

Columbia Elementary Title I PLAN

2020-2021

The following members reviewed and approved the 2020-2021 Parent School Compact on November 2, 2020. Additionally, this compact has been distributed to all parents during the first week of school.

Principal	<u>Alvan Yon</u>	<u>Alvan Yon</u>
Asst. Principal	<u>Kathryn Crandall</u>	<u>Kathy Crandall</u>
PTA Rep.	<u>Becca Denos</u>	<u>Becca Denos</u>
SCC Rep.	<u>Trillia Almazan</u>	<u>Trillia Almazan</u>
Parent Rep	<u>Derek Hansen</u>	<u>Derek Hansen</u>
Teacher Rep.	<u>Emily Boulton</u>	<u>Emily Boulton</u>
Parent Teacher Rep.	<u>Kelsey Harris</u>	<u>Kelsey Harris</u>
Parent Teacher Rep	<u>Summer Danos</u>	<u>Summer Danos</u>
	<u>Sandy King</u>	<u>Sandy King</u>

Title I, Part A Schoolwide Plan Template
Purpose and Directions

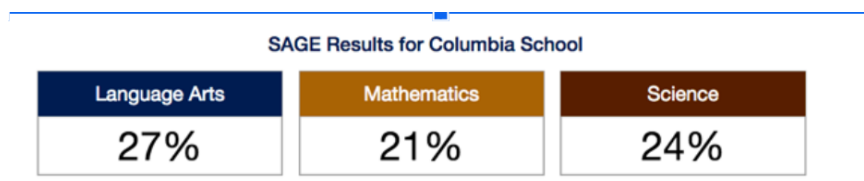
Comprehensive Needs Assessment

ESSA Sec. 1114(b)(6)

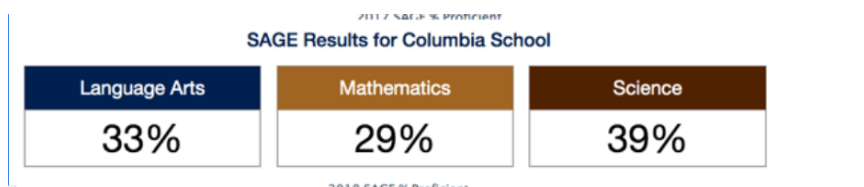
School-wide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student Achievement Trends

