

Aiton Elementary School (Targeted Grant, \$100,000)

Aiton Elementary School provides professional development and education consultancy to improve purposeful planning and scaffolding strategies that address the needs of all students and provide multi-modal instruction. Technology resources (such as Brain Pop, Reading A-Z, SMART Notebook software and FAST Math RTI) will be used by students to build reading stamina, improve math automaticity and build background knowledge on curriculum content. Core novel sets and Fountas & Pinnell Reading Kits will expose students to more critical text and give upper-grade teachers an assessment tool to help them monitor student progress on reading levels on an on-going basis. Aiton students also will use funds to become critical thinkers by engaging in a school-wide critical thinking program aided by a partnership with the Critical Thinking Consortium.

Amidon-Bowen Elementary School (Major Grant, \$260,000)

In an effort to increase student literacy achievement, the current reading structure at Amidon-Bowen Elementary School will be revitalized. Students will be provided with a holistic and integrated reading and writing program via reading interventions that provide targeted Tier 1 and Tier 2 intervention in small groups; the use of Voyager Ticket to Read for whole-group interventions; Wilson Foundations; Wilson Just Words; Wilson Reading System; SCHOOLWIDE Reading Fundamentals; SCHOOLWIDE Writing Fundamentals; and SCHOOLWIDE Testing Fundamentals. Amidon-Bowen will seamlessly build on the curriculum in the extended-day program. The program will extend the school day for the targeted students by 1.5 hours, five days a week, and increase student instructional time by the equivalent of one additional day per week. The program coordinator will develop a parent and volunteer outreach program to help our community become more involved in the school's development.

Anacostia High School (Major Grant, \$400,000)

Anacostia High School will offer an extended-day program for students struggling in reading and math. The program incorporates reading and math interventions, and utilizes technology and online programs. Specifically, the school will use Achieve 3000 and Reading A-Z for reading enhancement and Think Through Math for math.

Ballou High School (Targeted Grant, \$180,000)

Ballou High School will utilize three strategies to improve the promotion rate, graduation rate and college readiness of their students. The AVID (Advancement Via Individual Determination) program will be funded and utilized as an academic elective to five sections of students. An Out-of-School-Time coordinator will be funded to ensure that credit recovery options are

utilized by students in need, and professional development will be provided to teachers in an advisory program designed to increase the number of students taking the SAT.

Banneker High School (Targeted Grant, \$100,000)

The Banneker Extended Scholars Team (BEST) program will offer a meaningful after school program that will support targeted students to excel academically. The educational and literacy component of the program will provide tutoring and/or homework assistance designed to assist those students in their core academic subjects. The enrichment element of the program is designed to enhance the core curriculum and provide students with additional services, programs and activities that reinforce and complement Benjamin Banneker's academic program.

Brent Elementary School (Targeted Grant, \$60,813)

Brent Elementary School will provide targeted intervention to students in grades 2-5 by implementing an instructional plan that encompasses four key components: an afterschool program featuring high-quality mathematics instruction and practice; professional development in mathematics; a three-week intensive summer program; and an education series for parents designed to support their children at home.

Browne Education Center (Targeted Grant, \$182,000)

Browne Education Center will offer two additional hours of targeted reading interventions in its after school program. Specifically, Browne will procure guided reading materials as well as Raz Kids Online Reading Program. During the school day, Browne will offer Achieve 3000 to support its struggling readers in grades 6-8.

Burroughs Education Campus (Targeted Grant, \$100,000)

Burroughs Education Campus will utilize grant funds to target early literacy skills of students in grades K-2 during an afterschool extended-day program with an emphasis on digital guided and independent reading instruction.

Cardozo High School (Targeted Grant, \$100,000)

Cardozo High School will increase the access, resources and efficiency of our labs, as required by College Board, to support Advanced Placement programs in chemistry and biology. Additional funds will be used to employ a Spanish teacher and launch a marketing campaign to increase enrollment.

