

COMBINED DISTRICT PLAN (2018-2019)

Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

NARRATIVE

School District	# 232	Name: Wendell School District	
Superintendent	Name: Tim Perrigot		Phone: 208-536-2418
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Plan Contact	Name: Tim Perrigot		Phone: 208-536-2418
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Mission and Vision

The mission of the Wendell School District is to engage students in learning that ensures academic achievement and moral character.

100% Student Growth- The Only Acceptable Goal

The vision of Wendell School District is to establish a community of learners who are empowered to pursue their dreams and ensure that each student is college and career ready.

Demographic Analysis

	2017-2018	2018-2019
Male	597	565
Female	561	550
White	408	403
Black/African American	0	1
Asian	2	1
Native American	7	8
Hispanic/Latino	710	680
Free/Reduced Lunch Program	100% Wendell Elementary 100% Wendell Middle 58% Wendell High School	75% Wendell Elementary 26% Wendell Middle 63% Wendell High School
Received Special Education (IEP Students)	153	129

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Community Involvement

The Continuous Improvement Plan has been taken to the school board at monthly school board meetings for review and input. Parents, patrons and/or staff members who attend those board meetings are part of the process of review. Staff and leadership from each school has been highly involved in developing goals. These staff members include use of school leadership teams. Grade levels and department teams review and monitor progress with specific goals. A major emphasis has been placed upon the changes that have taken place in our district over the past several years and how to adjust to those changes to increase student achievement. Parents play an essential role with building these goals working with their students. For example, Wendell Elementary School teachers meet with individual parents to review their students' progress and ways to improve especially on the IRI assessment. Wendell Elementary School parent group provided valuable input with the IRI parent involvement letter used with all parents.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary

Intervention Schedules

Intervention	Grade Level Students	Times
During School Intervention Daily Mondays-Thursdays	First Grade Third Grade Second Grade Kindergarten Fourth Grade	8:00-8:35 a.m. 12:20-1:30 pm (2 X 30 min) 10:20-11:30 a.m. (2 X 30 min) 1 30 min. per class (3 sessions per day) 1:30-3:00 (2 X 30 min)
All Day Kindergarten for all students	Kindergarten	7:50-3:35 pm
Imagine Learning Labs	1st-3rd Grades	8:35-9:05
Newcomers Group	1st-4th Grades 1 st -4 th Grades	7:45-8:00 1:00-1:25
Extended School Day Intervention – 21 st CCLC Mondays through Thursdays September 17, 2018 thru April 11, 2019	Kindergarten–Fourth Grade Three Teachers One paraprofessional	4:00 to 4:30 p.m.
Friday School Intervention – 21 st CCLC Program runs September through April	Kindergarten-Fourth Grade Three Teachers One paraprofessional	9:00 to 10:00 a.m.

Wendell School District implemented the following initiatives under the direction of the Idaho State Department of Education:

- Idaho Reading Indicator (IRI by IStation) assessment for all students grades K-3 at least twice a year, to identify students performing below grade level.

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- ☐ Extended Reading Intervention (ERI) time to provide additional instruction beyond the regular school day to K-3 students below grade level (2's and 3's).
- ☐ All teachers must pass the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of foundational literacy skills.

Wendell School District has defined the following objectives to meet the literacy needs of students:

- ☐ K-3 students will be screened 3 times a year using a nationally normed, research-based screening tool. (STAR Early Literacy and STAR Reading Assessment)
- ☐ K-3 students will receive targeted interventions based on specific skills students are ready to learn, identified by STAR Assessments, Imagine Learning and teacher-created assessments.
- ☐ K-3 students scoring a 2 or 3 on the Fall IRI will receive an additional 72 hours of literacy instruction.

Multiple data points will be used to determine literacy skills (Imagine Learning, STAR Assessments, IRI, Aimsweb, Really Great Reading, and Grade Level Common Assessments)

- ☐ Regular data meetings will be held to discuss progress monitoring, interventions, and progress toward goals. Instruction will be adjusted according to data trend lines.
- ☐ Wendell Elementary piloted the IStation IRI in 2017-18 and will be using their baseline data to move forward. They also purchased the service for their 4th grade students.