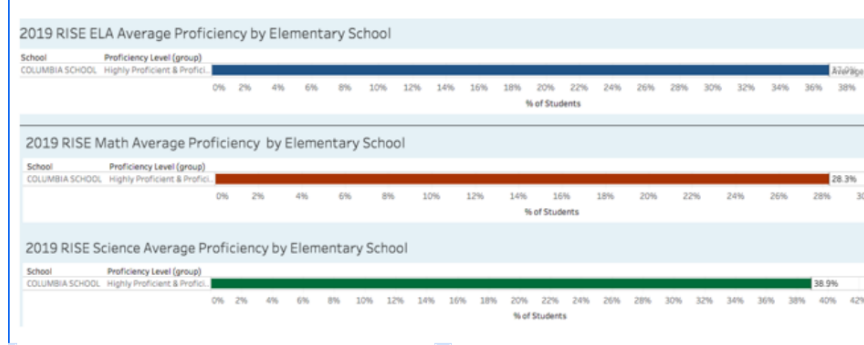
2016-2017 SAGE



2017-2018 SAGE

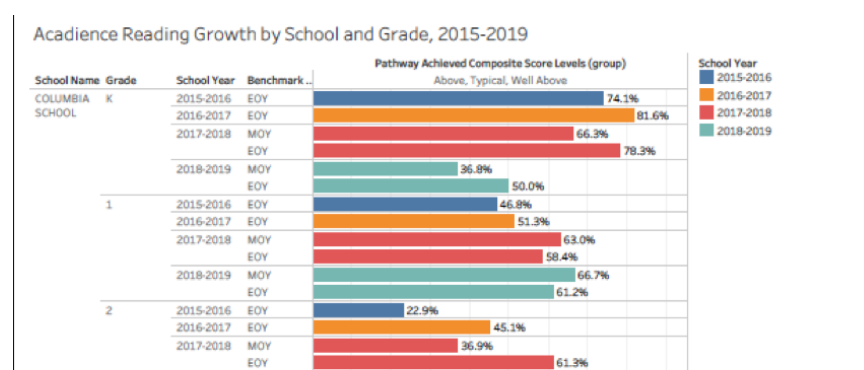


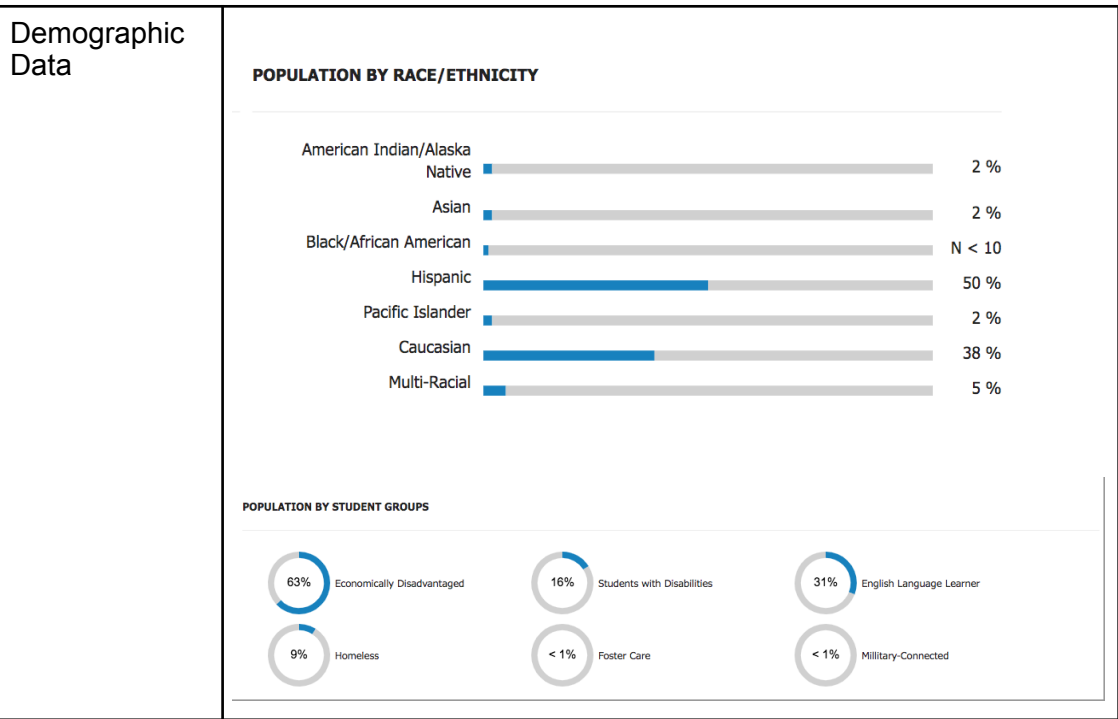
2018-2019 RISE



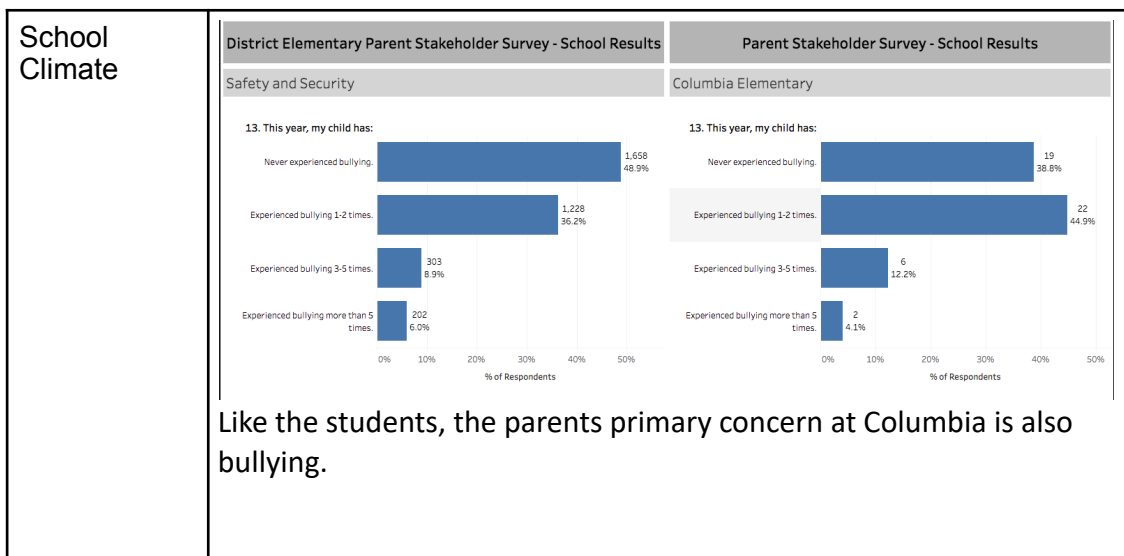
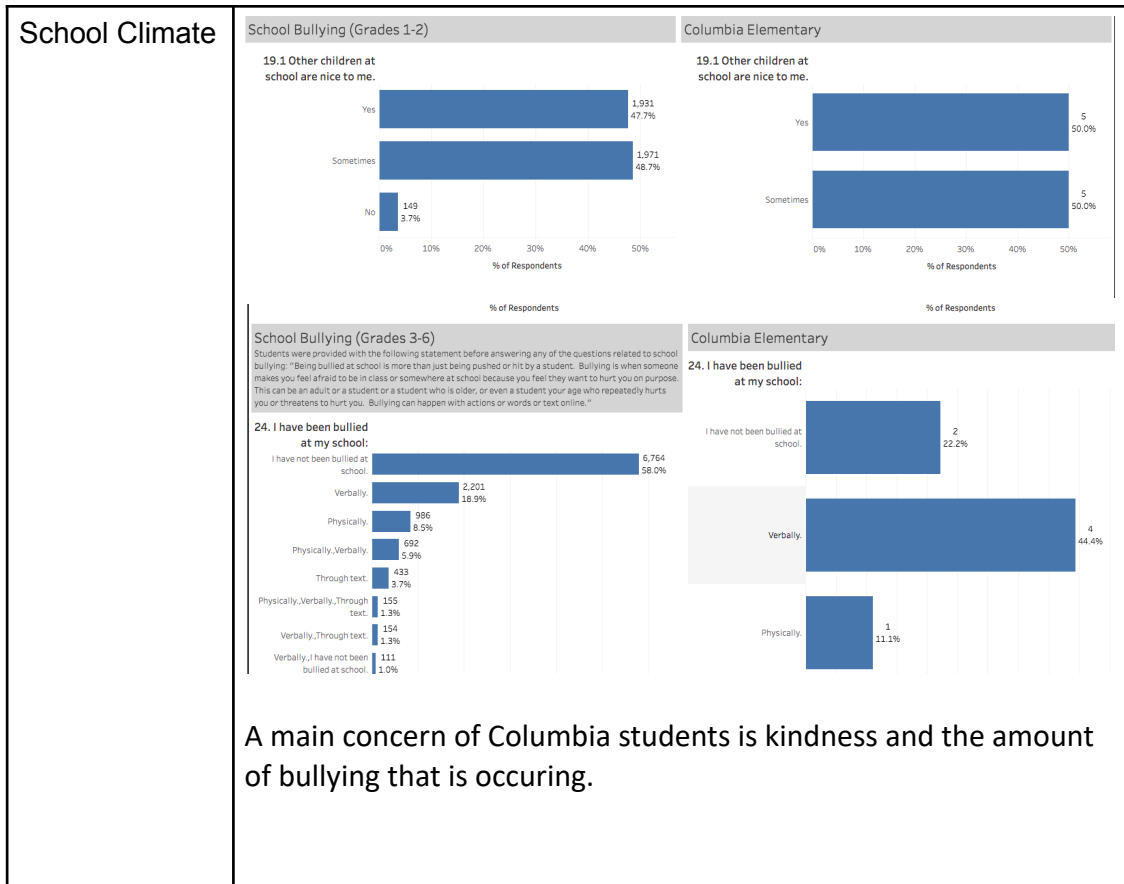
Parents are informed three times a year of their student's progress on Acadience testing. This information has been valuable to teachers. The information is analyzed during PLCs. Reading skills, fluency, and decoding strategies are taught based on data. There is an intentional focus on student achievement, and instruction is adjusted based on student growth and proficiency. Improving student outcomes is the priority.