Cleveland Elementary School (Targeted Grant, \$87,530)

Cleveland Elementary School will offer academic support to students in grades 2-5 in the areas of reading, writing and math through the implementation of a program titled, "Global PUSH." Global PUSH combines traditional instructional practices with technology to develop the literacy and numeracy skills of students. Identified programs to support Global PUSH will include Imagine Learning, Zaner-Bloser Strategies for Writers, and IXL Math.

Cooke Elementary School (Targeted Grant, \$100,000)

Cooke Elementary School will increase achievement by purchasing and implementing a series of web-based programs and supporting technology, including Achieve 3000, IXL (Math Remediation), and Brain Pop. The school will partner with several organizations including Experience Corps, Reading Partners and Kid Power to increase opportunities for student-centered intervention and support. Cooke also will offer onsite professional development, teacher coaching and developmental materials via Asia Society to ensure teachers are implementing programs correctly and delivering instruction at the optimal level. Lastly, a website will be developed to increase parental involvement and awareness.

Coolidge Senior High School (Targeted Grant, \$153,200)

Coolidge Senior High School will extend learning time for all students by launching a phone-accessible Education Network website(s) with homework and class assignment pages, along with the purchase of Study Island math and reading licenses for all students in grades 9 and 10. Students will be able to access instructional programs through the use of newly purchased laptop computers for remediation and to improve fluency. Purchased programs also will be accessible via phone to extend learning at home. An additional 20 hours of instructional time will be provided to Advanced Placement students, and 80 hours to 10th graders through Saturday Academy sessions. Additionally, student athletes and students with identified academic needs will be afforded an opportunity to take part in streamlined afterschool tutoring and applied literacy and mathematics programming.

C.W. Harris (Major Grant, \$340,000)

The award money will be used to cover the costs of an extended day model where students will receive an extra 280 hours of instruction and teachers will receive 46 extra hours of professional development during the 2012-2013 school year. During our extended day, the students will be exposed to foreign languages, project-based learning and enrichment activities with CBO's. Our grant award will also be used to upgrade the school's current technology.

Davis Elementary School (Targeted Grant, \$190,000)

Davis will work with Turnaround for Children to implement academic and behavioral supports. In addition, SuccessMaker will be used as an online intervention program to increase reading proficiency.

Drew Elementary School (Targeted Grant, \$100,000)

Dr. Charles R. Drew Elementary School will purchase desktop computers for student usage in the computer lab, along with iPads. Providing technological support, the computer lab and iPads will enable teachers to blend effective research-based teacher-led instruction with computer-based and web-based instructional programs. To ensure optimal implementation of the programs, teachers will receive professional development from Apple to support technology integration using iPads, in addition to receiving literacy support from a reading intervention teacher.

Dunbar High School (Major Grant, \$300,000)

Dunbar will have both an extended day and an after school program. Extended day is for 9th and 10th graders, 45 minutes before school and 45 minutes after-school, specifically for project based learning. Afterschool will be for all students, and include tutorial service targeting struggling students for academic interventions, and an array of clubs and activities. Dunbar will also utilize Blackboard as a learning management system and online college readiness programming.

Eliot Hine Middle School (Targeted Grant, \$68,931)

Eliot-Hine Middle School will use targeted grant funds to provide materials and training for innovative courses and supplement activities in the extended learning program. The programs are primarily targeted to improve students' math and literacy skills through hands-on application. With the grant funds, Eliot-Hine will be the first middle school in DCPS to offer a Project Lead the Way curriculum, Gateway to Technology (GTT). The school also will start both a Robotics Club to supplement learning in the GTT course and Broadcast Media course.

Ferebee-Hope Elementary School (Targeted Grant, \$100,000)

Ferebee-Hope Elementary School will increase student achievement in grades 4 and 5 grades by partnering with City Year and Communities in Schools. These partners will implement the Junior Achievement Biztown Financial Literacy Curriculum in addition to strategies that include math and literacy night. Capitol One also will partner with Ferebee-Hope to ensure that all programs are implemented with fidelity.

