

COMBINED DISTRICT PLAN (2019-2020)

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

NARRATIVE - TEMPLATE PART 1

School District	#282	Name: Genesee Joint School District
Superintendent	Name: Wendy Moore	Phone: 208-285-1161
	E-mail:wmoore@sd282.org	
Plan Contact	Name:	Phone:
	E-mail:	

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide your school district / charter school mission statement and vision statement in this section.

Mission and Vision - REQUIRED

Mission: The mission of the Genesee Joint School District #282, in partnership with family and community, is to provide all students with academic and life skills enabling them to become lifelong learners and responsible, productive citizens of our ever-changing community and world.

Vision: Every student in the Genesee Joint School District regardless of ethnic background, gender or ability will be respected and recognized for his/her achievement. All students will develop knowledge, skills and appreciation of their responsibilities as citizens, workers and lifelong learners.

Genesee Joint School District will be a place where learning is exciting and challenging. The district will be equipped with state of the art technology, allowing teachers to focus on each student's needs and to serve as instructors, mentors and facilitators. Educators, parents and community will share responsibility for helping students prepare themselves to perform productively in a global, multicultural environment.

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Instructions: This section addresses requirements of the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan. In this section, please provide an explanation of:

- 1) How the school district / charter school involved parents and community (or considered their input) in developing this Combined Plan (or separate descriptions for the Continuous Improvement Plan and the Literacy Intervention Plan);
- 2) How parents are notified of the college and career advising and mentoring services and resources available to their children; and
- 3) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Community Involvement - REQUIRED

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

1) Parents are asked to serve on various committees which include the Continuous Improvement, Literacy Intervention and College and Career Advising committee. Parents are given the opportunity to review current plans and current board policies and encouraged to make suggestions, recommendations as well as edit current plans. Surveys from parents are also included in the CIP and those results are analyzed annually by administration and committee members to plan for the upcoming school year. Parents are also encouraged to serve on the Title One Committee which influences the Literacy plan, parent compact and the services provided to students. Parents who are unable to attend committee meetings receive all materials via email and are encouraged to participate if possible through electronic means.

2) Parents are notified of college and career and advising and mentoring services and resources through the following:

- In-Person class announcements
- Hard copy announcements sent home with students
- District newsletter (monthly) – digital and hard copy formats
- Counselor's page on district website
- Presentations provided throughout the year for parents and students (How to fill out the FASFA, etc).
- Email announcements grouped by grade level to the parents of corresponding students.

3) Parent Involvement is a component of building a strong educational foundation for primary age students. Genesee Joint School District believes that parents are critical in building a successful plan for each and every student. As part of the Literacy Intervention Program, Genesee Joint Schools will do the following:

- Parents will receive letters providing student assessment information.
- Fall information meeting will be held for all parents whose child(ren) are identified as needing intervention by the fall iStation assessment.
- Parents will have opportunity to meet with staff in development of literacy intervention plan for their individual students.

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- Parents will be invited to attend literacy events organized throughout the school year by district, Title One, PTO, library etc.
- Parents receive monthly “Home and School Connection Newsletters” which provide tips and ideas to foster literacy and curriculum content.
- Surveys are provided to parents at the end of the year to receive input on intervention programs, current services. Feedback is used to plan for the following year.
- Parent(s) are invited to serve on the committee to work on the upcoming years Literacy Plan.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary - REQUIRED

Overview:

During the 2018/2019 school year the Genesee Joint School District ran a full day kindergarten allowing for 1006 hours of instruction vs. the required 450. This will continue for the 2019/20 school year. Each classroom in grades K-3 will be provided paraprofessional support during reading instruction, thus allowing support to occur within the general education classroom. The district also employed a 1.0 FTE Title One teaching position to support the number of students identified in the area of literacy.

Interventions:

- Paraprofessionals were scheduled for assistance in K-3 grade classrooms. All classrooms had a paraprofessional to support classroom instruction during reading, writing, literacy instruction.
- Paraprofessional provided progress monitoring and or literacy interventions within the classrooms under supervision of certificated classroom teacher. All paraprofessionals were considered HQ.
- Literacy progress monitoring and interventions were determined at quarterly data review meetings. Upon review of data, progress monitoring or interventions were put into place to support student achievement. Students are identified in areas of phonemic awareness, decoding, vocabulary, comprehension and fluency. Interventions are then provided specifically in those areas.
- Interventions will be provided in and out of the classroom with certificated Title 1 teacher, general education teacher or paraprofessional. Location of intervention will be determined based on need of child, parent request, IEP etc. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Sixty hours of intervention was provided to students who scored Below Basic on the Fall IRI or a "3" on the iStation; 30 hours of intervention was provided to students who score Basic on the Fall IRI or "2" on the iStation. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- District developed a flow chart to guide the process of implementing progress monitoring and interventions.
- Parents will be provided information in May and will be given opportunity to enroll student in program or decline services. Documentation will be kept on all students invited to attend the program.

