

2016-2017
Single Plan for Student Achievement

Gretchen Higgins



Dixon Unified School District

The Single Plan for Student Achievement

School: Gretchen Higgins Elementary

District: Dixon Unified School District

County-District School (CDS) Code: 48 70532 6120240

Principal: Shawntel McCammon

Date of this revision: May 2, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shawntel McCammon

Position: Principal

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The District Governing Board approved this revision of the SPSA on May 19, 2016.

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards

SCHOOL GOAL: English Language Arts. For the 2016-17 school year, the proficiency level on the California Assessment of Student Performance and Progress for ELA will improve from 26% to 40% met or exceeded standards school-wide and from 20% to 30% met or exceeded standards for English Learners.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP ELA data from 2015-16 District ELA Benchmark CELDT results (subgroup specific) Re-designation rates STAR reading	School-wide achievement in reading comprehension has improved slightly over the past three years; however, achievement for English learner subgroup in reading comprehension has remained consistently low, particularly for students at the CELDT intermediate and early advanced levels, based on analysis of CAASPP and CELDT results.	Monthly, quarterly, and annual program monitoring and evaluation

STRATEGY: During 2016-17, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers and English learners as measured by CAASPP and assessments (monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(by June 30, 2017) Identify struggling readers and identify, screen and provide reading intervention program that targets the individual literacy needs of struggling students and English learners. Program includes ongoing assessments of student growth.	Principal, Teachers, Rtl teachers	Collect and analyze district and school level summative and formative ELA and English learner data; identify students from each grade level for reading interventions and their specific literacy needs.	LCAP
(Fall 2016) Use 2.6 FTE to support ELD/Rtl in grades K-6	Principal, Rtl teachers, ELD/Rtl teachers	Progress data will measures quarterly based on program benchmarks, CELDT Data and Reclassification rates Collect and analyze district school level summative and formative ELA and EL data; identify students from each grade level for reading interventions and their specific literacy needs.	LCAP (2.5 FTE) Title I (.1 FTE)
(Fall 2016) Plan implementation and evaluation of the reading intervention program.	Principal, teachers, Rtl teachers	Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.	Title I (\$2500 instructional materials)
	Principal, teachers, Rtl teachers	Rti release days to develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and benchmark assessments.	Title I (\$2000 for Professional Development)
	Principal and leadership team members	Develop a master schedule that reflects allocated time for reading interventions, including English learner support.	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
	Principal and leadership team members	Schedule and provide initial training for instructional staff and schedule follow up professional development activities.	
5. (2016–17 school year) Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Rtl teachers	Daily: Provide additional reading intervention for below basic, far below basic, and beginning/intermediate CELDT level students	
	Grade-level teachers	Weekly: Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.	
	Principal, instructional coach, Rtl teachers, classroom teachers	Monthly, Quarterly and Annually: Continue cycle of inquiry with all ELA staff: monitor program implementation and analyze student data at the end of each grade marking period.	Title I (\$4000 release days to review data and set new goals)
	School Site Council members and leadership team	Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met. Findings will be reflected in the SSC minutes.	
Provide instructional coach position to improve first instruction for all students in every classroom. Coaching responsibilities will include, but not limited to, working with classroom teachers on Engagement strategies, differentiation, assessments, data analysis, use of technology and ELD	Principal, instructional coach, teachers	Action will be monitored by principal walk-throughs, district and school site professional development calendars.	LCAP

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All staff members will be trained and provided assistance as needed to ensure success in all components of new ELA adoption specifically focused on implementation of Common Core Standards	Principal, instructional coach, classroom teachers	Action will be monitored by principal walk-throughs, district and school site professional development calendars.	
CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps.	Principal, instructional coach, classroom teachers	Action will be monitored by CPT agendas.	
Winter 2016 Provides supplemental and access to core curriculum.	Principal, classroom teachers	Purchase bilingual and leveled books to supplement classroom instruction and increase access for lower performing students.	Title I (\$2000)
Classroom technology to support the core program and raise the student achievement in English Language Arts	Classroom teachers	Actions will be monitored by time on the computers/technology	Title I (10,000)
Provide academic planners for students to develop good organizational and time management skills resulting in increased student achievement/	Principal	Academic planners	Title I (\$300)
Teachers will have the opportunity to be provided release time to attend outside Professional Development Sessions	Teachers	Agendas and program implementation	LCAP