2015-2019 Acadience





Columbia Elementary has a very ethnically diverse population. Half of the students are Hispanic. Other ethnic minority groups make up 11% of the population. Caucasian students make up 38% of the students. 31% of Columbia students are learning English as a second language. 16% of the students have a disability and 63% come from economically disadvantaged households.



Teacher Qualifications

Teacher Qualifications 2020-2021

Assignment	Name	Degree	Endorsements	Highly Qualified	HQ	
Kindergarten	Mikayla Christensen	Professional License	Highly Qualified			
Elementary Education		Yes	Y			
Kindergarten	Jan Jarrett	BACHELORS	Early Childhood Education/Early Childhood, Special Education		Yes	Y
Kindergarten	Angela Stephens	BACHELORS	Early Childhood Education	ESL in progress		
Paid for out of Title I funds	Yes	Y				
Kindergarten	Kristen Miles	Associates Degree, ARL Program		No	N	
Kindergarten	Megan Mattson (Burnett)	Professional License, Elementary Education			Yes	
1st Grade	Jessica Dilley	BACHELORS				
Secondary	Yes	Y				
1st Grade	Cynthia Alvarado	BACHELORS	Elementary Education	ESL	Yes	Y
1st Grade	Sabrina Davitt	Associate License				
Elementary Education		ESL in progress				
(Paid for out of Title I funds)	Yes	Y				
1st Grade	Heather Larsen	BACHELORS				
Interdisciplinary Studies K-8		ESL in progress				
(Paid for out of Title I funds)	Yes	Y				
2nd Grade	Tiffany Jessop	BACHELORS	Elementary Education/Early Childhood	ESL	Yes	Y
2nd Grade	Amber Wagstaff	Professional License	Elementary Education	Yes	Y	
2nd Grade	Abbey Knight	BACHELORS	Elementary Education	Yes	Y	
2nd Grade						
Michelle Brigman						
BACHELORS	Elementary Education	Yes				
Y						
3rd Grade	Michelle Collings	Professional License,				
Elementary Education		Yes	Y			
3rd Grade	Teri Gomez	BACHELORS	Elementary Education	ESL	Yes	Y
3rd Grade	Angie Drope	BACHELORS	Elementary Education			
MASTERS	ESL, ASL, Technology, Administration	Yes	Y			
3rd Grade	Sarah Chugg	BACHELORS	Elementary Education	ESL	Yes	Y
4th Grade	Jessica Wahlberg	BACHELORS	Elementary Education		Yes	Y
4th Grade	Tammy Struthers	BACHELORS	Elementary Education	ESL, Reading	Yes	Y
4th Grade	Amanda Torgeson	BACHELORS	Elementary Education		Yes	Y
4th Grade	Kymberli Cosner	BACHELORS	Elementary Education			
MASTERS	ESL, STEM	Yes	Y			
5th Grade	Emily Boulton	BACHELORS	Elementary Education	ESL	Yes	Y
5th Grade	Jodi Petersen	BACHELORS-	Hospitality	ESL	Yes	
5th Grade	Nicole McAleer (Wachner)	BACHELORS	Elementary Education			
MASTERS						
Teaching/Curriculum Design	ESL	Yes	Y			
5th Grade	Justin Boswell	Professional License				
K-6	ESL	Yes	Y			
6th Grade						
Kathryn Shurtleff						
BACHELORS	Secondary 6-12 History					
History	Yes					
Y						
6th Grade	Jennica Butterfield (Bodenhofer)	BACHELORS	Elementary Education	ESL	Yes	Y
6th Grade	Kristin Hayward	BACHELORS				
Health Education and Promotion	ESL, Health Education	Yes	Y			
6th Grade	Thomas Walton	BACHELORS	Elementary Education/SpEd			
MASTERS	ESL, Mild/Moderate Disabilities	Yes	Y			
Resource	Stacey Mitchell	BACHELORS				
Special Education Generalist K-12						
Resource	Mandy Gomez	BACHELORS				
Interdisciplinary Studies	Special Ed. Mild/Moderate Disabilities	Yes	Y			
Instructional Coach	Stacy Selk	BACHELORS	Early Childhood Education	ESL	Yes	Y
Instructional Coach	Sandy King	BACHELORS	Elementary Education			
MASTERS	ESL, Administration,					
GT and Tech	Yes	Y				
Instructional Coach	Melinda Carpenter	BACHELORS	Elementary Education			
Early Childhood ESL, Elem. Math	Yes	Y				
Science Specialist	Cara Hagman	BACHELORS	Elementary Education			
MASTERS						
Curriculum/Instruction With Technology	ESL, Science-Earth, MS Science					
STEM in progress	Yes	Y				
RTI	Jennifer Turner	BACHELORS	Elementary Education	ESL	Yes	Y
Guidance	Najmeh Hourmanesh	BACHELORS, MASTERS PH (Public Health), PhD, Secondary Education				Math 2, French,
Chemistry, Science-Biological	Yes	Y				
Counselor	Melissa Gutierrez	BACHELORS-	Human Development MASTERS Social Work		Yes	Y
Speech	Irene Karren	BACHELORS				
MASTERS						
Speech and Lang. Pathologist K-6						
ESL	Yes	Y				
Preschool	Rachel Hirschi	BACHELORS				
ARL	No	N				
Preschool	Jen Adams	BACHELORS				
Elementary Education						