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Intervention Programs (K-3)

- Houghton Mifflin (K-3) –
 - Provides systematic instruction in skill areas necessary for reading success.
 - Provides tool such as beginning strategies that students are taught to use independently to become successful readers.
 - Teaches Phonetic skills to decode and increase fluency and comprehension.
 - Instruction and Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
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- Phonics for Reading
 - Supplementary program designed to teach decoding skills. Generally used in grades 1-3.
 - Letter/sound relationships; prefix/suffix etc.
 - Instruction in areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Summer School program will be offered to students who are receiving interventions in the Spring. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Zoo Phonics
 - Supplementary program designed to give phonics instruction for primary grade levels. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
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- Lexia
 - Supplementary program designed to give reading instruction for primary grade levels. Targets 6 areas of reading instruction, lessons are scaffolded to student instructional level and goals.
- iStation
 - iStation has individualized intervention based on the student's assessment. Students are able to work on any areas of reading instruction that was identified as an area of need. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.

Assessment Programs (K-3)

- IRI (K-3)
- Aimsweb: CBM (K-3)
- Renaissance Learning – STAR Reading Assessment (2 & 3)
- Classroom Assessments - Formative and Summative (K-3)
- Lexia – (K-3)
- iStation (K-3)

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Documentation:

- Documentation of intervention hours has been recorded by the Title One teacher. Documented with dates of intervention, length of session as well as brief description of activity provided.
- Documentation of data is available on all assessments as well as progress monitoring.

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Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership:

- School Board has adopted Genesee Joint School District Literacy Intervention program for 2018/19.
- District has developed literacy intervention team consisting of Elementary Principal/ Supt., Title One teacher, Kindergarten teachers, Preschool teacher as well as Elementary Assessment Coordinator.
- District has implemented afterschool program for K-3 students to attend Monday – Thursday for students who need additional time to complete work, practice reading etc.
- Family activities surrounding literacy development are coordinated with Genesee PTO, Librarian and Title One Director. Activities are held throughout the year such as Book Fair/ Books and Breakfast/ Literacy Night etc.
- Paraprofessionals are assigned to each classroom K-3 during Reading/Writing/ Language Instruction.

2. Developing Professional Educators:

- District has encouraged K-3 teachers to work with regional Literacy coaches. April Niemela, Idaho Reading Coach has provided regional professional development specifically to 1st grade, 2nd grade, 3rd grade and Title One teacher.
- Title One teacher will be attending professional development/ Title One conference regarding Reading/ Literacy intervention during 2018/19 school year.
- Title One teacher is a veteran teacher and has recently been appointed Title One director in 2018/19. She will continue to receive a mentor for the 2018/19 school year. Mentor was previous Title One teacher.
- Paraprofessionals receive training throughout the year in progress monitoring, data collection, etc.
- District has 20 PD days per year built into the school calendar. Teachers have multiple opportunities to work together throughout the year, meet with mentor teachers, review data etc.

3. Effective Instruction and Intervention:

- K-3 teachers have strong understanding of language development and the Five essential reading components.
- Transition meetings are held annually between grade level teachers to ensure that teachers are well informed of students needs and instruction as well as interventions can be continued seamlessly between grade levels.
- District has implemented Response to Intervention to identify struggling readers for intervention and/or progress monitoring.
- District has RTI meetings monthly to review student data and progress monitoring.
- District has adopted a new ELA curriculum for the 2018/19 school year. This curriculum will be used K-6 to ensure alignment of expectations of CCSS.
- District has implemented the use of Google Docs and Spreadsheet to keep data organized and tracked, so data can be used over multiple years to monitor individual student growth, progress or concerns.

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4. Assessment and Data:

- District and team disaggregate and analyze the data regularly to inform instruction, intervention and progress monitoring.
- Quarterly data review meetings are held regarding ALL students within the district.
- RTI team consists of Title One teacher, Special Education teacher, Administration, Classroom teacher and a primary grade teacher.
- All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process.
- Instructional time will be documented by Title One teacher. Dates and times of intervention as well as intervention provided will be recorded. 60 Hours for students scoring Below Basic/3 on Fall iStation; 30 hours for students who score Basic/2 on Fall iStation assessment.

