

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

HOW IS THIS SCHOOL PERFORMING IN EACH SUBJECT AREA?

ENGLISH LANGUAGE ARTS	19.5%	↓ -2.2% <small>decrease from 2022 score</small>	View Details
MATHEMATICS	13.9%	↓ -1.6% <small>decrease from 2022 score</small>	View Details
SCIENCE	25.4%	↓ -5.2% <small>decrease from 2022 score</small>	View Details

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. Student data is used to determine whether a student will receive intervention, reinforcement, or extension specific to the skill aligned to a CORE standard for the week’s instruction.

2023-2024 Acadience Overall School Meeting expected growth

Acadience Reading is used as a screener to identify the level of risk a student is at in terms of reading proficiency. A student who has met Benchmark is the lowest level of good. In other words, without solid tier 1 instruction, that student is likely to move to Below Benchmark at the next testing window. The goal, therefore, should be getting students to Above Benchmark.

Growth by Benchmark Period

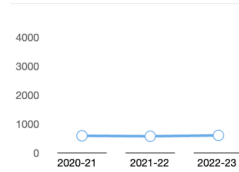
		Making Typical or Better Growth <small>Above, Typical, Well Above</small>
EOY	2016	175 50.3%
	2017	193 57.4%
	2018	230 68.5%
	2019	188 60.6%
	2021	124 40.8%
	2022	315 55.7%
	2023	325 54.2%

% of Students Making Typical or Better Growth

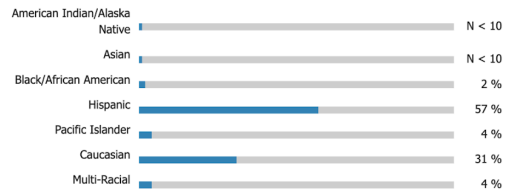
Demographic Data

STUDENT ENROLLMENT

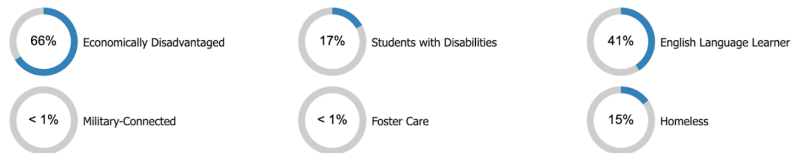
STUDENT ENROLLMENT OVER TIME



POPULATION BY RACE/ETHNICITY



POPULATION BY STUDENT GROUPS



Columbia Elementary has a very ethnically diverse population. 57% of the students are Hispanic. Other ethnic minority groups make up 10% of the population. Caucasian students make up 31% of the students. 41% of Columbia students are learning English as a second language. 17% of the students have a disability and 66% come from economically disadvantaged households.

School Climate

2022-23: Columbia Elementary - At my school there are lessons about getting along with others.

	# of Students	% of Students
Strongly agree	28	41.2%
Agree	31	45.6%
Disagree	6	8.8%
Strongly disagree	3	4.4%

To address inherent risk factors, we want students to CLEARLY recognize they have been taught and have the tools to positively interact with one another.

School Climate	<p>2022-23 - Columbia Elementary: Staff members make an effort to contact parents when their student has made improvement or done something positive.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th># of Respondents</th> <th>% of Respondents</th> </tr> </thead> <tbody> <tr> <td>Strongly agree</td> <td>9</td> <td>45.0%</td> </tr> <tr> <td>Agree</td> <td>5</td> <td>25.0%</td> </tr> <tr> <td>Disagree</td> <td>3</td> <td>15.0%</td> </tr> <tr> <td>Strongly disagree</td> <td>2</td> <td>10.0%</td> </tr> <tr> <td>I don't know</td> <td>1</td> <td>5.0%</td> </tr> <tr> <td>Grand Total</td> <td>20</td> <td>100.0%</td> </tr> </tbody> </table> <p>We have parents who may feel marginalized or disenfranchised, because they are not communicated with positive information about their student.</p>		# of Respondents	% of Respondents	Strongly agree	9	45.0%	Agree	5	25.0%	Disagree	3	15.0%	Strongly disagree	2	10.0%	I don't know	1	5.0%	Grand Total	20	100.0%
	# of Respondents	% of Respondents																				
Strongly agree	9	45.0%																				
Agree	5	25.0%																				
Disagree	3	15.0%																				
Strongly disagree	2	10.0%																				
I don't know	1	5.0%																				
Grand Total	20	100.0%																				

