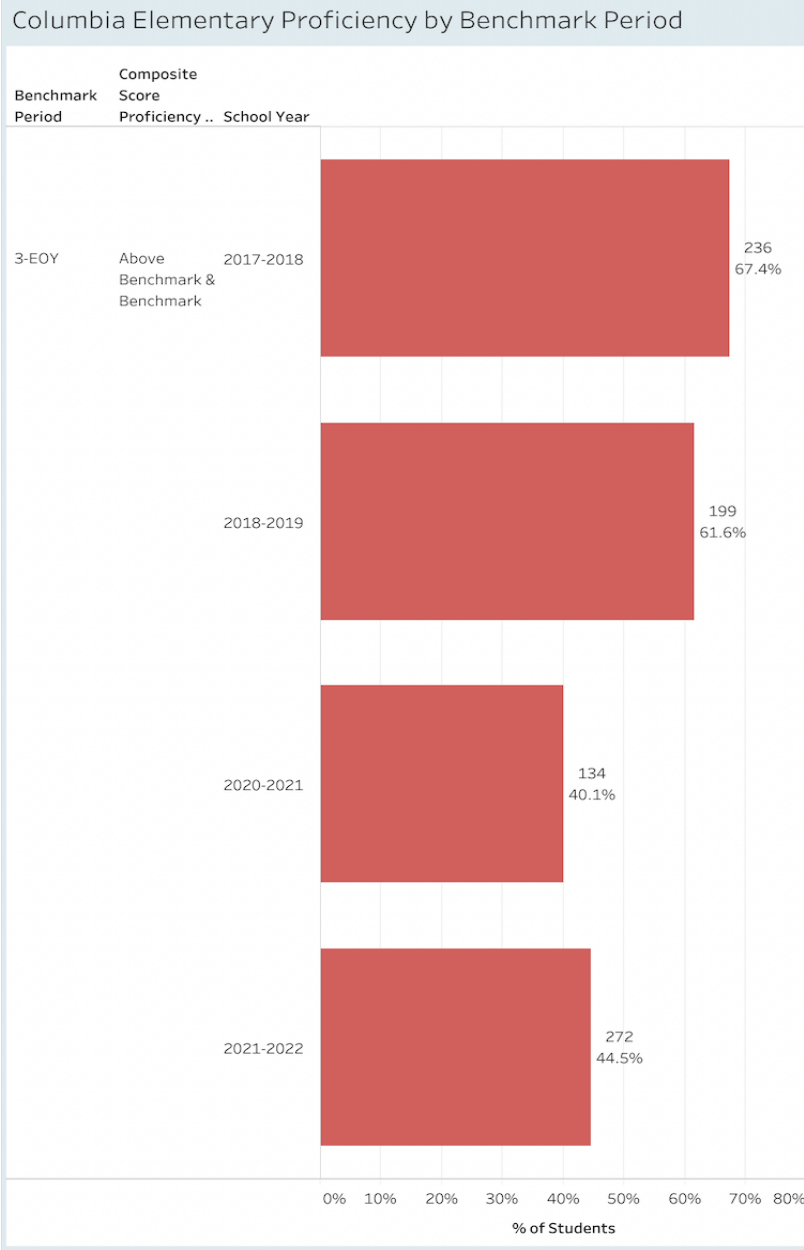Comprehensive Needs Assessment
ESSA Sec. 1114(b)(6)
School-wide project schools must conduct a comprehensive needs assessment of the entire school, based on the information about the performance of students in relation to the State's academic standards (Utah State Core Standards). Quality needs assessments include multiple sources of data. Some to consider are:

Student Achievement Trends	
	2021-2022 RISE
	Student Proficiency Results for Columbia School
	Language Arts: **20%** Mathematics: **14%** Science: **28%**
	2020-201 RISE
	Language Arts: **23%** Mathematics: **14%** Science: **27%**
	2018-2019 RISE
	Language Arts: **37%** Mathematics: **29%** Science: **39%**
	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.

2017-2022 Acadience (EOY)

Columbia Elementary Proficiency by Benchmark Period

Benchmark Period	Composite Score Proficiency ..	School Year	
3-EOY	Above Benchmark & Benchmark	2017-2018	236 67.4%
		2018-2019	199 61.6%
		2020-2021	134 40.1%
		2021-2022	272 44.5%

% of Students

The percentage of students scoring on or above grade level on Acadience went up 4% from 2021 to 2022, with 44.5% of Columbia students scoring on or above grade level in 2022.

