #1 Summer School**

Student's Name:	Student ID#	Date / /
Remediation Area(s):	Grade/Course:	
Remediation Activity/Opportunity: <input type="checkbox"/> Summer School <input type="checkbox"/> Skill Maintenance	Referred by (teacher):	School:

Persons Responsible for Implementing ILP (Summer School or Extended Day Teacher):

Completed by <u>REFERRING TEACHER</u> (information provided for Summer School Teacher)			Completed by <u>Summer School Teacher</u>			
Select one skill under each recommended remediation area.	Recommended/Suggested Materials, Assignments, other Resources	IDENTIFY Success Criteria <input type="checkbox"/> Please Check	SUCCESS Criteria Score	Date Remediation COMPLETED	ILP Goal <input type="checkbox"/> Please Check	
<b>Writing</b> <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics <input type="checkbox"/> Research Skills		<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Other:			<input type="checkbox"/> MET	<input type="checkbox"/> NOT Met
<b>Math</b> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Computation/Basic Facts		<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Other:	STAR Pre ___ Post ___		<input type="checkbox"/> MET	<input type="checkbox"/> NOT Met
<b>Reading</b> <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Informational Text		<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Other:	Pre ___ Post ___		<input type="checkbox"/> MET	<input type="checkbox"/> NOT Met
<b>Study Skills</b> <input type="checkbox"/> Listening, Note Taking <input type="checkbox"/> Self Advocacy <input type="checkbox"/> Organization		<input type="checkbox"/> Classroom Assessment <input type="checkbox"/> Other:			<input type="checkbox"/> MET	<input type="checkbox"/> NOT Met

PRE-REFERRAL				PROGRESS/COMPLETION			
Parent Contacted (date): / /		Informed by (person)					
Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)				Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Report sent to parent <input type="checkbox"/> Other (specify):			
By signing this plan I indicate my agreement to the goals and responsibilities as outlined above.				I have reviewed the student's progress of this Individual Learning Plan (ILP).			
Student Signature (when appropriate)	Date	Referring Teacher Signature	Date	Student Signature (when appropriate)	Date	Referring Teacher Signature	Date
Parent Signature	Date	Bridges Coordinator	Date	Parent Signature (when appropriate)	Date	Bridges Coordinator	Date