Francis-Stevens Education Campus (Targeted Grant, \$100,000)

Francis-Stevens Education Campus will utilize grant funds to implement a blended-learning, online technology program titled, "The BOLT Program," for all students in grades 6-8. The school will use a rotational model, in which students will transition between individual online learning and the traditional classroom setting. This creative mode of instruction will be implemented in all English/English Language Arts and mathematics classes.

Garfield Elementary School (Targeted Grant, \$225,000)

Garfield Elementary School will implement an extended school week which will include before-, after- and Saturday-school instruction for targeted students in grades 3 and 4. The iReady Blended Learning Program will be utilized to provide adaptive guided instruction in both reading and math. Educational programming also will be supported by the American Reading Company's Science and Social Studies Research Labs, which is comprised of project-based 10-week learning units and focused on standards-driven, non-fiction reading, writing and critical thinking. City Year Corps members also will support teachers and student achievement by helping implement Fountas and Pinnell's Leveled Literacy Intervention and the Mind Research Institute's ST Math Program throughout the school day.

Hart Middle School (Targeted Grant, \$100,000)

Charles Hart Middle School will purchase desktop computers that will enable teachers to blend effective research-based teacher-led instruction with virtual instructional programs, thereby increasing student access to learning the necessary academic content.

Hyde-Addison Elementary School (Targeted Grant, \$51,877)

Hyde-Addison Elementary School will enhance support of students in two ways. First, the school will implement Michelle Garcia Winner's Social Thinking Curriculum as an intervention for students with identified special needs and those with invisible deficits. Secondly, a part-time speech therapist will facilitate social thinking groups; promote social thinking in general education classrooms as part of the Responsive Classroom school-wide social curriculum; and provide staff development and parental coaching in this area. Additionally, the speech therapist will train and support dedicated aides, classroom assistants and other support staff to effectively use iPads to support high-need students in the areas of communication, reading and executive functioning.

Johnson Middle School (Targeted Grant, \$100,000)

Johnson Middle School will hire a half-time Read 180 teacher to increase the reading comprehension of 60 percent of sixth graders who enter the school one to two grade levels below. Additionally, by hiring a full-time dedicated attendance counselor, Johnson will attempt to decrease the truancy, as their rate is the highest in the city.

Kelly Miller Middle School (Major Grant, \$490,000)

Kelly Miller Middle School (Ward 7), \$490,000: Grant funds will be used to provide academic acceleration and remediation during a yearlong extended day program. Afterschool programming will be available for all students each day. This programming will provide additional learning opportunities; a safe space for students after school; a structured environment for homework; targeted interventions; and a wide variety of clubs and organizations. In addition to the afterschool program, Kelly Miller will implement summer camps for rising 6th-8th grade students, along with summer enrichment seminars for students in the gifted-and-talented program. All programs will be supported by an infusion technology and online programming, specifically Apangea and First in Math.

Kramer Middle School (Targeted Grant, \$100,000)

Kramer Middle School will implement a blended learning environment that will feature 50 percent online instruction and 50 percent face-to-face instruction in the classroom under teacher supervision. Kramer also will purchase additional technology (e.g. mobile labs) to supplement providing a one-to-one learning environment for all students.

LaSalle-Backus Education Center (Targeted Grant, \$234,000)

LaSalle-Backus EC will use grant funds to increase student achievement through the use of technology; a restructured afterschool program with targeted instruction and enrichment activities; and the adoption of the Positive Behavior Interventions and Supports (PBIS) model. Student engagement will be enhanced in grades 6 through 8 through the use of Apple MacBooks, access to e-books and other instructional resources aligned with the common core standards. LaSalle-Backus also will implement the ST Math program in grades 3 through 5, in addition to offering a comprehensive afterschool program for 150 students in preschool through Grade 8.