Wendell School District's Literacy Plan includes:

- ☐ Use of research based instructional products and strategies to improve literacy.
- ☐ Use of multiple measures to monitor and improve literacy skills.
- ☐ Increased efforts to include families in literacy activities and instruction.
- ☐ Professional Development.
- ☐ Professional Learning Communities. Focus areas include but are not limited to:
 - Phonemic Awareness
 - Awareness of sounds including recognizing and manipulating individual sounds.
 - Phonological Awareness
 - Rhyming, deleting sounds, segmenting sounds, comparing sounds and isolating beginning, middle, and ending sounds.

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- Decoding/Phonics
 - Blending words in sentences, whole word blending, vowel first blending, phonograms, and sound by sound blending.
- Fluency
 - Guided oral repeated readings, Cloze Reading, paired reading, teacher led choral reading, partner reading and novel reading.
- Comprehension
 - Main idea, cause and effect, author's purpose, and retelling.
- Vocabulary
 - Context clues, direct instruction, personal connections

Intervention Implementation

All qualifying students receive literacy intervention services through one or more of the above formats. Individual students are placed into the services depending on the specific needs of each student while ensuring that the minimum 60 hours (below basic) and 30 hours (basic) minimums are applied.

During School Intervention

A certified teacher specializing in literacy instruction implements this intervention during the actual school day. Students receive Tier 1 Core literacy instruction through their classroom teachers. A supplemental Tier II intervention is scheduled at a special time during the school day to meet with the Literacy Intervention Teacher. Students are placed in small intervention groups based on specific needs and obtain engaging instruction that is research based. Skill deficits are addressed in the areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. Time slots for these Tier II interventions last a minimum of 30 minutes per school day. A highly qualified paraprofessional also works with the Literacy Intervention Teacher to deliver this rigorous intense instruction.

Friday School Intervention*

As part of the 21st CCLC grant qualifying students are scheduled into the Friday School Intervention group and receive the same research based instruction from five certificated teachers and highly qualified paraprofessionals. Once again, small group instruction will be organized to meet the needs of the students using literacy skill deficits areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. 30 to 60 minutes of intense reading intervention will be provided to the students.

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** Friday School Intervention programs work simultaneously with the Wendell 21st Century Learning Center. Students receive the intense reading instruction but then are also given social and cultural learning opportunities through the learning center. This model gives students the very best academic services through the Literacy Intervention Plan and yet enhances those experiences with the unique opportunities of the Learning Center.*

Wendell Elementary School's literacy intervention process is very dependent on teacher collaboration meetings that take place on a weekly basis, teacher progress monitoring of individual students, and monthly MTSS building-wide meetings (especially the RTI process). A newsletter sent home before school starts emphasizes all-day attendance and reading practice at home as keys to students having a successful school year. Progress monitoring varies by grade-level with tools like CORE Phonics, STAR Reading, San Diego Quick, Aims Web, and our use of iStation K-4. Reading programs like PALS, Read Naturally, Imagine Learning, Read Well, Reading Mastery, and Horizons are utilized in these intervention groups based on the students' level and skill deficit.

Classroom teachers (grades K-4) use Houghton Mifflin Harcourt materials and follow the Reading First procedures of guided practice, templates, one-one-one, etc. Then interventions and universal access are provided for a student's specific skill deficit. Most interventions have groups of 4-6 students depending on the age but some are specific to non-English speaking and Migrant students. The kindergarten classes all have a highly qualified teacher and paraprofessional for each of the three, full-day classrooms. Fidelity to the reading block is monitored through observations done by the building principal. Additional support is given to new teachers through observations and coaching by a retired administrator. During professional development Fridays, best practice strategies are reviewed and activities shared with presentations by our teachers who have attended other literacy workshops.