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COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model - REQUIRED

Model Name	Additional Details
School Counselor	x
Teacher or paraprofessional as advisor	na
Near Peer Mentoring / Mentoring	na
Virtual or Remote Coaching	na
GEAR UP	na
Transition Coordinator	na
Student Ambassadors	na
HYBRID (please list all models used in Details)	na

Advising Program Summary - REQUIRED

8th Grade

- Late spring meet with 8th graders over 3-4 class periods to discuss:
 - Introductory concepts of Career Clusters & Four Year Plans
 - Had a community member who graduated from the U.S. Naval Academy speak to 8th graders about the importance of connecting their work and efforts in school to future post-secondary plans and career goals.
 - Developed digital Four Year Plans in Idaho CIS with all 8th graders
- Hosted info session & Four Year plan completion workshop with 8th graders and parents
 - Discussions with class as a whole (and with individual students and parents as requested) about course selections for next school year as related to their current post-secondary objectives.
 - Took the entire eighth grade class to the University of Idaho for a campus visit and to see a live theater production

8th-12th Grades

- Throughout the year pass along e-mails and other info I receive to students and parents about programs, events and college & career planning resources relevant to their grade level
- Several times per year invited military recruiters set up info tables in our Commons to provide our students with info on military options and careers
- Met with individual students and/or parents as requested to review/revise Four Year

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- Plans and discuss post-secondary plans
- Discussions with classes/grade levels as a whole (and with individual students and parents as requested) about course selections for next school year as related to their current post-secondary objectives
 - Hosted two presentations on Advanced Opportunities, Fast Forward funds and dual credit classes offered at our school and via IDLA.
 - E-mail all 8th-12th grade students and parents to inform them about resources available on NextStepsIdaho website
 - Pass along announcements of events hosted by Palouse Pathways and/or Moscow High School that include invites to students from smaller area high schools like Genesee.

9th Grade

- Showed and explained the idcoursetransfer site to the students and their parents
- Used the GEMs Course Study Plan worksheet I developed for our district as a supplement to their Four Year Plans, and to guide their future choices if/when selecting dual credit courses

10th Grade

- Met with students and e-mailed parents of this class about Idaho's sophomore PSAT program, referred them to practice resources, helped them register and provided students with results interpretation after the test
- Discussions with class as a whole (and with individual students and parents as requested) about course selections for next school year as related to their current post-secondary objectives
- Showed and explained the idcoursetransfer site to the students and their parents
- Used the GEMs Course Study Plan worksheet I developed for our district as a supplement to their Four Year Plans, and to guide their future choices if/when selecting dual credit courses

11th Grade

- Met with students and e-mailed parents of this class about the PSAT/NMSQT and the Idaho SAT program for juniors, referred them to practice resources, helped them register for the tests and provided students with results interpretation after the test

-All Genesee juniors are required to take a semester-long course called Career Exploration. The course was instituted here at my urging and was soon thereafter adopted as a local graduation requirement. While the course is not taught by me I do several presentations in the course each year, and it covers so much content related to college and career planning it is definitely an integral part of my/our overall College & Career Advising program at our school. It enables every student in the junior class to devote a period per day for an entire semester to college and career planning activities that would take hundreds of hours if done as individual career counseling in my office.

Some of the activities conducted in the class include:

- o All juniors take the ASVAB test and sit through an interpretation session that provides them a Holland code
- o Students are guided through the Dependable Strengths program and all end up with a personally unique Dependable Strengths report

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- Lectures and discussions on the options available to them after high school including vocational degree and certificate programs, four year degree programs and military and work force options
- Numerous lessons utilizing resources in Idaho CIS to learn more about job prospects, educational programs required and available, financing college etc.
- Guest speakers on various college, military and career opportunities
- A one-day job shadow experience in a nearby community
- Resume' development and interview skills practice
- Took all juniors to participate in the annual Idaho Higher Education Day
- Took all juniors to a Career Fair hosted at neighboring Moscow High School
- Met with class and communicated info to parents about Fast Forward funds available to juniors and dual credit courses available, helped them with registration process, helped them request funds via the Advanced Opportunities Portal, answered enrollment procedure questions, etc.
- Showed and explained the idcoursetransfer site to the students and their parents
 - Used the GEMs Course Study Plan worksheet I developed for our district as a supplement to their Four Year Plans, and to guide their choices if/when selecting dual credit courses

12th Grade

- Bring in admission reps from LCSC, UI, BSU and other regional colleges to provide seniors info, answer questions, set up visitations, etc.
- Maintained a scholarship database on my web page of numerous state and local scholarships available to our students. Sent out e-mails to seniors and parents about these throughout the year
- Met with class and communicated info to parents about Fast Forward funds available to seniors and dual credit courses available, helped them with registration process, answered enrollment procedure questions, etc.
- Helped select dual credit courses fitting to their planned college major
- Brought in college financial aid professionals to speak to seniors and parents about different types of aid available and how to complete the FAFSA
- Hosted a College Application Night including admission reps from LCSC and the UI
- Answered questions throughout the year about college admissions applications, provided official high school transcripts, wrote letters of recommendation, advised them on how to order college transcripts for dual credit courses taken, etc.
- Responded as needed to requests from the Common Application for transcripts, Mid-Year Reports, Counselor Recommendations, etc.
- Took interested seniors to a Career Fair hosted at neighboring Moscow High School.

