


Strategic Budget Planning

School Name: Tartan, John
 Location: 345
 School Year: 2017-2018
 Plan Type: Tentative
 Plan Created Date: 01/18/2017
 Plan Update Date: 03/01/2017
 Submit Update Date: 02/21/2017

Strategic Imperative: Academic Excellence
 Focus Area/Goal: Academic Growth

Budget Approval Date: 02/26/2017
 SAS Approval Date: 02/22/2017
 HR Approval Date: 03/01/2017

Part I, Student Enrollment

No.	Grade	Enrollment
1	ECSE	30
2	K	105
3	1th	106
4	2th	107
5	3th	98
6	4th	77
7	5th	107
8	K-5 Total	600
9	Self Contained	29
10	Grand Total	659

Part II, Allocations

1. Administrative

No.	Position	Allocated FTE
1	7050 - ELE AST PRINC	1.00
2	7000 - ELE PRINC (9 MOS)	1.00
Total		2.00

2. Licensed

No.	Position	Grade	Enrollment	Ratio	FTE Calculated	FTE (Whole)	FTE Diff	Adjusted	Allocated FTE
1	1000 - KDG 1 AM/1 PM	K	105	21.0	5.00	5.00	0.00	0.00	5.00
2	1010 - GRADE 1	1	106	20.0	5.30	5.00	0.30	0.00	5.00
3	1020 - GRADE 2	2	107	20.0	5.35	5.00	0.35	0.00	5.00
4	1030 - GRADE 3	3	98	23.0	4.26	4.00	0.26	0.00	4.00
5	1040 - GRADE 4	4	77	33.5	2.30	2.00	0.30	0.00	2.00
6	1050 - GRADE 5	5	107	33.5	3.19	3.00	0.19	0.00	3.00
7		DISCRE			1.40	1.00	0.40	0.00	1.00
8	1100 - ART, ELEM				0.00	1.00	0.00	0.00	1.00
9	1250 - MUSIC, ELEM				0.00	1.00	0.00	0.00	1.00
10	1260 - PHYSICAL ED				0.00	1.00	0.00	0.00	1.00
11	1400 - HUMANITIES, ELEM				0.00	0.00	0.00	0.00	0.00
12	8000 - COUNSELOR/ELE				0.00	1.00	0.00	0.00	1.00

No.	Position	Grade	Enrollment	Ratio	FTE Calculated	FTE (Whole)	FTE Diff	Adjusted	Allocated FTE
13	8040 - LIBRARY ELE				0.00	1.00	0.00	0.00	1.00
Total						30.00		0.00	30.00

3. Support Staff

No.	Position	Grade	Month	Entitle Hours	Adjusted Hours
1	0310 - SCH OFFICE MANAGE	50	11	8.0	8.0
2	0143 - ELEM SCHOOL CLERK	46	11	8.0	8.0
3	0123 - OFFICE SPEC II	45	11	0.0	0.0
4	0090 - FRST AID/SFTY AST	43	9	6.0	6.0
5	0100 - SCHOOL AIDE	40	10	7.0	7.0
6	0105 - LIBRARY AIDE	40	9	5.0	5.0
7	0179 - PE INSTR ASST	40	9	6.0	6.0

Part III, Budgets

No.	Grade	Budget Type	Enrollment	Rate PP	Description	Total from PP
1	K	PP	105	\$5,467.00		\$574,035.00
2	1	PP	106	\$5,562.00		\$589,572.00
3	2	PP	107	\$5,562.00		\$595,134.00
4	3	PP	98	\$5,024.00		\$492,352.00
5	4	PP	77	\$3,900.00		\$300,300.00
6	5	PP	107	\$3,900.00		\$417,300.00

No.	Grade	Budget Type	Enrollment	Rate PP	Description	Total from PP
7		EQUALADJ		\$0.00		\$43,287.77
Total						\$3,011,980.77

Part IV, Strategic Budget Plan

1. Plan Summary

No.	Category	FTE	FTE (%)	Cost	Cost (%)
1	Administrator	2.00	4.44	\$243,381.58	8.08
2	Licensed	43.00	95.56	\$2,473,762.71	82.13
3	Support Staff			\$239,170.75	7.94
4	Additional Personnel			\$0.00	
5	Supply and Services			\$55,665.00	1.85
6	Total	45	100.00	\$3,011,980.04	100.00

2. Administrative Staffing

No.	Position	Cost Type	Shared	Month	Formulated FTE	Current FTE	Planned (FTE)	*Diff	FUND	Costs
1	7050 - ELE AST PRINC	C	N	11	1.00		1.00	0.00		\$108,380.10
2	7000 - ELE PRINC (9 MOS)	C	N	11	1.00		1.00	0.00		\$135,001.48
Subtotal					2.00	0.00	2.00	0.00		\$243,381.58
No Cost Subtotal					0.00	0.00	0.00	0.00		\$0.00
Grand Total					2.00	0.00	2.00	0.00		\$243,381.58