Instructional Practices	<ul style="list-style-type: none"> · Implicit and explicit vocabulary instruction · Focus on both every day vocabulary and academic vocabulary · Explicit instruction · Providing timely, specific feedback · Focus on strong, engaging tier I instruction, including peer observations. · Tier II small group intervention groups · Technology · Differentiation for both gifted & talented and interventions in math and language arts · I Can statements · Using manipulatives and non-linguistic representations · Working in PLC groups to determine best practices and power standards. · Data from Acadience, JSD benchmarks, and common formative assessments will be used to guide instruction. · Questioning to increase student learning and engagement · Instructional strategies to support skills acquisition of students learning English as a second language. (SIOP)
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Purpose and Directions

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

LITERACY GOAL

SMART Goal	<p>Columbia literacy goal is broken into two parts:</p> <ul style="list-style-type: none"> ● 50% of students will be reading on or above grade level by the end of year. ● 60% of students will make typical or better progress on Acadience Reading assessments in grades K-3
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Strategies	<ol style="list-style-type: none"> 1. Teachers will use PLC time to plan instruction according to the Language Arts Standards of the Utah State Core. 2. Teachers will create a common grade level scope and sequence for the year and create common lesson objectives to guide Tier I instruction. Grade level teams will follow an instructional cycle of planning, instructing, assessing, and intervening. 3. Each grade level team will produce one common formative assessments per month for language arts to determine student mastery of the grade level standards. 4. RTI instructional groups are created based on the most recent data being analyzed. 5. Assistants and teachers for computers, science, music and P.E. will be hired as needed to support time for PLCs and RTI. 6. Teachers are trained in the Heggerty Phonemic Awareness Program and/or MSRC program and will use it daily. 7. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development and providing student tutoring. 8. Teachers will be hired to reduce class size. 9. Technology and materials will be purchased to improve vocabulary instruction and all levels of literacy instruction. 10. Teachers will also be using universal screeners provided by the district to assess which students need the most intervention.
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<p>Evidence-Based Research Support</p>	<p>Bambrick, Paul., Santoya (2012). Leverage Leadership</p> <p>Bambrick, Paul.,Santoya, (2016). Get Better Faster</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>We expect that Columbia will have 50% of our students reading on or above grade level by year's end. We also expect that 60% of students in grades K-3 will show growth in Acadience.</p> <ul style="list-style-type: none"> · Teachers will track student progress of Student Learning Outcomes by giving the JSD Language Arts pre-test benchmark and end of year post-benchmark. · Common Formative assessments and frequent formative checks will be given frequently to check progress of Tier I and II instruction. This will guide instruction and identify students that need further interventions. · Data from Lexia, Acadience, and other online programs will provide teachers with current and real-time data about student progress and needs. · Teachers will consistently use progress monitoring to assess student learning and growth. · The SRI test, Acadience and other assessments will be used to determine final reading level at year's end.

Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Forty-minute, grade level Language Arts professional development will be held during PLCs or on Fridays as needed. 2. PLC and common planning time will be provided weekly. 3. Coaches and administration will observe classrooms and identify Tier I literacy strengths and areas for growth. 4. Teachers will have multiple opportunities to watch their colleagues teach and to debrief the lesson. Teachers will focus on high-impact strategies that improve student learning. 5. Coaching will provide support to grade levels and individual teachers. Coaching will be embedded into the daily practice. 6. Teachers and coaches will have opportunities to attend professional development at school, conferences and district classes to increase knowledge in Language Arts as applicable. 7. Columbia's Literacy Team will attend district literacy trainings throughout the year and present literacy PD to the teachers at Columbia. 8. Teachers are encouraged to obtain their ESL endorsement and to implement SIOP strategies into their lessons.
Timeline	Weekly PLCs will be utilized to provide each grade level individualized professional development in content and pedagogy.
Responsible Parties	<p>Three instructional coaches will ensure professional development is taking place and is effective. They will also ensure that teachers are progress monitoring in Acadience is taking place.</p> <p>One full-time, intervention teacher will ensure that intervention is taking place and is effective. They will also measure student growth of students receiving intervention.</p> <p>The principal will ensure that common formative assessments are being given, PLCs are taking place and are effective and that data is being used by teachers to measure growth.</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<ul style="list-style-type: none"> · Informal and formal observations. · The JSD pre-test benchmark will establish the baseline for the year. · Student progress will be monitored and evaluated through Acadience and RI tests given monthly (4-6). · Monthly-guided reading progress will be assessed through running records. · During PLCs each grade level will use formative assessments to help teachers make decisions on how best to align Tier I and Tier II instruction to support student progress. · Lexia and Imagine Learning will also give teachers real-time data. · Teachers will analyze student writing by using a common rubric or Utah Compose. They will discuss student work samples in PLCs to determine growth and needs for further Tier I instruction or RTI.
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Title I, Part A Schoolwide Plan Template
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Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

MATHEMATICS GOAL

SMART Goal	Columbia's math goal is to improve math proficiency from 28% to 35% on the RISE test in 20201.
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Strategies	<ol style="list-style-type: none"> 1. Teachers will use PLC time to plan instruction according to the Math Standards of the Utah State Core. Teachers will teach the Utah Core Curriculum (review to solidify and enrichment to explore) using creative, innovative and new methods explored by the teachers 2. Professional development will provide specialists, coaches, and teachers the skills to thoroughly understand and identify the standards, objectives, and essential student learning outcomes for their instruction. 3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning. 4. Teachers will use technology to build a blended learning environment so that they can differentiate and personalize learning. Online programs such as Nearpod, ImagineMath, ixl, Math Expressions, and others will support math instruction. Teachers will be provided professional development to support an environment where students are highly engaged in their learning, asking higher-order questions, and sharing their thinking strategies. 5. Extended learning times will be provided in the form of extended day Kindergarten, and before/after school tutoring. Teachers will be provided compensation at contract rate. 6. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development, and providing student tutoring. 7. Additional teachers and assistants will be hired to teach RTI and enrichment classes. Teachers will be hired to reduce class size. 8. Specific focus will be placed on math fact fluency, including computer programs to support this focus.
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<p>Evidence-Based Research Support</p>	<p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Knight, Jim, (2007). Instructional Coaching</p> <p>Santoyo, Paul, and Brett M. Peiser. (2012). Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> ● Expected impact on core academic areas will increase proficiency in Core Mathematics content in 35%. ● Teachers will track student progress by giving the JSD Math pre-test benchmark and end of year post- benchmark. ● Frequent formative assessments will be given throughout Tier I instruction to identify individual student understanding. This will guide instruction and help identify students that need further interventions. ● Formative unit assessments and a mid-year common assessment will be given to guide instruction. ● Teachers will work collaboratively to create lessons tailored to skill needs. Through close monitoring and intentional interventions, student progress is expected.

Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Forty-minute, grade level Math professional development will be held during PLCs. PLC and common planning time will be provided weekly. 2. Coaches and principal will observe classrooms and identify Tier I math literacy strengths and areas for growth. 3. Coaching will also be provided as requested by grade levels or individual teachers as needed. 4. Teachers and coaches will have opportunities to attend school, conferences and district professional development to increase knowledge in math, as applicable. Teachers will have multiple opportunities to observe in other classrooms and receive coaching. 5. Columbia's Math Team will attend district math trainings throughout the year and present math PD to the teachers at Columbia.
Timeline	Professional development and PLCs throughout the 2019-20 school year.
Responsible Parties	Teachers, administrators, support staff, coaches and district specialists
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> ● Assessments will be reviewed during PLC. Teachers will evaluate their effectiveness of strategies used during instruction through the review of common assessments. ● Data will be analyzed by student proficiency results. Tier I instruction and RTI groups will be created and monitored frequently. ● On-going unit assessments will guide Tier I, II and III instruction. ● School leadership team will conduct weekly observations to collect data as they work with individual teachers. This data will be shared in a timely manner and with effective feedback.

Purpose and Directions

Schoolwide Reform Goals and Strategies Form

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment and tied to the Utah State Standards

SCIENCE GOAL

SMART Goal	The goal for Science is to go from 39% proficient on the RISE test in 2019 to 45% proficient in 2021, for an increase of 7%
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Strategies	<ol style="list-style-type: none"> 1. Teachers will use PLC time to plan instruction according to the Science Standards of the Utah State Core. Teachers will create a common grade-level scope and sequence for the year to guide Tier I instruction. 2. Through professional development, specialists, coaches, and teachers will collaborate and thoroughly understand and identify the standards, objectives and essential student learning outcomes for their instruction. 3. Teachers will use pre-assessments, common formative assessments, and post-assessments to guide instruction and track student learning. 4. Once a week, students will rotate to a science enrichment class taught by a certified science specialist. 5. Teachers will focus on Tier I instruction and provide students with opportunities to learn science with hands-on active experiences throughout the instruction of the science curriculum. 6. Students will have multiple opportunities to observe, inquire, question, formulate and test hypotheses, analyze data, report and evaluate their findings. 7. Teachers will be provided with professional development to support inquiry-based instruction. An emphasis will be on asking higher-order questions and engaging students in deeper conversations about their learning. Teachers will be hired to reduce class size. Assistants will be hired as needed to support common planning time. 8. STEAM is a focus at Columbia Elementary. Teachers will be encouraged to provide high-quality instructional activities in the areas of science, technology, engineering, the Arts, and math. 9. Teachers will be provided with compensation for working beyond contract hours while attending family nights, professional development, and providing student instruction. 10. Teachers will use the new FOSS science curriculum provided by the district. 11. Extra supplies, materials, and technology will be provided as needed for student instruction and professional development and substitutes will be provided for teachers to attend professional development.
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<p>Evidence-Based Research Support</p>	<p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.</p> <p>DuFour, R., Marzano, R. (2011). Leaders of Learning: How districts, schools, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree.</p> <p>Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.</p> <p>Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.</p> <p>Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass.</p> <p>Santoyo, Paul. (2010). Driven by Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<ul style="list-style-type: none"> ● The goal for Science Proficiency on the SAGE test in 2021 is 45%. This will be done through informal and formal observations. ● Common formative assessments will be reviewed during PLC ● Data will be analyzed by student proficiency results. ● Tier I instruction will be monitored frequently. ● SLO progress will be a major focus. ● On-going common formative assessments will guide Tier I, II, and III instruction.

Professional Development to Support Strategies	<ul style="list-style-type: none"> ● Forty-minute, grade level Science professional development will be held during PLCs and/or Friday Faculty Meetings. ● PLC and common planning time will be provided weekly. ● Coaches and administration will observe classrooms and identify Tier I science strengths and areas for growth. ● Coaching will also be provided as requested by grade levels or individual teachers as needed. ● Teachers and coaches will be given opportunities to attend professional development at school, conferences and district classes to increase knowledge in science as applicable. ● Qualified presenters may be hired as needed.
Timeline	Professional development at the beginning and throughout the 2020-2021 school year will be provided as necessary.
Responsible Parties	Administrators, specialists, coaches, teachers, learning assistants, and other staff members.
Evaluation Process (How will the school monitor the implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> ● Teachers will evaluate the effectiveness of strategies used during instruction by analyzing common assessments. ● Data will be reviewed by student proficiency results. ● Tier I instruction will be monitored frequently.