Teacher Qualifications	Teacher Qualifications 2023-2024				
	Assignment	Name	Degree	Endorsements	HQ Highly Qualified
	Kindergarten	Mikayla Christensen	Professional License		Y
	Kindergarten	Jan Jarrett	Professional License		Y
	Kindergarten	Megan Mattson	Professional License	ESL	Y
	Kindergarten	Dana McDonald	Professional License		Y
	1st Grade	Stacie Jensen	Professional License		Y
	1st Grade	Zoe Monson (Bourg)	Professional License		Y
	1st Grade	Angela Stephens	Professional License	ESL	Y
	1st Grade	Dawn Torres	Professional License	Reading, ESL	Y
	2nd Grade	Michelle Brigman	Professional License		Y
	2nd Grade	Abbey Knight	Professional License	STEM	Y
	2nd Grade	Karina Miranda	Associate's	TESOL Minor	N
				ESL	

	2nd Grade	Daisha Nichols	Professional License		Y
	3rd Grade	Huiachen Chu	Associate's License		N
	3rd Grade	Michelle Collings	Professional License	ESL	Y
	3rd Grade	Angie Drope	Professional License	ESL, ASL, Administration, EdTech, STEM, Gifted/Talented	Y
	3rd Grade	Cassidy Lynn	Associate's	Out of State License	N
	4th Grade	Jill Gabbert	Professional License	ESL, Mathematics	Y
	4th Grade	Sierra Kearsley	Professional License		Y
	4th Grade	Emma Thatcher	Associate's	Out of State License	N
	4th Grade	Amanda Torgeson	Professional License		Y
	5th Grade	Cynthia Alvarado	Professional License	ESL	Y
	5th Grade	Madison Damuni (Folau)	Professional License		Y
	5th Grade	Jessica Dilley	Professional License	ESL, History, Theatre (6-12)	Y
	5th Grade	Kate Rugg	Associate's	TESOL Minor	N
	6th Grade	Jennica Bodenhofer	Professional License	ESL	Y
	6th Grade	Kymerli Cosner	Professional License	ESL, Gifted/Talented	Y
	6th Grade	Kathryn Shurtleff	Professional License	ESL, History	Y
	6th Grade	Thomas Walton	Professional License	ESL, Mild/Moderate Disabilities	Y
	Resource	Shampa Mukherjee	Professional License	Mild/Moderate SPED	Y
	Resource	Pamela Sampson	Professional License	Mild/Moderate SPED	Y
	Instructional Coach	Sandy King	Professional License	ESL, Administration, GT and Tech, Instructional Coach	Y

	Instructional Coach	Melinda Carpenter	Professional License	ESL, Elem. Math, Ed Tech	Y		
	Instructional Coach	Sarah Hatch	Professional License	ESL, Instructional Coaching	Y		
	BYU Facilitator	Lynsey Grant	Professional License	ESL, Elem Math, Ed Tech, Administration	Y		
	Science Specialist	Cara Hagman	Professional License	ESL, Earth Science 2, Science Core <i>STEM in progress</i>	Y		
	Social Emotional Learning	Teri Gomez	Professional License	ESL	Y		
	Dance Specialist	Jessica Jensen	Professional License	Dance K-12	Y		
	School Psychologist	Jarrod Gardner	Underqualified		N		
	Counselor	Angelina Fernandez	Associate's License	School Counselor	N		
	Speech	Mindi Reimann	Professional License	ESL	Y		
	Preschool	Rachel Hirschi	Professional License		N		
	Preschool Speech	Charity Merlitch	Underqualified		N		
	Principal	Keith Klein	Professional License		Y		
	Assistant Principal	Kathryn Crandall	Professional License	ESL, Administration, Special Education Mild/Moderate Disabilities	Y		
	<table border="1" style="width: 100%; height: 60px;"> <tr><td> </td></tr> <tr><td> </td></tr> </table>						