Collaboration time during monthly grade level MTSS meetings ensure accountability in regards to the implementation of the intervention groups. The focus is meeting the needs of the qualified students. We also address needs of attendance and behavior. Additional groups for struggling learners are provided after thorough monitoring of identified students. Classroom teachers guide the instruction and materials for the para-educators who assist in teaching grade level groups. Paras also meet monthly with the building administrator to review a strategy and discuss challenges of groups.

Students who attend our after school and/or summer programs are monitored by the teachers- and director of those programs. In turn, these people collaborate with our classroom and specials teachers.

All Literacy Intervention Program funds are used for a certified teacher and the salary of a para-educator. Our federal Title funds were cut again for the third year. The federal funds we as a schoolwide Title I school we receive for two general education teachers to keep our K-2 classrooms around a class size of 22.

Wendell School District uses Milepost to create collaborative literacy/reading plans for individual students that are shared across teachers (general ed, special ed., after school, and

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interventions). Teachers progress monitor and share trends with parents, students, and MTSS teams as needed. This system also helps us ensure and document that all students receive the required number of hours of intervention services.

Comprehensive Literacy Plan Alignment

The Idaho State Board of Education has four Essential Elements of its Comprehensive Literacy Plan: Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. Wendell Elementary School's Literacy Intervention Program cross-references with these Essential Elements.

Collaborative Leadership – WES teachers team weekly with agenda items of student concerns and data to drive instruction. They also meet monthly in MTSS with specials (Title, ELL, Special Ed) teachers to discuss at-risk students. Our Building Leadership Team meets to review our building and grade level goals.

Developing Professional Educators – WES has an Idaho Core Coach. They team with the building principal to present professional development related to reading strategies. Teachers practice with one another or model how they use effective strategies such as think-pair-share, activating prior knowledge, oral and choral reading, or the use of phonics cards. Our district has scheduled Fridays for professional development. When teachers attend workshops on math or ELL, strategies they learned are share-out on PD Fridays. Our SWIP goals include grade level PLC meetings to measure IRI and ISAT overall proficiency improvement of 1% spring to spring.

Effective Instruction and Interventions – At-risk students at WES are frequently doubled and sometimes even triple dipped in daily intervention groups. Specific intervention groups are provided for non-English speaking students, Migrant students, and students with IEPs. Intervention strategies could include pre-teaching, explicit phonics, use of templates, or paired reading to name a few strategies. These students are brought up at both weekly team meetings and monthly MTSS meetings to monitor their literacy proficiency growth. Teachers new to the profession have a grade-level mentor. These teachers are provided opportunities to observe veteran colleagues use research based strategies from the reading curriculum Houghton Mifflin Harcourt intervention components.

Assessment and Data – WES teachers use grade-level assessment tools to collect data and record it in Milepost. School-wide (K-4) teachers give a pre and post direct writing assessment using the pre-test to guide lesson plans. CORE Phonics diagnosis is expected three times a year and used to organize interventions groups by specific skill needs. Some teachers give the CORE more frequently as a diagnostic tool. STAR Reading is used to assess students' skill level and used to organize intervention groups. Once a month classroom teachers will give the ISIP (K-4) and use the data to guide their instruction for core reading and interventions groups.

Parent Involvement

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Wendell Elementary has created a Reading Improvement Plan for students in grades kindergarten through third grade. It was used last year and parents informally told us they liked the layout of the information. It shows the score their student received on the IRI in the fall and the intervention(s) that will be provided. This Plan was discussed during Parent-Teacher Conferences on October 4 & 5, 2018. At this time, parents gave input to the Plan for their child then all parties sign it. A copy is made and the Plan goes home. Following the Winter IRI testing the score and intervention(s) are added and reviewed with parents during February Parent Teacher Conferences, allowing for their input again. It is a copy of the same Plan used in the fall so teachers are reviewing the student's fall data and comparing results to the winter data with parents. At the end of the school year, the Spring IRI is added to the Plan and sent home with the student's report card. This year, parents in our Parent-Teacher-Kid-Organization gave input to the writing process of our Reading Improvement Plan.