Ludlow-Taylor Elementary School (Targeted Grant, \$98,098)

In partnership with other schools across the district, Ludlow-Taylor Elementary School will utilize grant funds to build teachers' competency in and mastery of the art/science of teaching reading. While every student at the school will benefit from the increased competency of their

teachers, the targeted population will be students in kindergarten through Grade 5 who read below grade level. Scholastic Inc. will provide seven comprehensive trainings for 50 teachers over the school year, along with in-class coaching opportunities; facilitation of three one-hour parent-training sessions to address the home/school connection; and one two-and-a-half-hour session to train parents on the use of math leveled readers.

Luke C. Moore High School (Targeted Grant, \$70,000)

Luke C. Moore High School will develop a Career Development Center (CDC) to help students think about career plans and fully transition to the workforce and/or higher education. The CDC will offer both career and personal supports for students to explore possible career choices and/or passions via a partnership with an adult mentor. The center will serve as a pipeline using both career preparation and college preparation.

MacFarland Middle School (Targeted Grant, \$100,000)

MacFarland Middle School will utilize grant funds to purchase and implement a series of web-based math, science and literacy academic programs to include: Scholastic System 44, Adaptive Curriculum, 6+1 Writing Traits, FASTT Math, and Go Solve Word Problems. MacFarland also will partner with a number of community-based organizations (The George Ferris Boys & Girls Club, Junior Achievement, Turning the Page, College & Career Connections, and the Latin American Youth Center) that will facilitate parent leadership workshops and provide student character education classes, digital literacy certification, and college-readiness workshops. Educators will receive ongoing professional development from Scholastic, The American Reading Company, and Education Northwest.

Malcolm X Elementary School (Major Grant, \$250,000)

Malcolm X Elementary School will address academics, school culture and student behaviors via extended-day, afterschool programming and a partnership with Turnaround for Children. Afterschool will focus on preschool through Grade 5, while the extended-day program will target students in grades 3-5 for remediation using traditional academic supports with online programs, including Nook-Book Media Laboratory, Writers Workshop, Imagine Learning and MIND Mathematics Laboratory, as well as performing arts programming social skills building. Malcolm X will also partner with Turnaround for Children for behavioral and academic supports.

Mann Elementary School (Targeted Grant, \$10,000)

Mann Elementary School will utilize grant funds to strengthen teachers' capacity for and ownership of their instructional plan by leveraging the powerful practice of reflection. Teachers will videotape lessons for use within coaching cycles, thereby placing themselves at the center

of their work.

Marshall Elementary School (Major Grant, \$300,000)

Thurgood Marshall Elementary School will implement *MERRITS* (Mathematics, Engineering, Robotics, Reading, Integrating Technology and Science). The *MERRITS* Program includes three areas of concentration: agriculture, astronomy and robotics. Marshall has become a NASA Explorer School and will partner with the Washington Youth Garden, The National Capital Astronomers, and George Washington University to enhance *MERRITS* three concentration areas. *MERRITS* will use these focus areas to increase students' math, reading, science and writing abilities across content areas and grade levels in a variety of digital spaces. *MERRITS* also will increase the school's computer capacity and create 21st-century classrooms with SMART technology, online programs (Achieve 3000, Accelerated Reader and NASA LEGO Space Launch) and laptops. Marshall will partner with the National Urban Alliance for Effective Education (NUA) to support teachers by providing coaching, side-by-side modeling, mentoring, and educator literature circles to empower teachers to establish a pedagogical normative standard using High Operational Practice (HOP).

Moten Elementary School (Targeted Grant, \$225,000)

Moten Elementary School will continue to provide students with targeted instruction and exposure to extracurricular activities through the implementation of its afterschool program. To increase student proficiency levels in reading, Imagine Learning software will be purchased along with iPads to give students an opportunity to engage in innovative small-group instruction through the use of technology.