3. Licensed Staffing

No.	Grade	Position	Cost Type	Shared	Allocated FTE	Planned (FTE)	*Diff	Fund	Costs
1	K	1000 - KDG 1 AM/1 PM	C	N	5.00	5.00	0.00		\$412,293.78
2	1	1010 - GRADE 1	C	N	5.00	5.00	0.00		\$412,293.78
3	2	1020 - GRADE 2	C	N	5.00	5.00	0.00		\$412,293.78
4	3	1030 - GRADE 3	C	N	4.00	4.00	0.00		\$329,835.03
5	4	1040 - GRADE 4	C	N	2.00	3.00	1.00		\$247,376.27
6	5	1050 - GRADE 5	C	N	3.00	3.00	0.00		\$247,376.27
7	DISCRE		C	N	1.00	0.00	-1.00		\$0.00
8		1100 - ART, ELEM	C	N	1.00	1.00	0.00		\$82,458.76
9		1250 - MUSIC, ELEM	C	N	1.00	1.00	0.00		\$82,458.76
10		1260 - PHYSICAL ED	C	N	1.00	1.00	0.00		\$82,458.76
11		1400 - HUMANITIES, ELEM	C	N			0.00		\$0.00
12		8000 - COUNSELOR/ELE	C	N	1.00	1.00	0.00		\$82,458.76
13		8040 - LIBRARY ELE	C	N	1.00	1.00	0.00		\$82,458.76
Subtotal					30.00	30.00	0.00		\$2,473,762.71
1		6050 - GEN RR ELEM	N	N	1.00	1.00		0250	\$0.00
2		8130 - FAC SP ED	N	N	1.00	1.00		0250	\$0.00
3		6031 - ECSE AUTISM-KIDS	N	N	1.00	1.00		0250	\$0.00
4		8111 - LEARN STRAT, ELEM	N	N	1.00	1.00		0279	\$0.00

No.	Grade	Position	Cost Type	Shared	Allocated FTE	Planned (FTE)	*Diff	Fund	Costs
5		6030 - EAR CHLDHD SP ED	N	N	1.00	1.00		0250	\$0.00
6		6070 - SPECIF LEARN DIS	N	N	1.00	1.00		0250	\$0.00
7		6030 - EAR CHLDHD SP ED	N	N	1.00	1.00		0250	\$0.00
8		6031 - ECSE AUTISM-KIDS	N	N	1.00	1.00		0250	\$0.00
9		6050 - GEN RR ELEM	N	N	1.00	1.00		0250	\$0.00
10		6110 - SPCH & LANG IMPAI	N	N	1.00	1.00		0250	\$0.00
11		6030 - EAR CHLDHD SP ED	N	N	1.00	1.00		0250	\$0.00
12		6050 - GEN RR ELEM	N	N	1.00	1.00		0250	\$0.00
13		6070 - SPECIF LEARN DIS	N	N	1.00	1.00		0250	\$0.00
No Cost Subtotal					13.00	13.00	0.00		\$0.00
Grand Total					43.00	43.00	0.00		\$2,473,762.71

4. Support Staff Staffing

No.	Position	Cost Type	Shared	Pay Grade	Entitl. Month	Entitl. Hours	Month	Hours	Diff Hrs	FUND	Costs
1	0310 - SCH OFFICE MANAGE	C	N	50	11	8.0	11	8.0	0.00		\$66,285.99
2	0143 - ELEM SCHOOL CLERK	C	N	46	11	8.0	11	8.0	0.00		\$54,546.77
3	0123 - OFFICE SPEC II	C	N	45	11	0.0	11	0.0	0.00		\$0.00
4	0090 - FRST AID/SFTY AST	C	N	43	9	6.0	9	6.0	0.00		\$31,403.13
5	0100 - SCHOOL AIDE	C	N	40	10	7.0	10	7.0	0.00		\$34,131.25
6	0105 - LIBRARY AIDE	C	N	40	9	5.0	9	5.0	0.00		\$24,781.66

No.	Position	Cost Type	Shared	Pay Grade	Entitl. Month	Entitl. Hours	Month	Hours	Diff Hrs	FUND	Costs
7	0179 - PE INSTR ASST	C	N	40	9	6.0	9	6.0	0.00		\$28,021.95
Subtotal								40.0			\$239,170.75
1	0158 - TI SP PROG TA III	N	N			6.0	9	6.0		0250	\$0.00
2	0158 - TI SP PROG TA III	N	N			6.5	9	6.5		0250	\$0.00
3	0198 - TI INS ASST III	N	N			6.0	9	6.0		0250	\$0.00
4	0198 - TI INS ASST III	N	N			6.0	9	6.0		0280	\$0.00
5	0159 - TI SP PROG TA IV	N	N			6.5	9	6.5		0250	\$0.00
6	0158 - TI SP PROG TA III	N	N			6.0	9	6.0		0250	\$0.00
7	0158 - TI SP PROG TA III	N	N			6.0	9	6.0		0250	\$0.00
8	0198 - TI INS ASST III	N	N			5.0	9	5.0		0250	\$0.00
9	0198 - TI INS ASST III	N	N			1.0	9	1.0		0280	\$0.00
10	0108 - TI LIB ASST III	N	N			6.0	9	6.0		0280	\$0.00
11	0159 - TI SP PROG TA IV	N	N			6.5	9	6.5		0250	\$0.00
12	0158 - TI SP PROG TA III	N	N			6.0	9	6.0		0250	\$0.00
13	0158 - TI SP PROG TA III	N	N			6.0	9	6.0		0250	\$0.00
14	0159 - TI SP PROG TA IV	N	N			6.5	9	6.5		0250	\$0.00
15	0198 - TI INS ASST III	N	N			5.0	9	5.0		0250	\$0.00
No Cost Subtotal								85.0			\$0.00
Grand Total								125.0			\$239,170.75