We will send a copy home of our Reading Improvement Plan to both English and Spanish speaking homes and ask for their input. As the survey is returned and reviewed with our Title teacher and our Building Leadership Team, adjustments will be made. Wendell Elementary is a very parent-friendly school. If a parent walked in to ask questions or give input to our Plan at any given time we would welcome their input. Our building leadership team reviews input from parents regarding our Reading Improvement Plan and adjustments are made accordingly.

We also held a Family Literacy Night on October 25, 2018 where reading strategies were practiced with parents and students, and materials were distributed to take home.

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COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM
College and Career Advising Model

	Model Name	Additional Details
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in Details)	<ul style="list-style-type: none"> A TAG period (35 minutes) is scheduled every Thursday for advisor/advisee meetings and/or college & career readiness activities Advisement through TAG advisors is primarily conducted Thursdays with the exception of a few parent engagement activities at night. Team members work together cohesively to understand the total school program and advise students effectively. TAG Advisors serve students based on a grade cohort, and they ensure that all students in the cohort have connection with a supportive adult staff member. TAG Advisors work to build effective relationships with students and with parents/guardians. Field trip options are included throughout the school year such as student/advisor trips to College of Southern Idaho, the Boise National College Fair at Boise State University, College and Career Day at American Falls, and the Idaho Higher Education Days in Gooding, Idaho. Consistent relevant professional development is provided to all team members utilizing Wendell School District's Professional Development Friday program under the direction of the building principal, school counselor (TAG Supervisor), and key team members. Other professional development opportunities in the area of college

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		<p>and career advising will be sought after including team leadership receiving guidance from the Division of Career Technical Education.</p> <ul style="list-style-type: none"> • Parents and guardians will be notified of the availability of the entire college and career-advising program and how to access all of the services. Updates and other essential communication with parents will take place at scheduled parent involvement activities and with email, phone calls, newsletters, text messages, etc.
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Advising Program Summary

The goal of this model is to ensure that students in grades 8-12 receive essential advisement, consulting, and mentoring to allow for a seamless transition into postsecondary educational programs (technical and academic), and in-demand jobs.

Wendell High School Advisement Lead Team

- ✓ One school counselor
- ✓ One building principal
- ✓ One MTSS/RTI coordinator
- ✓ One transition coordinator
- ✓ All Trojan Advisory Group (TAG) Teacher/Advisors

Roles of Advisement Lead Team

- ✓ *School Counselor*- The school counselor oversees the advisement activities throughout the school. Each week, the counselor sends out the aligned activities that will be covered in the daily Trojan Advisory Groups. The counselor monitors the delivery of the curriculum and activities presented to the students in TAG each day. This person also determines the professional development needed for all TAG advisors based upon the progress of individual students and specific TAG groups.
- ✓ *Building Principal*- The building principal works closely with the school counselor and with each TAG advisor. The main duty of the building principal is to ensure fidelity is achieved in all TAG groups and among all TAG advisors. It is understood that part of each TAG advisor's teacher evaluation is the effectiveness of TAG implementation.
- ✓ *MTSS/RTI Coordinator*- The MTSS coordinator is a part time position. The main duty of this person in regard to this plan is to provide Tier II type intervention for the most at-risk students who are struggling with their individual plans for progress with college and career readiness and regular classes.
- ✓ *Transition Coordinator*- The transition coordinator is a resource provided to the students at Wendell High School through the College of Southern Idaho. This person is a former Wendell High School graduate who has completed his bachelor's degree and is completing a master's degree. His training is specific to mentoring high school students so having a Hispanic Wendell graduate is the perfect model for our current students attending the high school.

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- ✓ *TAG Advisors*- TAG Advisors are assigned to a group of students (no more than 12-20 students in each group). The TAG Advisor remains with assigned students throughout each student's high school career. Essential duties of each advisor include the following:
 1. Tracking student progress and progression
 2. Providing advising support until graduation
 3. Specific items for advising and tracking include
 - 4 year plans with updates,
 - Advanced Opportunity/Fast Forward participation,
 - College visitation programs,
 - College entrance exam information/study material
 - Scholarship updates with deadlines
 - Federal student aid
 - Dual credit opportunities
 - Etc.