2021-2022 Acadience Overall School

Columbia Elementary Proficiency by Benchmark Period

Benchmark Period	Composite Score Proficiency Level (group)	School Year	
1-BOY	Above Benchmark & Benchmark	2021-2022	266 45.9%
2-MOY	Above Benchmark & Benchmark	2021-2022	246 41.3%
3-EOY	Above Benchmark & Benchmark	2021-2022	272 44.5%

0% 10% 20% 30% 40% 50%

% of Students

Overall at Columbia in 2021-2022, students went from 45.9% of students reading on or above grade level at the beginning of the year to 44.5 at the end of the year.

Kindergarten

Students in kindergarten at Columbia in 2021-2022 went from 42.1% proficient on or above grade level to 43.8% at year's end.

	First Grade In 2021-2022, students in first grade went from 36.5% proficient at the beginning of the year to 31.1% proficient by year's end. **Second Grade** In 2021-2022, students in second grade went from 55.7% proficient at the beginning of the year to 36% by year's end. **Third Grade** In 2021-2022, students in third grade went from 46.6% proficient at the beginning of the year to 41.1% proficient by year's end.

Demographic Data	
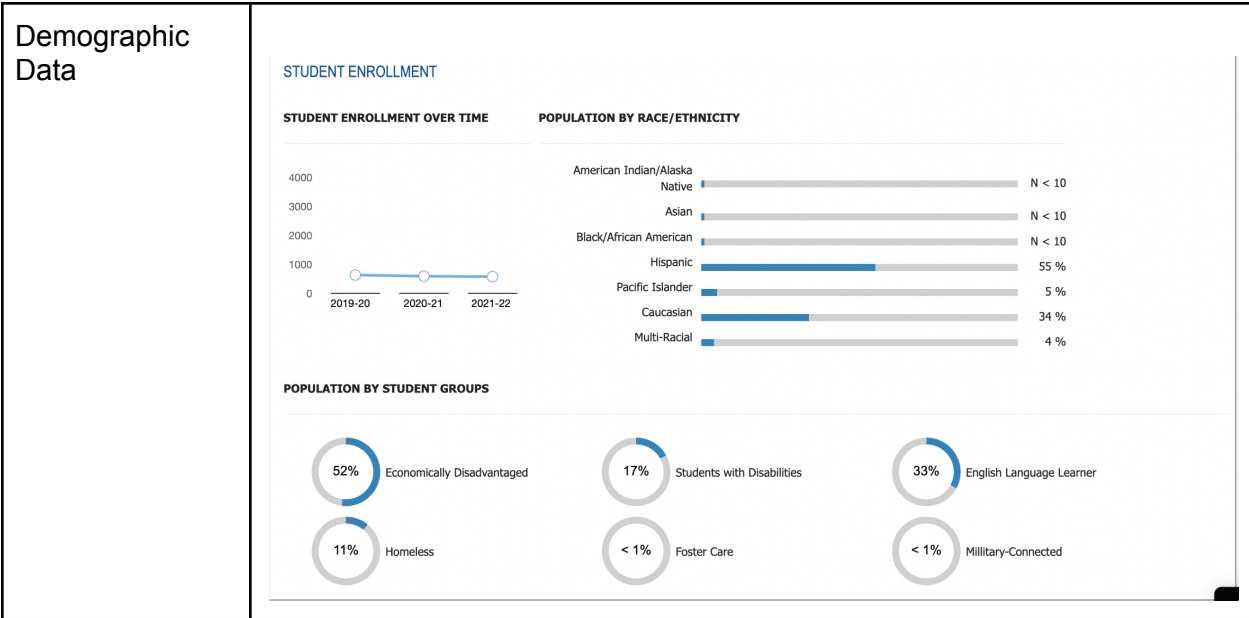
Columbia Elementary has a very ethnically diverse population. 55% of the students are Hispanic. Other ethnic minority groups make up 9% of the population. Caucasian students make up 34% of the students. 33% of Columbia students are learning English as a second language. 17% of the students have a disability and 52% come from economically disadvantaged households.

School Climate	I have heard students at my school use hurtful language that makes me feel uncomfortable.

	# of Students	% of Students
Strongly agree	46	33.3%
Agree	43	31.2%
Disagree	28	20.3%
Strongly disagree	19	13.8%
Did not answer	2	1.4%

A main concern of Columbia students feeling as though there is hurtful language being used by students.