Summary of Parental Notification of Advising Resources

- In-person class announcements
- Hard-copy announcements sent home with students
- Hosted several evening presentations for parents and students
- E-mail announcements grouped by graduating class and the parents of corresponding graduating class
- Our monthly district newsletter (digital and hard copy formats available)
- Counselor's page on our district web page

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Other Notes / Comments

None.

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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	www.idahoschools.org/districts/282
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	95%
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	65%
	% students who scored proficient on the 8th grade ELA ISAT	75%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	75%
	% students who scored proficient on the 6th grade ELA ISAT	75%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	60%
	% students who scored "proficient" on the Grade 1 Spring IRI	60%
	% students who scored "proficient" on the Grade 2 Spring IRI	90%
	% students who scored "proficient" on the Grade 3 Spring IRI	90%

NOTES:

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

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Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 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)	6	22	13	31	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	0.272727273		0.419354839		14.66 percentage points	50%
	% students participating in one or more advanced opportunities	93.00%		96.00%		Not Required	90%
	% CTE track HS students graduating with an industry-recognized certification					Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam					Not Required	
NOTES:							

COMBINED DISTRICT PLAN (2019-2020)

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	0		0		0
	% of students with learning plan created and reviewed in 8th grade	8th grade	100.00%	8th grade	100.00%	100%
		9th grade	100.00%	9th grade	100.00%	100%
		10th grade	100.00%	10th grade	100.00%	100%
		11th grade	100.00%	11th grade	100.00%	100%
		12th grade	100.00%	12th grade	100.00%	100%
	% of learning plans reviewed annual by grade level	8th grade	100.00%	8th grade	100.00%	100%
		9th grade	100.00%	9th grade	100.00%	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	Enrolled	2017 cohort	Enrolled	2018 cohort	Not Required
		19	24	24	27	
% students who Go On to some form of postsecondary education within 1 year of HS graduation	79.17%		88.89%		70%	
# students who Go On to some form of postsecondary education within 2 years of HS graduation	Enrolled	2016 cohort	Enrolled	2017 cohort	Not Required	
	11	17	19	24		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	64.71%		79.17%		70%	

NOTES:

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

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Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of highschool students who applied to at least one post-secondary institution	82	90
NOTES:		

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
% of students who scored proficient or advanced on the 3rd grade ELA ISAT	67	70
% of students who scored proficient or advanced on the 4thgrade ELA ISAT	70	75
% of students who scored proficient or advanced on the 5thgrade ELA ISAT	94	80
NOTES:		

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

District # 282	District Name: Genesee Joint School District
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INSTRUCTIONS: An annual demographics update is a required part of the Combined Plan. Please provide demographics data using the table below. We encourage you to use the Notes section to specify when the data is from and to use data from similar times of year so that it can be compared across years (most districts provide demographics data based on fall enrollment information, but this is not required). You are welcome to revise the table to provide demographics data for additional years if you would like. If there is additional contextual information about your demographics that you believe will help readers understand the students you serve (or that represent substantial changes in your demographics), we encourage you to provide that in the Notes section below the table (optional).

DEMOGRAPHIC ANALYSIS

Group	2018-2019	2019-2020
Female	51.2%	50.0%
Male	48.8%	50.0%
Asian	0.3%	0.3%
Black / African American	0.3%	0.3%
Hispanic / Latino	1.0%	1.3%
Native American	1.0%	1.0%
White	96.7%	96.1%
Free / Reduced Lunch Program	21.0%	29.0%
Received Special Education (IEP Students)	12.0%	11.9%

Notes: Date used in 2018/19 was Sept. 1, 2018. Date used for 2019/2020 was Sept. 2, 2019.

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District Number and Name:	Genesee Joint School District #282	PROPOSED LITERACY BUDGET - TEMPLATE PART 3
Estimated Total Literacy Funding for 2019-2020 :	\$14,625.00	

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Teacher	split kindergarten class to create smaller class sizes	1.0	42,500.00	42,500.00	5,093.07	37,406.93
				0.00		0.00
Benefits				0.00		0.00
Personnel Subtotal				42,500.00	5,093.07	37,406.93
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
iStation Reading Curriculum	Site license for district for intervention support based on individual student needs identified through Fall/Winter/Spring	1	4,370.00	4,370.00	4,370.00	0.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				4,370.00	4,370.00	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

Promethean Interactive Board	Board will be used for instruction of individual /small group of students who have been identified interventions with hands on activities. Will also be used in RTI meetings for teachers to look at	1	5,161.93	5,161.93	5,161.93	0.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				5,161.93	5,161.93	0.00
TOTAL COSTS & BUDGET				\$52,031.93	\$14,625.00	\$37,406.93

Link to District School Report Card as released by State Department of Education can be found at: <http://idahoschools.org/districts/282>.