5. Supplies and Services

No.	GL ACCOUNT #	Name	Previous Spent	Reason	Amount	(%)
1	9110001345	Tartan ES-Regular Instruction				
2	5530000001	Communications Svcs	\$468.00			0.00
3	5610700000	Custodial Supplies	\$692.70			0.00
4	5610000000	General Supplies	\$41,362.77		\$55,665.00	100.00
5	5642000000	Library Books	\$2,789.19			0.00
6	5531000001	Postage	\$55.91			0.00
7	5550000000	Printing and Binding	\$863.23			0.00
8	5650000000	Technology Supplies	\$34,118.47			0.00
9	5641000000	Textbooks	\$1,848.00			0.00
10	9110002345	Tartan ES-Library Services				
11	5642000000	Library Books	\$1,465.35			0.00
12	9110003345	Tartan ES-Field Trips				
13	5513000000	Field Trip Clearing	\$700.00			0.00
14	9110004345	Tartan ES-Medical Supply				
15	5610000000	General Supplies	\$411.19			0.00
16	9110005345	Tartan ES-Admin				
17	5610000000	General Supplies	\$2.20			0.00
18	5531000001	Postage	\$1,889.64			0.00
19	9110006345	Tartan ES-Custodial				

No.	GL ACCOUNT #	Name	Previous Spent	Reason	Amount	(%)
20	5610700000	Custodial Supplies	\$7,585.24			0.00
21	9110008345 Tartan ES-Staff Development					
22	5220100000	FICA	\$42.47			0.00
23	5221000000	Medicare	\$0.00			0.00
24	5221100000	Medicare	\$0.27			0.00
25	5230000000	Retirement Plan	\$0.00			0.00
26	5230100000	Retirement Plan	\$6.28			0.00
27	5260100000	State Unemployment Insurance	\$0.30			0.00
28	5126647000	Teacher Substitute	\$577.44			0.00
29	5270100000	Workers Compensation Insurance	\$4.05			0.00
Total			\$94,882.70		\$55,665.00	

6. Additional Personnel Costs

No.	Group	Description	Type	Preps	Block	Start	End	Days	Hours Per Day	Cost
1	C	ENGEL, DANIEL J, BUY PREPS	E150 - Prep Buys		N					\$0.00
2	C	SALAZAR, JENA K, BUY PREPS	E150 - Prep Buys		N					\$0.00
Total										\$0.00

School Performance Plan

School Name
Tartan, John ES

Address (City, State, Zip Code, Telephone):
3030 E Tropical Pkwy
N Las Vegas, NV 89081, (702) 799-4701

Superintendent/Assistant Chief: Pat Skorkowsky / Grant Hanevold

For Implementation During The Following Years: 2017-2018

The Following MUST Be Completed:

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Tashia Puana	Parent	Kimberly Feuerborn	Parent
Aaron Gordon	Parent	Jill Koch	Parent
Doris Solis	Parent	Kristin Staves	Parent
Lindsay Detloff	Teacher	Marie Neisess	Teacher
Gregory Neisess	Teacher	Kay Jones	Teacher
Lisa Snow	Support Staff	Donna Dyer	Support Staff

Pedro Garcia	Principal		
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
NA	NA	NA
NA	NA	NA
NA	NA	NA
Other: Behavior Data	Other: Enrollment Data	Other: Behavior Data
Other: Read By Three At Risk	Other: Behavior Data	Other: Read By Three At Risk

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Demographics

John Tartan Elementary School is a 3 star school based on the NSPF. Our demographic data identified Asian (3%), African American (32%), White/Caucasian (15.6%), Hispanic/Latino (37.3%), Multi-race (9%), Native American (.3%), and Native Hawaiian (2.6%) with a total of 654 students based on the enrollment data as of November 10, 2016. Our total enrollment has increased slightly from 624 in 2014. We also have IEP (23.7%), LEP (10.5%) and FRL (74%). All of our students receive free breakfast and lunch.

Strengths:

- Baseline data shows that the percentage of proficient third grade students in Reading on the Nevada SBAC was 34.88% .
- Positive Behavior Intervention Systems (PBIS) data shows an increase from 30% to 73% in PBIS Team Fidelity Implementation review.
- The number of clubs and extracurricular activities have increased from 5 clubs to 10 clubs and tutoring.
- Third grade demonstrated the highest proficiency rates on the SBAC (Spring 2016) compared to fourth and fifth grade.

Areas of Concern:

- The percent of students identified as at risk based on the Fall benchmark are as follows: Kindergarten (23%), 1st (52%), 2nd (49%), and 3rd (38%). Our plan to reduce the number of students at risk is outlined in Goal 1.
- Our overall proficiency rate in math is 28% compared to the district average of 34% (Spring, 2016). Our proficiency rates are third grade (37%), fourth grade (25%), and fifth grade (22%)
- Our overall proficiency rate in ELA is 33% compared to the district average of 48% (Spring, 2016). Our proficiency rates are third grade (35%), fourth grade (30%), and fifth grade (33%)
- The percent of Black/African American students in grades 3-5 proficient is significantly lower than other subgroups and our plan to address this concern is outlined in Goal 2 and Goal 3.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Root Causes:

1. Professional Development was not focused specifically on Tier I instruction using the Literacy Framework/Read by Three to meet the needs of all students as evidenced by third grade results of the Nevada SBAC in ELA of 34%. 2. Primary daily attendance rates were less than of students in upper grades. 3. The absence of school-wide classroom management and procedures.