Title I, Part A Schoolwide Plan Template
Purpose and Directions

Goals and Strategies to Address Supports for Most At-risk Students

Complete one page for each goal.

SMART Goals should be directly related to the results of the comprehensive needs assessment
and tied to the Utah State Standards

SCHOOL CLIMATE GOAL

SMART Goal	Improve our school culture with a 3% growth in the targeted area of School Safety student and parent responses, specifically as it relates to bullying, as identified from our 2019-2020 school survey and re- evaluated in our 2020-2021 school survey.
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Strategies	<ol style="list-style-type: none"> 1. Teachers will be trained on the school-wide behavior plan. Any questions or inconsistencies can be resolved at that time. 2. School wide expectations will be posted throughout the school and students will be taught what expectations look like and sound like throughout the building. Teachers will model poor examples and students will model good examples. A schedule will be created for these rotations. 3. Morning meetings will be held each day to help establish a positive sense of community in each classroom. Teachers will be trained on the morning meeting format during opening days and support and coaching will be offered as needed. 4. Teachers will post classroom rules, voice levels, and hierarchies of consequences in their classrooms and follow the established procedures. 5. Teachers will start each day greeting students at the door, and will have a self starter immediately accessible to kids so that they can start the day busy and engaged in learning activities. 6. Teachers will be taught the difference between an office referral and what should be handled within the classroom and will be held accountable for what falls within their stewardship. 7. A survey will be created by the school to be given to students in
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Evidence Based Research Support	<ul style="list-style-type: none"> • DuFour, R. (2010). <i>Learning by doing: A handbook for professional learning communities at work</i> (2nd ed.). Bloomington, IN: Solution Tree Press. • Epstein, J. (2011). <i>School, family, and community partnerships preparing educators and improving schools</i> (2nd ed.). Boulder, CO:
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<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>Improvement in identified areas from our school survey including school safety, and school climate from the students as a result of ongoing training and feedback to teachers. The results of the 2020-2021 survey will be measured against the results of the 2019-2020 survey with an anticipated 3 % growth in percentile.</p>
<p>Professional Development to Support Strategies</p>	<ol style="list-style-type: none"> 1. During our professional development days, our school leadership team provided professional development about the school-wide management system and morning meetings. 2. Teachers will be paid in-service rate for attending training during off contract time. 3. Qualified presenters may be hired as needed.
<p>Timeline</p>	<p>Beginning of year and on-going throughout the year.</p>
<p>Responsible Parties</p>	<p>Administrators, specialists, coaches, teachers, learning assistants, and other staff members.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Last year, only 22% of our students reported that they felt safe from bullies at school. We plan to survey students mid-year and end-of-year to get feedback about students' opinions about whether or not school safety has improved. We anticipate a growth of 3% in school safety.</p>

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
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Title I	\$571,627	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salaries for several full time, licensed teachers and/or instructional coaches • Half salary for one Assistant Principal • Salaries for assistants that support student learning • Family Learning Center teacher • Professional development classes for teachers and/or assistants • ESL endorsement fees • Teachers doing additional tutoring or staying additional hours on assigned projects • Additional technology to meet Title I goals • Conferences and PD for teachers and administrators
Title I Parent Engagement	\$4,745	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Mom and Me Preschool teacher and materials • Family engagement awards and treats • Materials for other family programs or events
Land Trust	\$82,273	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for one full time, licensed teacher • Salary for several intervention aides • Technology and supplies for intervention • Additional aide support in the school, as needed
PLC	\$17,408	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for three rotation/specials assistants
In Lieu	\$45,098	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Extra supplies for teachers and aides • Substitute teachers for PD and IEP meetings • Additional technology as needed • Additional classroom assistants • Textbooks
General Supply	\$15,459	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Supplies for students and teachers
Optional Extended Day Kindergarten	District Budget	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for one full time kindergarten teacher
Teacher Student Success Act	\$108,491	<p>This budget will provide:</p> <ul style="list-style-type: none"> • Salary for one and a half full time, licensed instructional coach • Coaching PD opportunities • Additional technology to support learning outcomes