School Climate	I have heard this type of langauge from **students** at my school:

Columbia Elementary: Gossip

	# of Respondents	% of Respondents
Yes	22	57.9%
No	16	42.1%
Grand Total	38	100.0%

Put-downs

	# of Respondents	% of Respondents
Yes	28	73.7%
No	10	26.3%
Grand Total	38	100.0%

Racist language

	# of Respondents	% of Respondents
Yes	12	31.6%
No	26	68.4%
Grand To..	38	100.0%

Sexual language

	# of Respondents	% of Respondents
Yes	10	26.3%
No	28	73.7%
Grand Total	38	100.0%

Swearing

	# of Respondents	% of Respondents
Yes	24	63.2%
No	14	36.8%
Grand Total	38	100.0%

Threatening language

	# of Respondents	% of Respondents
Yes	18	47.4%
No	20	52.6%
Grand Total	38	100.0%

Like the students, the parents' primary concern at Columbia is also hurtful language being used by students

Teacher Qualifications

Teacher Qualifications 2022-2023

Assignment	Name	Degree	Endorsements	Highly Qualified
Kindergarten	Mikayla Christensen	BACHELORS: Early Childhood Education		Yes
Kindergarten	Jan Jarrett	BACHELORS Early Childhood Education/Early Childhood, Special Education		Yes
Kindergarten	Stacey Amador	BACHELORS Elementary Education	ESL, SPED	Yes
Kindergarten	Kendra Nelson	BACHELORS Elementary Education		Yes
Kindergarten	Megan Mattson (Burnett)	BACHELORS Elementary Education	ESL	Yes
1st Grade	Zoe Bourg	BACHELORS Elementary Education		Yes
1st Grade	Dawn Torres	BACHELORS Elementary Education	ESL	Yes
1st Grade	Sabrina Davitt	Associate License Elementary Education	ESL	Yes
1st Grade	Angela Stephens	BACHELORS Elementary Education	ESL	Yes
2nd Grade	Tiffany Jessop	BACHELORS Elementary Education/Early Childhood	ESL	Yes
2nd Grade	Mandy Gomez	BACHELORS Elementary Education	ESL, SPED	Yes
2nd Grade	Abbey Knight	BACHELORS Elementary Education		Yes
2nd Grade	Michelle Brigman	BACHELORS Elementary Education		Yes
3rd Grade	Michelle Collings	BACHELORS Elementary Education		Yes
3rd Grade	Dana McDonald	BACHELORS Elementary Education	ESL	Yes
3rd Grade	Angie Drope	BACHELORS Elementary Education	ESL, ASL, Technology, Administration	Yes

		MASTERS		
3rd Grade	Heather Larsen	BACHELORS Elementary Education	ESL	Yes
4th Grade	Jessica Wahlberg	BACHELORS Elementary Education		Yes
4th Grade	Sierra Kearsley	BACHELORS Elementary Education		Yes
4th Grade	Amanda Torgeson	BACHELORS Elementary Education		Yes
5th Grade	Cynthia Alvarado	BACHELORS Elementary Education MASTERS Teacher Leadership	ESL	Yes
5th Grade	Madison Dumano (Filou)	BACHELORS-Elementary Education		Yes
5th Grade	Jessica Dilley	BACHELORS - Elementary Education	ESL	Yes
5th Grade	Jill Gabbert	BACHELORS Elementary Education-		Yes
6th Grade	Kathryn Shurtleff	BACHELORS Secondary 6-12 History	History, ESL	Yes
6th Grade	Jennica Butterfield (Bodenhofer)	BACHELORS Elementary Education	ESL	Yes
6th Grade	Teri Gomez	BACHELORS Elementary Education	ESL	Yes
6th Grade	Thomas Walton	BACHELORS Elementary Education/SpEd MASTERS	ESL, Mild/Moderate Disabilities	Yes
Resource	Shampa Mukherjee	BACHELORS Special Education Generalist K-12		Yes
Resource	Pamela Sampson	BACHELORS Special Education		Yes
Instructional Coach	Sandy King	BACHELORS Elementary Education MASTERS	ESL, Administration, GT and Tech	Yes
Instructional Coach	Melinda Carpenter	BACHELORS Elementary Education Early Childhood	ESL, Elem. Math	Yes
Science Specialist	Cara Hagman	BACHELORS Elementary Education MASTERS Curriculum/Instruction With Technology	ESL, Science-Earth, MS Science STEM	Yes

RTI	Jennifer Turner	BACHELORS Elementary Education	ESL	Yes
Guidance	Emma Yavel	BACHELORS, MASTERS		Yes
Counselor	Melissa Gutierrez	BACHELORS-Human Development MASTERS Social Work		Yes
Speech	Mindi Reimann	BACHELORS Speech		Yes
Preschool	Rachel Hirschi	BACHELORS ARL		No
Preschool	Jen Adams	BACHELORS Elementary Education Special Education	ESL, Mild/Moderate Disabilities	Yes
Principal	Abe Yospe	BACHELORS Early Childhood/Elementary Education MASTERS: Administration	ESL, Gifted and Talented, Administration	Yes
Assistant Principal	Kathryn Crandall	BACHELORS Elementary Education, Special Education MASTERS Educational Administration	ESL, Administration, Special Education Mild/Moderate Disabilities	Yes

Instructional Practices	· 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)

Title I, Part A Schoolwide Plan Template
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	Columbia literacy goal is: ● 60% of students will be reading on or above grade level by the end of year.