Measurable Objective 1:

Increase the percent of 3rd grade students proficient in reading from 34% to 40% by 2017 as measured by state assessments (SBAC).

Measurable Objective 2:

Increase the percent of students meeting benchmark in grades K-5 by 10% as measured by AIMSweb Plus (RCBM).

Measurable Objective 3:

Reduce the percent of students at risk in grades K through 3 by 10% as measured by the Literacy Dashboard Data (Student Literacy Plans).

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Teachers will be trained on the following: 1) Read By Three Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics and Text Dependent Questioning in response to the Literacy Framework. 2) Professional development on CHAMPS, PBIS procedures, Behavior Strategies, Kelso Choices, and Sanford Harmony. ESD/SB515 professional development on Social/Emotional needs of students.</p>	<p>Ongoing and targeted PD based on performance data utilizing best practices and available resources, Continuous Professional Development from Read By Three Facilitator, Substitutes for teacher collaboration (\$9,660) *Read By Three Facilitator (\$84,000.00 Read By Three funded) *Title I sub pay funded (\$7,200) *SB515 professional (\$75,408.64) *CTT (\$14,300)</p>	<p>-Staff Development -Title I PD Agendas and Exit Evaluations, - Classroom Observations -Imagine Learning Reports -Testing -Student Incentive Charts and incentives - Behavior data from Infinite Campus -CTT student intervention small groups and data</p>	<p>Administration: Daily Observations, Weekly Lesson Plans; Read By Three Facilitator: PD Agendas & Evaluations, Read By Three training using Literacy Plan; Classroom Teachers: Daily instruction & weekly instructional plans; *Administration: ELL tutoring; *CTT daily group logs; *PBIS weekly committee action plan agendas and minutes; SB515 professional development throughout the year; SBCT weekly PD logs and agendas; RTI weekly meetings on progress monitoring status; Monthly school-wide behavior expectation incentive chart collection by PBIS committee; Bi-monthly redemption of Accelerated Reading goal attainment;</p>	<p>N/A</p>
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Comments:
Action plan addresses NEPF Professional Standards 1, 2, & 5 and Instructional Standards 1, 2, 3, & 5

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>1) Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis. Students with a high number of absences or tardies participate in the Truancy Diversion Program. Principal hosts monthly parent meetings. 2) Teachers and staff communicate via phone, Class Dojo, Parent Teacher Conferences, Teacher newsletters, Parent Portal, progress reports, and Report Cards. In Early Childhood, teachers communicate through Teaching Strategies Gold, parent volunteer, monthly parent engagement meetings and training.</p>	<p>Monthly attendance reports via Infinite Campus, Incentives for positive/improved attendance, Teacher call logs, TDP staff for attendance issues, translation (Title I), Support staff extra hour pay (Title I), CHAMPS books, Front Row ED, and Sanford Harmony.</p>	<p>Attendance records (reports, letters), teacher call logs, ParentLink messages, Positive Notes, Student Truancy Diversion Program participation tracking sheet, parent sign in sheets, flyers, TSG checkpoints, and newsletters.</p>	<p>Administration: Monthly attendance monitoring, Parent Link messages ; Teachers: Calls and notes to parents regarding attendance issues or improvements; Counselor - Support for attendance related issues Weekly Truancy Diversion Program staff (\$3,950)</p>	<p>N/A</p>

Comments:
Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3) & Standard 5 (Indicator 3)

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
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<p>Teachers will implement: 1) Teachers will engage in PLC data analysis for assessment development and planning which aligns rigorous instruction and practice for Tier I whole and small group reading utilizing Read by Three/literacy framework as well as for Tier II Extension/Intervention to provide for the specific needs of students to catch, keep or move up. 2) Weekly RTI meeting to analyze progress monitoring *Implementation of strategies Read by Three PD, and ELL Master Plan PD Activities for Teaching English Learners daily. Daily small group instruction by CTT. 3) CHAMPs implementation to address school-wide expectations.</p>	<p>Read by Three Facilitator, Ongoing Title I funded PD, Weekly Common Planning time, Bi-Weekly Professional Learning Community meetings, Master schedule to include daily Extension/Intervention Block, CTT (\$14,300.00), Technology/Software to differentiate instruction (Title I \$16,912.50) *ELL Tutoring (CU), *Read by Three Facilitator (\$84,000.00 State)</p>	<p>Benchmark and Summative Assessment data, Bi-Weekly PLC Planning Forms, Weekly Grade Level Common Planning agendas and notes, On-going student work samples Lesson plans, observations, student achievement data CTT small group logs Behavior data from incentive charts and Infinite Campus</p>	<p>Administration: Daily Observations, Weekly lesson plan monitoring, Monthly data monitoring; Read By Three Facilitator: PD, Monthly data monitoring; Teachers: Weekly planning, daily instruction based upon assessment results, collection of student work samples *Administration: ELL Tutoring CHAMPs implementation throughout the year. Monitored by Administration.</p>	<p>N/A</p>
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Comments:

Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators:</p>		
<p>Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.</p>	<p>- Administration, Learning Strategist, Lead Teachers (All resources listed above.)</p>	<p>- Agendas and Sign-In sheets for PD, - Read By Three literacy plans, - PLC's, grade level meetings, - Site based collaboration time</p>	<p>- Agendas and Sign-In sheets for PD (Strategist/Admin, monthly), - Read By Three literacy plans (Strategist/Admin, monthly), - PLC's, grade level meetings (Grade Level Lead Teachers, monthly), - Site based collaboration time/Master Schedule (Admin, monthly).</p>	<p>N/A</p>

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Root Causes:

Based on our student achievement and behavior data, there was a lack of schoolwide systems and structures in place to address students social and emotional needs.