Middle school TAG will focus on development of relevant eighth grade learning plans.

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METRICS - TEMPLATE PART 2 - OPTION A

District #	232	District Name:	Wendell School District
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METRICS

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	23	76	6	59	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	30.26%		10.17%		-20.09 percentage points	15%
	% students participating in one or more advanced opportunity	15.00%		39.00%		24 percentage points	45%
	% CTE track HS students graduating with an industry-recognized certification			10.00%		10 percentage points	12%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	44.00%		80.00%		36 percentage points	85%
	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	0
	4-year cohort graduation rate	76.70%		75.00%		-1.7 percentage points	77%

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METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	% of students with learning plan created and reviewed in 8th grade	8	95.00%	8	98.00%	3 percentage points	99%
	% of learning plans reviewed annual by grade level	9	30.00%	9	90.00%	60 percentage points	92%
		10	30.00%	10	90.00%	60 percentage points	92%
		11	30.00%	11	100.00%	70 percentage points	100%
		12	30.00%	12	100.00%	70 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
		44	71	30	67		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	61.97%		44.78%		-17.2 percentage points	50%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2015 cohort	# Enrolled	# 2016 cohort	Not Required	Not Required
		49	72	28	71		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	68.06%		39.44%		-28.62 percentage points	44%	
All students will be prepared to transition from middle school / junior high to high school	# students who scored proficient on the 8th grade math ISAT	# proficient	# tested	# proficient	# tested	Not Required	Not Required
		10	91	5	73		
	% students who scored proficient on the 8th grade math ISAT	10.99%		6.85%		-4.14 percentage points	12%

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METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# students who scored proficient on the 8th grade ELA ISAT	30	88	21	70	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	34.09%		30.00%			
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	8	89	13	99	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	8.99%		13.13%			
	# students who scored proficient on the 6th grade ELA ISAT	39	95	30	94	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	41.05%		31.91%			
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	42	86	53	76	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	48.84%		69.74%			
	# students who scored "proficient" on the Grade 1 Spring IRI	31	93	30	84	Not Required	Not Required
	% students who scored "proficient" on the Grade 1 Spring IRI	33.33%		35.71%			

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METRICS - TEMPLATE PART 2 - OPTION A

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
		# proficient	# tested	# proficient	# tested		
	# of students who scored "proficient" on the Grade 2 Spring IRI	46	108	44	88	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	42.59%		50.00%		7.41 percentage points	7%
	# students who scored "proficient" on the Grade 3 Spring IRI	57	95	52	105	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	60.00%		49.52%		-10.48 percentage points	1%
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METRICS - TEMPLATE PART 2 - OPTION A

College and Career Advising: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Percent of 12th graders completing Idaho college applications	70%	90%
NOTES:		

Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
Percent of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	18%	20%
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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Name and Number:	Wendell School District 232
Estimated Total Literacy Funding for 2018-2019 :	\$85,750.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Intervention Teacher Salary	Administer intervention plan, develops & monitors individual plans, teaches school day intervention groups	1.0	52,201.00	52,201.00	52,201.00	0.00
Full time paraprofessional for early literacy (K)	Provides intensive Tier II interventions to below basic and basic students K-3	1.0	8,550.00	8,550.00	8,550.00	0.00
Benefits	paraprofessional		5,500.00	5,500.00	5,500.00	0.00
Benefits	Full time Teacher PERSI, insurance, FICA		18,900.00	18,900.00	18,900.00	0.00
Personnel Subtotal				85,151.00	85,151.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				0.00	0.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

scanner and related technology	for speech related to early literacy			599.00	599.00	0.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	599.00	0.00
TOTAL COSTS & BUDGET				\$85,750.00	\$85,750.00	\$0.00