Maury Elementary School (Targeted Grant, \$65,000)

Maury Elementary School will increase student achievement in math during daily instruction and extended learning time in grades K-5. Maury is taking a two-pronged approach by building teacher capacity in implementing the newly adopted Common Core State Standards in math and providing students at all levels with additional opportunities for learning, including Math Club, Mathademics and a Saturday Math Academy. Maury also will partner with The Literacy Lab to provide students with small-group reading instruction to support their understanding in math.

JC Nalle Elementary School (Major Grant, \$275,000)

JC Nalle Elementary School will restructure its extended learning time in an effort to build the alignment and support structures necessary to enhance the delivery of a strong career and college-readiness curriculum. Students in grades 1-5 will attend school from 8:45 a.m.–4:30 p.m. Students in grades 1-5 will receive uninterrupted core subject instruction immediately following *Breakfast in the Classroom* from 9 a.m.–2 p.m., and will attend special subject classes in reading, math, science, art, music and physical education from 2–4:30 p.m. Immediately following special subject class(es), students will transition to afterschool program enrichment and intervention support until 6 p.m. Prior to 2 p.m., the special subject teachers will provide push-in intervention during the reading and math block, as well as specialty instruction to preschool/pre-K, kindergarten and first-grade students.

Noyes (Major Grant, \$250,000)

Noyes will partner with University Instructors, a community based organization, to provide an extended day program from 3:30-5:30 specifically designed to provide additional academic supports for students in grades 3-8. During the extended day program, technology will be utilized to support the delivery of instruction, such as the Read 180 program.

Orr Elementary School (Major Grant, \$300,000)

Orr Elementary School will increase student achievement by extending the school day three days a week for students in grades 2-5. The extended school day will focus on literacy instruction. Orr also will transform its school by strategically partnering with organizations, including Turnaround for Children, City Year, Experience Corps, and the Literacy Lab. These partners will provide staff that will decrease the adult to student ratio, offer intensive one-to-one and small-group intervention support, and engage families in innovative ways.

Patterson Elementary School (Targeted Grant, \$100,000)

Patterson Elementary School will provide additional academic supports to rising second graders who will take the DC CAS for the first time in the 2012-2013 school year. To achieve this goal, Patterson will create a Rapid Response to Intervention team that will focus on academic and behavioral interventions for the targeted population of students.

Phelps Architecture, Construction, and Engineering High School (Targeted Grant, \$87,882)

Phelps Architecture, Construction, and Engineering High School will raise academic achievement and offer a safe after-school learning environment through an instructionally rich afterschool program. The academic enrichment component of the program will offer students a

range of educational services, programs and activities that reinforce and complement the unique and rigorous academic program of Phelps ACE HS. The intervention component of the extended-learning program is designed to assist students in strengthening competencies and improving proficiency in both English Language Arts and mathematics standards. The support component of the afterschool program will provide students an opportunity to extend the learning process and engage with their peers and teachers through tutoring and homework assistance.

Prospect Learning Center (Targeted Grant, \$200,000)

Prospect Learning Center will utilize grant funds to lengthen the school day through afterschool programming and the implementation of: supplemental instruction in reading and mathematics, cultural enrichment, and character development. In partnership with Kid Power-DC, students will have the opportunity to become informed and engaged advocates for change in their lives and communities. Additionally, research-based reading and math programs and technology will be integrated into instruction, resulting in increased engagement and achievement for all students.

Raymond Education Center (Targeted Grant, \$85,428)

Raymond Education Campus will utilize grant funds to address the specific needs of English Language Learner/special education students by providing early intervention and accelerated achievement for all students through the schools Rapid Response to Intervention framework. Key components include resourceful use of technology, learning software, and leveled readers; follow-up measures using data analysis and progress monitoring; and dedicated staff trained to remediate and accelerate student learning.