Measurable Objective 1:

Reduce the math proficiency gap between our supergroup (35%) and lower performing ethnic/racial subgroup (11%) from 24% to 16% by 2017 as measured by state assessments (SBAC).

Measurable Objective 2:

Reduce the reading proficiency gap between our supergroup (38%) and lower performing ethnic/racial subgroup (20%) from 18% to 12% by 2017 as measured by state assessments (SBAC).

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

<p>Teachers will be trained on the following: 1) CHAMPS, PBIS, Sanford Harmony, and Help for Billy book study to address consistency with systems, structures, and supports for our students. 2) PLCs to help teachers make data-based decisions, analyze formative assessments, and purposefully plan. 3) Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.</p>	<p>Ongoing and targeted PD based on performance data utilizing best practices and available resources, Continuous coaching from Read By Three coach Professional Development: CHAMPS books (purchased in FY17), Support Staff Extra Duty (Title I, \$852), Site Liaison (\$1,650)</p>	<p>Staff Development/Title I PD Agendas and Exit Evaluations, Classroom Observations, Read By Three Sign in Sheets</p>	<p>Administration: Daily Observations, Weekly Lesson Plans; PZIC Coach: PD Agendas & Evaluations, Coaching Log; Classroom Teachers: Daily instruction & weekly instructional plans</p>	<p>N/A</p>
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Comments:
Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>1) Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math. 2) Increase parent participation in the Tartan Parent Teacher Association (PTA)</p>	<p>Parent Involvement: Instructional materials (Title I, \$209.75), refreshments (Title I, \$30), licensed extra duty (CU), Technology access for at home nightly practice (Front Row Ed \$6,600), Extra duty pay for support Staff (\$507.44)</p>	<p>Event Flyers and Agendas, Newsletters, Participation records and surveys, ParentLink messages</p>	<p>Administration: Bimonthly newsletters, ongoing Parent Link messages; Content and Grade Level Specific Academic evening events agendas/participation records/surveys; Teachers: Content and Grade Level Specific Academic evening events Read by Three Facilitator</p>	<p>N/A</p>

Comments:
Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3)

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
<p>Teachers will implement the following: 1) strategies from CHAMPS, PBIS, Sanford Harmony, and Help for Billy book study to address consistency with systems, structures, and supports for our students. 2) aligned instruction based on data analysis and common assessments 3) Teachers will engage in planning which begins from the assessment and then aligns instruction and practice which is more intentional and rigorous establishing key objectives for each day and developing purposeful practice for Tier I whole group and small group reading and math.</p>	<p>Professional Development: Read By Three Strategist (Read By Three funding \$84,000 state funded), CHAMPS books (purchased FY 17), Support Staff Extra Duty (Title I, \$852), Substitutes for teacher collaboration (\$7,200), Supplies/Equipment/Services: Accelerated Reader, Front Row, AimsWeb Plus (\$16,912.50), Technology Supplies (purchased FY 17), FOSS and Instructional Supplies (\$2,700), Interactive White Boards (purchased FY 17), Poster Maker (purchased FY 17)</p>	<p>Benchmark and Summative Assessment data, Bi-Weekly PLC Planning Forms, Weekly Grade Level Common Planning agendas and notes, On-going Student Work Samples,</p>	<p>Administration: Daily Observations and student work, Weekly lesson plan monitoring; Monthly data monitoring; Daily observations & coaching, Monthly data monitoring; Teachers: Weekly planning, daily instruction based upon assessment results, collection of student work samples</p>	<p>N/A</p>

Comments:

Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

<p style="text-align: center;">2.4 Other (Optional)</p>		<p style="text-align: center;">Continuation From Last Year: Yes</p>	<p style="text-align: center;">NCCAT-S Indicators:</p>	
<p>Hire the following additional supports for students: 1) social worker to support students' needs 2) Certified Temporary Tutor (CTT) to work with identified students for additional instructional support 3) Communities in Schools representative to work with our at risk and low socio-economic status students</p>	<p>Social Worker (SB515 funded), Certified Temporary Tutor to work with students (Title I, \$14,300), Communities in Schools Coordinator (Title I, \$20,350),</p>	<p>Student rosters, student achievement data, lesson plans</p>	<p>Administration (2017-2018 school year)</p>	<p>N/A</p>

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Root Causes:

Increase staff members' knowledge and skills related to cultural competency that are needed to meet the instructional needs of diverse learners.