LEA GOAL: Engage all students in learning which results in continual academic growth, and mastery of the Common Core State Standards

SCHOOL GOAL: Mathematics. For the 2016-17 school year, the proficiency level on the CAASPP for math will improve from 26% to 36% school wide and from 23% to 33% for English learners.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>CAASPP Math data from 2015-16 District GoMath Benchmark Assessments from 2015-16 CAASPP Interim Assessment</p>	<p>School-wide achievement in math is at 26%. GoMath scores have remained nearly the same over the last 3 years with 49% of our students scoring in the intensive area.</p>	<p>District Benchmark Assessments Go Math Unit Assessments Weekly Formative Assessments</p>

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Staff will review assessment results of all students to determine deficits in specific content and performance standards. Research based teaching strategies and intervention methods will be provided for students not meeting standards.</p>	<p>Principal, Teachers, Rtl teachers, Instructional Coach</p>	<p>Weekly and Quarterly: Frequent review of data reports, professional development, Common Planning Time agendas, teacher records of data results, and identification of student intervention groups..</p>	
<p>Teachers will identify strategies to increase the performance of all students, but specifically our English Language Learner population.</p>	<p>Principal, Teachers, Rtl teachers, Instructional Coach</p>	<p>Monthly and Quarterly: Frequent monitoring of math assessments in data director will be used to determine progress and plan professional development.</p>	

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
CPT sessions will be utilized to review what students are expected to learn, analyze the results of assessments they have completed, and determine next instructional steps for both students who did meet learning goals and students who met or exceeded proficiencies. Grade level reps/department chairs, administrators, and instructional coaches will facilitate the work of each grade level/department team.	Principal, Teachers, Rtl teachers, Instructional Coach	Quarterly: Evidence will include professional development and Common Planning Time agendas.	
Cycle of Inquiry with all teachers providing instruction in Math	Principal, instructional coach, Rtl teachers, classroom teachers	Continue cycle of inquiry with all Math staff, monitor program implantation and analyze student data at the end of each trimester.	Title I (\$3000 release day to review data and plan)
Monitor goals	School Site Council and leadership team	Monitor and evaluate math program goals.	
Staff members will be provided professional development as needed to ensure success in all components of the math strands and mathematical practices.	Principal, Teachers, Rtl teachers	Ongoing: Monitoring will include appropriate professional development targeted in areas of need Professional development will be determine by principal and instructional coach.	
Classroom technology to support the core program and raise the student achievement in Math.	Classroom teachers	Actions will be monitored by time on the computers.	See action step 1

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Instructional Coach will work in conjunction with Site Administrator to provide professional development in strategies to support Common Core State Standards	Principal, Instructional Coach	Ongoing: Monitoring will include appropriate professional development targeted in areas of need. Professional development will be determined by principal and instructional coach.	LCAP
Provide 6 th grade students identified as below grade level in mathematics a six week summer school session.	Ed Services	See LCAP goal 1 action step	LCAP
Provide K-6 students identified as below grade level in mathematics with afterschool intervention.	Teachers. Rtl teachers	Provide targeted math instruction through intervention.	Title I (\$8000)
Teacher will have the opportunity to provided release time to attend outside Professional Development sessions	Classroom teachers and Rtl teachers	Agendas and program implementation	LCAP

Form A (Non-Academic Goal)

LEA GOAL: Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities.

SCHOOL GOAL: By May 31, 2017, the percentage of students receiving discipline referrals will decrease by 20%. Provide students and staff with safe and positive school environments which promote and foster meaningful engagement and participation in their school communities.

<p>What data did you use to form this goal?</p> <ul style="list-style-type: none"> ▪ California School Climate Survey ▪ California Healthy Kids Survey ▪ Number of referrals ▪ Suspension, Expulsion, and Discipline Data from AERIES 	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> ▪ See AERIES 	<p>How will the school evaluate the progress of this goal?</p> <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process.
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STRATEGIES: 1) Gretchen Higgins will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Character education traits will be taught or a program will be researched and adopted such as PBIS and Soul Shoppe	Principal, Leadership Team, Classroom Teachers, Mental Health Clinician	Ongoing: Principal will meet with the staff three times during the year to review behavior data.	LCAP (PBIS) Title I-\$4000 (Soul Shoppe)
PBIS will be adopted.	Principal, PBIS team	Selected staff will participate in PBIS training.	LCAP