Instructional Practices	<ul style="list-style-type: none"> · Implicit and explicit vocabulary instruction · Focus on both every day vocabulary and academic vocabulary · Explicit instruction
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	<ul style="list-style-type: none"> · 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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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	<p>Columbia literacy goal is:</p> <ul style="list-style-type: none"> ● 65% of our students will meet or exceed the typical growth on the EOY Acadience Reading Assessment.
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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, reinforcing, and extending.
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	<p>3. Each grade level team will produce one common formative assessment weekly for language arts to determine student mastery of the grade level skills contained in the state standards.</p> <p>4. RTI instructional groups are created based on the most recent data being analyzed.</p> <p>5. Support personnel will be hired and trained to assist in the delivery of tier I and II reading instruction.</p> <p>6. Teachers are trained in the Heggerty Phonemic Awareness Program and/or MSRC program and will use it daily.</p> <p>7. Teachers will be provided compensation for working beyond contract hours while attending family nights, professional development and providing student tutoring.</p> <p>8. Teachers will be hired to reduce class size.</p> <p>9. Technology and materials will be purchased to improve vocabulary instruction and all levels of literacy instruction.</p> <p>10. Teachers will also be using universal screeners provided by the district to assess which students need the most intervention.</p> <p>11. Students who score low on WIDA testing will be provided explicit language instruction.</p>
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<p>Evidence-Based Research Support</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>
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<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 80% of our students meeting or exceeding their expected growth on the EOY Acadience Reading Assessment.</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 Acadience, and common formative assessments 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 Acadience and other assessments will be used to
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	determine final reading level at year’s end.
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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 training 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.
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Timeline	Weekly PLCs will be utilized to provide each grade level individualized professional development in content and pedagogy.
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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>
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Evaluation Process (How will the school monitor the	<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).
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implementation of the strategies and action steps associated with this goal?)	<ul style="list-style-type: none"> · Monthly-guided reading progress may 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. · 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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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 13% (2023) to 30%, and we will have a 65% MGP score on the RISE test in 2024.
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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 basic and fundamental strategies. 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. This will include reaching back into previous grade level standards to prepare students for grade level content 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.
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	<p>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.</p> <ol style="list-style-type: none"> 5. Extended learning times may 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. 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>Hattie, John. (2009). <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i>. London: Routledge.</p> <p>Hattie, John. (2012). <i>Visible Learning for Teachers: Maximizing Impact on Learning</i>. London: Routledge.</p>
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<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 30%. ● The overall MGP score on RISE will meet or exceed 65% ● 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. ● Common 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.
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<p>Professional Development to Support Strategies</p>	<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,
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	<p>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.</p> <p>5. Columbia’s Math Team will attend district math training throughout the year and present math PD to the teachers at Columbia.</p>
Timeline	Professional development and PLCs throughout the 2023-2024 school year.
Responsible Parties	Teachers, administrators, support staff, coaches and district specialists
<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"> ● 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 25% proficient on the RISE test in 2023 to 30% proficient in 2024, for an increase of 5%
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<p>Strategies</p>	<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,</p>
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	<p>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>
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<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 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.
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<p>Professional Development to Support Strategies</p>	<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.
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<p>Timeline</p>	<p>Professional development at the beginning and throughout the 2022-2023 school year will be provided as necessary.</p>
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<p>Responsible Parties</p>	<p>Administrators, specialists, coaches, teachers, learning assistants, and other staff members.</p>
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<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"> ● 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.
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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

<p>SMART Goal</p>	<p>Improve our school culture with 100% of students responding “agree” or “strongly agree” that they have had lessons about getting along with others on the school survey.</p>
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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. 3. Our SEL specials rotation will deliver multiple explicit lessons about how to get along with others throughout the year.
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Evidence Based Research Support	<p>Carrington, J. (2020). <i>Kids These Days: A Game Plan for (Re)Connecting With Those We Teach, Lead, and Love</i> (2nd Ed.). IMpress.</p> <p>Desautels, L. (2023). <i>Intentional Neuroplasticity: Moving our Nervous Systems and Educational System Toward Post-Traumatic Growth</i>. Wyatt-Mackenzie. Kindle.</p>
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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 survey results will be compared to the goal of 100% affirming they have been taught how to get along with others</p>
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Professional Development to Support Strategies	<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. 2. Qualified presenters may be hired as needed. 3. The SEL specials teacher will deliver PD to the staff about the lessons that were delivered, so the skills taught can be reinforced in all settings
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Timeline	Beginning of year and on-going throughout the year.
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Responsible Parties	<ul style="list-style-type: none"> • The SEL teachers curriculum resource will contain multiple lessons that reference how to get along with others and focus on specific skills that lead to this. • Administrators, specialists, coaches, teachers, learning assistants, and primarily the SEL rotation teacher.
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"> • The climate survey results will be reviewed to determine if 100% of our students affirm lessons about getting along with others were taught.

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	\$625,320	This budget will provide: <ul style="list-style-type: none"> • Salaries for several full time, licensed teachers and/or instructional coaches • An intensive ML and PBIS certified Teacher (to enhance the rate of instructional engagement) • Salaries for assistants that support student learning • 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	\$5,121	This budget will provide: <ul style="list-style-type: none"> • Family engagement awards and incentives • Materials for other family programs or events

Land Trust	\$87,308	This budget will provide: <ul style="list-style-type: none"> ● Salary for one full time, licensed teacher
PLC	\$120,956	This budget will provide: <ul style="list-style-type: none"> ● Salary for three rotation/specials assistants
In Lieu	\$31,063	This budget will provide: <ul style="list-style-type: none"> ● Extra supplies for teachers and aides ● Substitute teachers for PD and IEP meetings ● Additional technology as needed ● Textbooks
General Supply	\$31,906	This budget will provide: <ul style="list-style-type: none"> ● Supplies for students and teachers
Optional Extended Day Kindergarten	District Budget	This budget will provide: <ul style="list-style-type: none"> ● Salary for one full time kindergarten teacher
Teacher Student Success Act	\$118,944	This budget will provide: <ul style="list-style-type: none"> ● Two support personnel for parent and family outreach. ● Additional technology to support learning outcomes