Measurable Objective 1:

100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
All staff will participate in cultural, social, and emotional professional development sessions during the 2017-2018 school year as measured by sign-in sheets.	Pathlore, and online modules regarding cultural competency, Kelso's choice curriculum, Sanford Harmony, PBIS, Be Kind, Help for Billy, CHAMPs and Bully training for staff. SB515 professional (\$75,408.64 state provided) Help For Billy Book purchase (FY 17) Champs book purchase (FY17) PBIS training (Title one provided PD funds, \$7,600) Be Kind (\$1,500.00 School funded) Kelso's Choice (\$300.00 school funded) Sanford Harmony (Funded by grant) Communities In Schools Site Coordinator (Title 1: \$20,350.00)	Pathlore transcripts and online module completion Sign-in sheets, Agendas	Pathlore transcripts administration Sign in sheets for agendas and training PD logs	N/A

Comments:

Action Plan addresses Administrator NEPF Standard 2 (Indicator 3) & Standard 3 (Indicators 1 and 2) Teacher Instruction Standard 2, 3, & 4), Professional Standard 1, 3, 4 (indicator 3), & 5.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
				N/A

Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	\$89,775.00	The funds will be used to provide additional support staff hours, Community In Schools coordinator, Computer programs, Parent training, Parent events, staff & support staff extra duty pay, and substitute for teacher training and collaboration.	Goals 1, 2 and 3
Strategic Budget	\$3,011,980.77	Staff salaries, funds to provide for the operation of the school , and student supplies.	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Administration search for qualified applicants on SearchSoft, verify references, conduct interviews, & hire applicants based on qualifications. Highly qualified teachers are attracted to the school due to a strong coaching/mentoring program, offered by the Read By Three Strategist and teacher leaders, and ongoing collaboration within and between the grade levels. In addition, teachers are given professional development opportunities which assist in them becoming as highly effective as possible.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Family engagement is encouraged through family nights held twice per year. These academic nights give families the opportunity to learn specific strategies necessary to assist their children at home based upon the rigor of the NVACS. Monthly "Parent meetings with the Administration" are held to gather input from parents in regard to our instructional practices. All pieces of communication sent home are printed in English and Spanish.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Preschool children are given the opportunity to spend time in the regular Kindergarten classrooms to adapt to the structures of this grade level. All school events are open for our preschool children and their families to attend. Our fifth graders receive information/presentations from the feeder and magnet school counselors & have the opportunity to visit the feeder middle schools to help with transition to sixth grade. Our fifth graders are actively encouraged to apply for middle school magnet programs.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers meet weekly for common grade level planning and bi-weekly for professional learning community meetings to analyze the results of their academic assessments they have either created or selected within their grade levels. During these meeting times, teachers revisit the academic assessments utilized and plan for instruction based upon their results. During staff meetings and grade level meetings, staff will be reviewing assessments and modifying them to meet the demands of NVACS and format of the SBAC.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

All funding sources are integrated to support the implementation of the SPP. Substitutes for teachers to receive professional development in targeted areas, technology & software to integrate technology into classroom lessons & differentiate instruction, family engagement supplies, translation & a temporary school aide to support communication with parents are all funded by Title I. Title I funds are also used to differentiate instruction & Tier II/III support through a CTT & Leveled Library materials.

APPENDIX A - Professional Development Plan

1.1

Teachers will be trained on the following: 1) Read By Three Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics and Text Dependent Questioning in response to the Literacy Framework. 2) Professional development on CHAMPS, PBIS procedures, Behavior Strategies, Kelso Choices, and Sanford Harmony. ESD/SB515 professional development on Social/Emotional needs of students.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers will be trained on the following: 1) CHAMPS, PBIS, Sanford Harmony, and Help for Billy book study to address consistency with systems, structures, and supports for our students. 2) PLCs to help teachers make data-based decisions, analyze formative assessments, and purposefully plan. 3) Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.

Goal 2 Additional PD Action Step (Optional)

3.1

All staff will participate in cultural, social, and emotional professional development sessions during the 2017-2018 school year as measured by sign-in sheets.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

1) Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis. Students with a high number of absences or tardies participate in the Truancy Diversion Program. Principal hosts monthly parent meetings. 2) Teachers and staff communicate via phone, Class Dojo, Parent Teacher Conferences, Teacher newsletters, Parent Portal, progress reports, and Report Cards. In Early Childhood, teachers communicate through Teaching Strategies Gold, parent volunteer, monthly parent engagement meetings and training.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

1) Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math. 2) Increase parent participation in the Tartan Parent Teacher Association (PTA)

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase Grade 3 proficiency rates in reading.

Measurable Objective(s):

- Increase the percent of 3rd grade students proficient in reading from 34% to 40% by 2017 as measured by state assessments (SBAC).
- Increase the percent of students meeting benchmark in grades K-5 by 10% as measured by AIMSweb Plus (RCBM).
- Reduce the percent of students at risk in grades K through 3 by 10% as measured by the Literacy Dashboard Data (Student Literacy Plans).

Status
N/A

Comments:

1.1 Professional Development: Action plan addresses NEPF Professional Standards 1, 2, & 5 and Instructional Standards 1, 2, 3, & 5

1.2 Family Engagement: Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3) & Standard 5 (Indicator 3)

1.3 Curriculum/Instruction/Assessment: Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

1.4 Other:

	Mid-Year	End-of-Year
1.1	Teachers will be trained on the following: 1) Read By Three Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the NVACS utilizing research-based resources and strategies such as Explicit Phonics and Text Dependent Questioning in response to the Literacy Framework. 2) Professional development on CHAMPS, PBIS procedures, Behavior Strategies, Kelso Choices, and Sanford Harmony. ESD/SB515 professional development on Social/Emotional needs of students.	N/A
Progress		
Barriers		
Next Steps		
1.2	1) Family engagement directed at improving the attendance of students in grades K-3 will be a focus through the use of attendance incentives, positive facts home correlating attendance with achievement, and calls and notes home to parents regarding excessive absences/tardies on a monthly basis. Students with a high number of absences or tardies participate in the Truancy Diversion Program. Principal hosts monthly parent meetings. 2) Teachers and staff communicate via phone, Class Dojo, Parent Teacher Conferences, Teacher newsletters, Parent Portal, progress reports, and Report Cards. In Early Childhood, teachers communicate through Teaching Strategies Gold, parent volunteer, monthly parent engagement meetings and training.	N/A