Strategies	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.

Evidence-Based Research Support	Bambrick, Paul., Santoya (2012). Leverage Leadership Bambrick, Paul.,Santoya, (2016). Get Better Faster Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge. Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	We expect that Columbia will have 60% of our students reading on or above grade level by year's end. · 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	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 | 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.

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.

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. |
|---|---|

| Evaluation Process

(How will the school monitor the implementation of the strategies and action steps associated with this goal?) | · 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.

Title I, Part A Schoolwide Plan Template
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

MATHEMATICS GOAL

SMART Goal	Columbia's math goal is to improve math proficiency from 14% (2022) to 30% on the RISE test in 2023.

Strategies	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.

Evidence-Based Research Support	DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree.
	Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge.
	Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge.
	Knight, Jim, (2007). Instructional Coaching
	Santoyo, Paul, and Brett M. Peiser. (2012). Leverage Leadership: A Practical Guide to Building Exceptional Schools. San Francisco: Jossey-Bass.

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	• 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	1. Forty-minute, grade level Math professional development will be held during PLCs. PLC and common planning time will be provided

to Support Strategies	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 2022-2023 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?)	• 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.

Title I, Part A Schoolwide Plan Template
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 28% proficient on the RISE test in 2022 to 40% proficient in 2023, for an increase of 12%

Strategies	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.
Evidence-Based Research Support	DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Learning by doing: A handbook for professional learning communities at work. Bloomington, IN: Solution Tree. DuFour, R., Marzano, R. (2011). Leaders of Learning: How districts, schools, and classroom leaders improve student achievement. Bloomington, IN: Solution Tree. Hattie, John. (2009). Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement. London: Routledge. Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. London: Routledge. Lemov, Doug. (2010). Teach Like a Champion: 49 Techniques That Put Students on the Path to College. San Francisco: Jossey-Bass. Santoyo, Paul. (2010). Driven by Data: A Practical Guide to Improve Instruction. San Francisco, CA: Jossey-Bass.
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	● The goal for Science Proficiency on the SAGE test in 2023 is 40%. 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	● 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 2022-2023 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?)	● 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 12% growth in the targeted area of students responding specifically as it relates to using inappropriate and cruel language, as identified from our 2021-2022 school survey and re-evaluated in our 2022-2023 school survey.

Strategies	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

Evidence Based Research Support	● DuFour, R. (2010). *Learning by doing: A handbook for professional learning communities at work* (2nd ed.). Bloomington, IN: Solution Tree Press.

| | ● Epstein, J. (2011). *School, family, and community partnerships preparing educators and improving schools* (2nd ed.). Boulder, CO: |

Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	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 2021-2022 survey will be measured against the results of the 2022-2023 survey with an anticipated 12% growth in percentile.

Professional Development to Support Strategies	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.

Timeline	Beginning of year and on-going throughout the year.

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?)	Last year, 64% of our students reported that they heard unkind and hurtful words by students at school. Our goal is for next climate survey at year's end to show less than 50% of students reporting unkind and hurtful words.

Template Matrix for Combining Funds to Support Our Schoolwide Program

Program	Amount Available	How the Intents are Purposes of the Program will be Met
Title I	$320,000?	This budget will provide: ● 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	This budget will provide: ● Mom and Me Preschool teacher and materials ● Family engagement awards and treats ● Materials for other family programs or events
Land Trust	$77,061	This budget will provide: ● 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	$18,940	This budget will provide: ● Salary for three rotation/specials assistants
In Lieu	$15,543	This budget will provide: ● Extra supplies for teachers and aides ● Substitute teachers for PD and IEP meetings ● Additional technology as needed ● Additional classroom assistants ● Textbooks
General Supply	$31,906	This budget will provide:

		● Supplies for students and teachers
Optional Extended Day Kindergarten	District Budget	This budget will provide: ● Salary for one full time kindergarten teacher
Teacher Student Success Act	$$61,050	This budget will provide: ● Salary for one and a half full time, licensed instructional coach ● Coaching PD opportunities ● Additional technology to support learning outcomes