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Students in all grades will attend behavior/bullying/harassment assemblies at the beginning of the school year to set the tone for behavior expectations.	Principal	August 2016: Principal will facilitate or conduct these assemblies within the first month of school.	
SSTs will occur twice a week in the mornings to allow team to refer/discuss at risk students.	Principal, School Psychologist, SST Chair and Committee	Ongoing: SST binders with meeting notes and referrals will be located in the office.	
Utilize school psychologist, speech therapist or mental health clinician to provide individual and group social-emotional counseling at elementary sites.	Principal, School Psychologist, Speech Therapist, Mental Health Clinician, SST Chair and Committee	Ongoing: Referrals will be based on teacher recommendation or the outcomes of SST meetings. Documentation will be placed in SST binders.	
Parent and community members will have multiple opportunities to provide input and monitor programs through SSC, ELAC, PTO and Pop in with the Principal.	Principal, SSC, ELAC	Ongoing: Evidence will be meeting minutes and agendas for Title I compliance	
Bilingual parent liaison will help facilitate and provide communication and translation for Spanish speaking parents between home and school	Principal, Bilingual Liaison to support ELL students and target population	Ongoing: Evidence will be monitored through case management of target population.	LCAP

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Bilingual parent liaison will help site administrator translate ELAC meetings, SSC, and Tea with the Principal. Goal is to increase participation for SSC.	Principal, Bilingual Liaison to support ELL students and target population	Ongoing: Evidence will be meeting minutes and agendas for Title I compliance.	LCAP
Site will operate an attendance incentive program for students in order to promote and ensure improved attendance.	Principal, Teachers, Attendance Clerk	Ongoing: Evidence will be monitored through attendance rates and AERIES	LCAP
Site will operate an incentive program for the week of SBAC testing.	Principal	Evidence will be monitored by attendance and tardy rates the week of testing.	LCAP

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

State Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$59,476	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>

Federal Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Debbie Beauchamp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Erskine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gladis Zamarripa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhonda Cano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shawntel McCammon	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2		3	

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *Neora Mercado* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 5/2/2016.

Attested:

Shawntel McCammon

Typed name of School Principal

Rhonda Cano

Typed name of SSC Chairperson

[Handwritten Signature]

Signature of School Principal

[Handwritten Signature]

Signature of SSC Chairperson

5/2/16

Date

5/2/16

Date

Form F: Budget Planning Tool

See attached Dixon Unified School District version

Budget Planning SPSA

School: Gretchen Higgins

Year: 2016-17

1. Enter Total Allocation for each budget
2. List brief description of items and Estimated Cost
3. Make sure that allocations here match "Cost" column in SPSA or take to SSC

4. Submit this Chart to ed Services for a Compliance Check prior to taking to SSC

NOTE: Sites should print Fiscal 05 (summary) & Fiscal 03 (details) monthly to track spending

Title I (Schoolwide)

This budget (3010) can be used schoolwide as long as it aims to improve programs in a way that will help the lowest achieving students

Action Step Items	Est Cost
.1 FTE Intervention to support low performing students that are struggling in ELA	\$6,000
Response to Intervention materials (ELA): Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.	\$2,500
Professional Development for ELA	\$2,000
ELA Release Days for Data Talks: Continue cycle of inquiry with all ELA staff: monitor program implementation and analyze student data at the end of each grade marking period.	\$3,000
Math Release Days for Data Talks: Continue cycle of inquiry with all Math staff, monitor program implantation and analyze student data at the end of each trimester	\$3,000
Afterschool Intervention: Provide targeted math instruction through intervention	\$8,000
Climate: Soul Shoppe (4 programs): Character education traits will be taught or a program will be researched and adopted such as PBIS and Soul Shoppe	\$4,000
Technology to support the core program and raise the student achievement in English Language Arts/Math	\$10,000
RTI Release Days to develop reading intervention program goals, service delivery models, and teaching and learning expectations and outcomes; review and evaluate district approved reading intervention programs and benchmark assessments.	\$2,000
Bilingual/low level high interest supplementary books Purchase bilingual and leveled books to supplement classroom instruction and increase access for lower performing students.	\$2,000
Total in budget	\$42,500
Total allocation	\$59,476
Balance	