Progress		
Barriers		
Next Steps		
1.3	Teachers will implement: 1) Teachers will engage in PLC data analysis for assessment development and planning which aligns rigorous instruction and practice for Tier I whole and small group reading utilizing Read by Three/literacy framework as well as for Tier II Extension/Intervention to provide for the specific needs of students to catch, keep or move up. 2) Weekly RTI meeting to analyze progress monitoring *Implementation of strategies Read by Three PD, and ELL Master Plan PD Activities for Teaching English Learners daily. Daily small group instruction by CTT. 3) CHAMPs implementation to address school-wide expectations.	N/A
Progress		
Barriers		
Next Steps		
1.4	Read By Three Initiative: A) Designate a strategist and/or teacher leader(s) and provide training on implementation of Read By Three Initiatives. B) Strategist/Teacher leaders will train staff. C) Administer and analyze state approved assessments to identify students at risk for additional intervention. D) Develop a literacy plan for students in grades K-3. E) Provide intervention and progress monitoring to identified students in addition to the reading block. F) Provide written notification to parents of students identified as having a deficiency in reading and devise a progress monitoring plan. G) Follow Senate Bill 391 regarding next steps.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Reduce the overall achievement gap percentage points between highest performing and ethnic/racial subgroups in both reading and math.

Measurable Objective(s):

- Reduce the math proficiency gap between our supergroup (35%) and lower performing ethnic/racial subgroup (11%) from 24% to 16% by 2017 as measured by state assessments (SBAC).
- Reduce the reading proficiency gap between our supergroup (38%) and lower performing ethnic/racial subgroup (20%) from 18% to 12% by 2017 as measured by state assessments (SBAC).

Status
N/A

Comments:

2.1 Professional Development: Action plan addresses NEPF Professional Standards 1 & 2 and Instructional Standards 1 & 2

2.2 Family Engagement: Action plan addresses NEPF Professional Standard 4 (Indicators 1, 2 & 3)

2.3 Curriculum/Instruction/Assessment: Action plan addresses NEPF Instructional Standard 2 (Indicators 1, 2, 3) & Standard 5 (Indicator 2)

2.4 Other:

	Mid-Year	End-of-Year
2.1	Teachers will be trained on the following: 1) CHAMPS, PBIS, Sanford Harmony, and Help for Billy book study to address consistency with systems, structures, and supports for our students. 2) PLCs to help teachers make data-based decisions, analyze formative assessments, and purposefully plan. 3) Professional development will focus on aligning Tier I instruction and student practice activities to the rigor of the Nevada Academic Content Standards (NVACS) utilizing rigorous resources and research-based strategies in response to benchmark and summative assessment data.	N/A
Progress		
Barriers		
Next Steps		
2.2	1) Family engagement will be increased by offering content and grade specific support to parents on assessment results and practice strategies to increase knowledge and practice at home to meet the rigor of the Nevada Academic Content Standards (NVACS) in Reading and Math. 2) Increase parent participation in the Tartan Parent Teacher Association (PTA)	N/A
Progress		

Barriers		
Next Steps		
2.3	Teachers will implement the following: 1) strategies from CHAMPS, PBIS, Sanford Harmony, and Help for Billy book study to address consistency with systems, structures, and supports for our students. 2) aligned instruction based on data analysis and common assessments 3) Teachers will engage in planning which begins from the assessment and then aligns instruction and practice which is more intentional and rigorous establishing key objectives for each day and developing purposeful practice for Tier I whole group and small group reading and math.	N/A
Progress		
Barriers		
Next Steps		
2.4	Hire the following additional supports for students: 1) social worker to support students' needs 2) Certified Temporary Tutor (CTT) to work with identified students for additional instructional support 3) Communities in Schools representative to work with our at risk and low socio-economic status students	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Increase the percentage of school-based personnel trained in cultural competency.

Measurable Objective(s):

- 100% of staff will participate in a mandatory cultural competency professional development session during the 2017-2018 school year as measured by sign-in sheets.

Status
N/A

Comments:

3.1 Professional Development: Action Plan addresses Administrator NEPF Standard 2 (Indicator 3) & Standard 3 (Indicators 1 and 2) Teacher Instruction Standard 2, 3, & 4), Professional Standard 1, 3, 4 (indicator 3), & 5.