Roosevelt High School (Targeted Grant, \$150,000)

Through *Roosevelt Attend—Aspire—Achieve*, Roosevelt High School will increase attendance, student morale, motivation and student achievement. Software and supporting technology will be purchased (including Ripple Effects, AIMSWEB and other programs) to improve student behavior and academic progress. Roosevelt's most skilled teachers and most advanced students (honors and Advanced Placement students) will offer afterschool tutoring, and attendance mentors will work closely with students and families to reinvigorate strong attendance. Focused incentives will encourage student advancement in the three core areas of *Roosevelt AAA*: strong attendance, high aspiration (behavior modification as well as ambition), and outstanding academic achievement. Additionally, resources will be allocated for increased marketing to attract and retain superior students in the Roosevelt boundary and beyond.

Savoy Elementary School (Major Grant, \$300,000)

Through the use of grant funds, Savoy Elementary School will implement the "Visions at Savoy" program with a primary focus on strengthening academic development through arts integration. Students will be afforded an opportunity to take part in additional classes in music, movement and extended instructional time in both reading and math. Approximately 40-60 students in grades 2-4 will serve as the target population.

Simon Elementary School (Major Grant, \$340,000)

Simon Elementary School will extend the school day for grades 3-5 from Monday-Thursday with a traditional schedule on Friday. The iReady program will be used to provide adaptive guided instruction in reading and math. City Year corps members will support teachers and students in the extended-day program.

Smothers Elementary School (Targeted Grant, \$100,000)

Smothers Elementary School will utilize grant funds to increase student achievement through the implementation of a reading and math intervention program designed to meet the needs of all scholars. Smothers will install a new computer lab for students and partner with American Reading Company, Curriculum Associates and Live It Learn It.

Spingarn Senior High School (Targeted Grant, \$200,000)

Spingarn Senior High School will increase academic achievement by purchasing Renaissance Learning programs that include STAR reading, Accelerated math and professional development. In addition, the school will purchase 75 computers to upgrade technology in the building and create two state-of-the-art computer labs as well as an upgraded library to implement online learning with Apex for credit recovery and online learning for repeaters in various subject areas. Additional personnel will help implement this technology vision for the school.

Stanton Elementary School (Major Grant, \$300,000)

The Stanton major grant will fund two key initiatives. The first funds PATH Academy which is a small, highly structured environment for students that have previously struggled, with an emphasis on social emotional supports and differentiated instruction. The second part is leveraging talent to improve educational outcomes through professional development for teachers, including Math Solutions and Reader's and Writer's Workshop.

Terrell Elementary School (Targeted Grant, \$100,000)

MC Terrell Elementary School will partner with City Year to implement academic and behavioral supports. In consultation with the school, corps members will focus on three key priorities: increase student access to academic interventions; increase the number of enrichment activities available to students; and continue to engage parents in their child's learning.

Thomas Elementary School (Targeted Grant, \$100,000)

Thomas ES will use a combination of literacy materials and technology to increase their students' reading and math levels. Specifically, they will purchase leveled readers and classroom libraries with technology equipment and software – Teacher Mate, Imagine Learning, Study Island. Professional development in these programs for their teachers will also be provided.

Thomson Elementary School (Targeted Grant, \$65,930)

Thomson Elementary School seeks to increase student achievement in reading throughout the school, by focusing on three intended outcomes: guided reading instruction and interventions; expansion of technology to support current and new intervention programs; and continuation of its partnership with Teaching for Change, as a way to increase and engage parents to support student achievement.

Tubman Elementary School (Targeted Grant, \$100,000)

Harriet Tubman Elementary School will utilize grant funds to implement an early-intervention afterschool "arts" program titled "SoJam!" which is specifically designed to integrate the core experiences of storytelling, oration, journalism, art and media arts as a holistic approach to increasing and sustaining literacy development with targeted students in grades 1 and 2. The program will consist of five cohort groups of students who will rotate through cycles of interactive labs with hands-on, project base, authentic learning.