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	All staff will participate in cultural, social, and emotional professional development sessions during the 2017-2018 school year as measured by sign-in sheets.	
Progress		N/A
Barriers		
Next Steps		
3.2		
Progress		N/A

Barriers		
Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		

Title I School Budget Plan

Tartan, John ES

3030 E Tropical Pkwy
N Las Vegas, NV 89081, 7027994701

For Implementation During The Following Years:

2017-2018

Grades Served:

K-5

Title I Allocation:

\$89775.00

1% Parent Involvement set Aside:

\$897.75

School Associate Superintendent:

Grant Hanevold

The Following Checkbox MUST Be Completed:

Check if Applicable: Focus: Title I:

Members of the School Planning Team

Plan Development Meeting Dates (Attach Agendas and Sign-in sheets):

Name	Position	Name	Position
Tashia Puana	Parent	Kimberly Feuerborn	Parent
Aaron Gordon	Parent	Jill Koch	Parent
Doris Solis	Parent	Kristin Staves	Parent
Lindsay Detloff	Teacher	Marie Neisess	Teacher
Gregory Neisess	Teacher	Kay Jones	Teacher
Lisa Snow	Support Staff	Donna Dyer	Support Staff
Pedro Garcia	Principal		

Budget Narrative Summary

Required Elements for All Title I Schools

Position, Expenditure, or Activity	Title I Funding	Title I Amendment	Total Allocation	Description: Carefully choose the correct category and add as much detail as permitted. Once submitted to Title I, no money changes can be made without approval of Coordinator.
Teacher Staffing (Class size reduction or Strategist, ES, MS, HS)				
	\$0.00	\$0.00	\$0.00	Total Teacher Staffing
Paraprofessional Staffing (Teacher/Family Aide; Inst. Assist.; Existing Tittle 1)				
Sup Staff Job 2	\$10,705.23			One additional hour for Library Aide. Assist students with checkout of books to increase reading and literacy. Amity Davies; Increase on hour for two Instructional Assistants to better meet the nees of students. (Alvin Johnson/Alex Laycock)
	\$10,705.23	\$10,705.23	\$10,705.23	Total Paraprofessional Staffing
Other Salaries (Tutoring/Extra Duty/Site Liaison, Substitues Temp. Inst. Assist.)				
CTT \$22Hr	\$14,300.00			Certified Temporary Tutor - Work with students to meet Read by Three initiative, asisst with assements (Aimsweb Plus), and work with small groups (RTI).
Site Liaison Ex Duty - Hourly	\$1,650.00			Approximately 72 hours to complete Title I duties and responsibilities.
Substitute - Collaboration	\$7,200.00			60 sub days x \$120.00= \$7,200.00 (Read by Three, Test data analysis, PLC, CHAMPs, Sanford Harmony, PBIS, AimsWeb Plus, Math, ELA, and MAPS training)
	\$23,150.00	\$23,150.00	\$23,150.00	Total Other Salaries

Budget Narrative Summary

Required Elements for **All Title I Schools**

Position, Expenditure, or Activity	Title I Funding	Title I Amendment	Total Allocation	Description: Carefully choose the correct category and add as much detail as permitted. Once submitted to Title I, no money changes can be made without approval of Coordinator.
Supplies, Equipment, and Services				
Professional Tech Services	\$20,350.00			Communities In School (1 coordinator)
Professional Tech Services	\$3,950.00			Truancy Diversion Program (TDP) - assist in increasing student attendance. Increase parent involvement with teachers, students, and school. Increase of attendance will allow student to be present and learn subjects. This will lead to an increase in test results.
Software Instruction	\$16,912.50			Accelerated Reader License annual dues (\$6,712.50); Front Row ED (\$6,600.00); AimsWeb Plus (\$3,600.00)
Instructional Materials	\$3,687.83			FOSS Kits (Annual Dues \$2,700.00); Paper (\$987.83)
	\$44,900.33	\$44,900.33	\$44,900.33	Total Supplies, Equipment, and Services

Position, Expenditure, or Activity	Title I Funding	Title I Amendment	Total Allocation	Description: Carefully choose the correct category and add as much detail as permitted. Once submitted to Title I, no money changes can be made without approval of Coordinator.
Professional Development				
License Ex Duty PD - Hourly	\$9,660.00			420 hours of professional development extra duty pay at \$23.00 (Read by Three, CHAMPs, Sanford Harmony, PBIS, AimsWeb Plus training, Math, ELA, and MAPS training)
Support Staff - Ex Duty PD	\$852.00			Support Staff Extra Duty pay for PD/Training (AimsWeb Plus training, CHAMPs, and PBIS)
	\$10,512.00	\$10,512.00	\$10,512.00	Total Professional Development

Position, Expenditure, or Activity	Title I Funding	Title I Amendment	Total Allocation	Description: Carefully choose the correct category and add as much detail as permitted. Once submitted to Title I, no money changes can be made without approval of Coordinator.
Parent Involvement Additional Funds				
Support Staff Ex Duty	\$507.44			Support Staff Extra Duty Pay for parent involvement events/meetings (Parent Nights, school events, and assist with parent conference)
	\$507.44	\$507.44	\$507.44	Total Parent Involvement Additional Funds
		\$89,775.00	\$89,775.00	GRAND TOTAL OF ALLOCATION (does not include 1%)
Parent Involvement * 1% Set Aside Funds				
Position, Expenditure, or Activity	Title I Funding	Title I Amendment	Total Allocation	Description: Carefully choose the correct category and add as much detail as permitted. Once submitted to Title I, no money changes can be made without approval of Coordinator.
Technology Supplies	\$658.00			Laptop for parents to use for enrollment, applications, and district surveys. Placed in the front office for parents to use.
Ins. Material - Parenting	\$239.75			Instructional materials for parent meetings, trainings, Family nights, and communications.
	\$897.75	\$897.75	\$897.00	Total Parent Involvement * 1% Set Aside Funds