Tyler Elementary School (Major Grant, \$400,000)

Tyler Elementary School will reframe the existing aftercare program as an extended-day program and leverage flex-schedule teachers as the anchor academic staff to yield a seamless extension of the day program from 3:15–6 p.m. The extension is the equivalent of 24–35 days of instruction. Teachers will offer guided reading instruction, math instruction tied to the Common Core State Standards, and technology instruction.

Walker-Jones Education Campus (Major Grant, \$250,000)

Through the use of grant funds, Walker-Jones Education Campus will use technology, outsourced professional development and partnerships to build a positive and achievement-

oriented school culture established through the Responsive Classroom philosophy and the Second Step SEL curriculum. Also, in partnership with the Allstars Afterschool Provider, Walker-Jones will extend school day learning while offering significant enrichment activities for students in grades 4-8.

Washington Metropolitan High School (Major Grant, \$243,000)

The Washington Metropolitan High School will offer a strategic academic institute for first-time ninth graders. This program is designed to increase basic academic skills, increase attendance rates and increase the four-year graduation rate through intensive academic support, experiential learning expeditions and technology-infused project study. The students will participate in character building and academic enrichment during and after the school day. Tutoring sessions will focus on identified sub-skill deficits, and character education sessions will focus on building each student's capacity to set goals and become viable members of a global society.

West Education Campus (Targeted Grant, \$124,500)

Grant funds will be used to incorporate the School-wide Enrichment Model to ensure students at all levels are challenged academically. This will include a gifted and talented resource teacher, and professional development at the University of Connecticut both during the summer and throughout the school year. The school will also purchase technology to implement this model effectively.

Wheatley Education Campus (Major Grant, \$400,000)

Wheatley Education Campus is striving to raise student achievement, improve attendance, and increase student engagement after school. Specifically, the grant will provide an intervention teacher that will work with struggling middle school students during the school day and after school; fund a social work position that will work on attendance issues and help teachers implement behavior plans in the classroom through the SST process; and fund a partnership with the Urban Teacher Center, which will place four resident teachers in classrooms for the entire year. Lastly, the grant will pay for a partnership with Reading Partners, which provides one-on-one reading tutors for kids during the day and after school, and fund an aftercare program.

Wilson High School (Targeted Grant, \$51,460)

Wilson High School will increase achievement by strengthening its English Language Learner and NEP/LEP services during school and extended school time. Wilson will partner with the

Latin American Youth Center in providing targeted students with three academic services: homework support, targeted tutoring, or language acquisition instruction. Wilson will use online curriculums – Achieve 3000 and Moving with Math – to increase DC CAS and ACCESS scores, as well as provide an additional English Language Learner specialist to serve as a direct link with English Language Learners’ academic plans and ensure targeted services in the out of school time.

Winston Education Campus (Major Grant, \$319,095)

Winston Education Campus will integrate technology into its academic curriculum to increase student motivation and address the multiple ways by which students learn. In addition to providing curricular support during the school day, the PWP money also will be used to revamp and galvanize its afterschool program. In partnership with City Year, these funds will be used to provide personnel that will be focused on academic interventions and enrichment opportunities to ensure the school meets the individualized needs of all students. Winston also will launch a “Leveled-Readers” Room and Literacy Initiative supported by a part-time librarian to provide students with rigorous and culturally relevant reading materials at a wide-range of levels.

HD Woodson Senior High School (Targeted Grant, \$100,000)

HD Woodson Senior High School will create a Twilight Academy that will serve as a student intervention and enrichment program supportive of student academic and social emotional growth during the regular instructional day and afterschool. This program will enhance the study habits of ninth- and 10th-grade students by infusing the many strategies of the AVID Program. The school will utilize a variety of academic software to support below-grade level students in reading and math. Additionally, the afterschool component will support students who need additional recovery credits, individual support and small group instruction.