

# COMBINED DISTRICT PLAN (2019-2020)

Continuous Improvement Plan □ College & Career Advising Plan □ Literacy Intervention Plan

## Narrative Part 1

<b>School District</b>	<b># 421</b>	<b>Name: McCall-Donnelly School District</b>	
Superintendent	Name: Jim Foudy		Phone: 208-634-2161
	E-mail: jfoudy@mdsd.org		
Plan Contact	Name: Jim Foudy		Phone: 208-634-2161
	E-mail: jfoudy@mdsd.org		

### **Mission Statement**

Developing Life-Long Learners Today

### **Vision Statement**

Provide a safe environment, which affords opportunities to:

- Explore, create and achieve;
- Be challenged;
- Become personally responsible and independent;
- Develop responsible citizenship with sense of community, stewardship, and belonging.

### **Belief Statement**

The McCall-Donnelly School District believes public education provides a challenging, authentic, and current learning environment.

**Goals are aligned with the Strategic Plan, which was updated during the 2019 school year.**

Academic Achievement: The district shall provide opportunities to improve the academic achievement of all students.

1. Align current curriculum to Idaho adopted standards.
  - a. Offer a robust, standards-based curriculum.
  - b. Analyze student achievement and growth data.
  - c. Administer formative and summative assessments.
2. Provide curriculum differentiation.
  - a. Utilize Response to Intervention teams at each school.

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- b. Offer enrichment and advanced learning opportunities.
- c. Offer intervention and remediation opportunities.
3. Incorporate technology to improve digital learning.
  - a. Use International Society for Technology in Education standards.
4. Provide college and career readiness skills.
  - a. Analyze national, state, and district assessments.
  - b. Expand and enhance opportunities for Career and Technical Education (CTE).
  - c. Expand and enhance opportunities for Science, Technology, Engineering, Arts and Mathematics (STEAM).

Communication: The district shall communicate effectively with students, parents, and other community members.

1. Continue to develop and evaluate a 2-way communication plan.
  - a. Explore multiple methods of delivery (i.e. social media).
  - b. Explore a Public Relations communication plan.
2. Maintain a Student / Teacher Communication Platform
  - a. Continue to support a platform for digital classroom space.
  - b. Maintain a Student / Teacher / Parent Communication Platform (i.e. Student Information Management System or Power School.)
  - c. Establish clear and consistent guidelines for staff to effectively communicate with all users.
  - d. Train students, parents, staff and patrons to use systems effectively.
  - e. Evaluate information management systems and update as needed.

School Climate: The district shall maintain a climate in all schools that is conducive to learning.

1. Provide safe and clean facilities.
  - a. Respond to annual facility safety inspection reports / recommendations.
  - b. Conduct safety drills and training.
  - c. Implement best practices for safe and clean school environments.
  - d. Promote respectful interpersonal relationships between students, teachers, support staff, parents and community.
  - e. Communicate clear expectations for respectful behavior.
  - f. Provide opportunities for student ownership and voice.
  - g. Encourage wellness and healthy lifestyles.
  - h. Provide opportunities to celebrate student success.

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- i. Implement digital citizenship education.
  - j. Implement conflict prevention and resolution programs.
  - k. Collaborate with community health and mental health resources.
2. Build community through outreach partnerships.
- a. Collaborate with community entities to provide experiential and place-based learning opportunities.
  - b. Provide opportunities for student service projects.

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Continuous Improvement: The district shall implement practices and procedures that promote continuous improvement in the organization.

1. Execute the Strategic Plan.
  - a. Review and update a Continuous Improvement Plan annually.
2. Comply with state and federal laws.
  - a. Review and update policies and procedures periodically.
3. Manage the budget.
  - a. Annual expenditures shall not exceed annual revenues.
  - b. Maintain a fund balance equal to or greater than three-months operating expenses.
4. Maintain high performing learning environments.
  - a. Review and update the district's 10-year maintenance plan biennially.
  - b. Prioritize capital projects annually.
  - c. Review and update the district's technology plan annually.
5. Provide training for district stakeholders.
  - a. Review and update the district's professional development plan annually.
  - b. Deliver community training.
6. Implement stewardship through strategic investment.
  - a. Manage bonds, levies, property and investments.
  - b. Conduct an annual independent financial audit.
  - c. Coordinate payments and revenue with local, state, and federal agencies.
7. Evaluate contracted services.
  - a. Implement a quality bid selection process.
  - b. Review and evaluate contracts for service providers annually.

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### Demographic Analysis

	2017-2018	2018-2019
Male	51%	52%
Female	49%	48%
White	89%	89%
Black/African American	.2%	.3%
Asian	1%	1%
Native American	.2%	.8%
Hispanic/Latino	7.9%	8.6%
Free/Reduced Lunch Program	30.34%	29.24%
Received Special Education (IEP Students)	11.4%	11.9%

### Community Involvement

Broad-based community engagement, including students, parents, teachers and patrons was gathered for the development of the five-year Strategic Plan 2019-2024 in the fall of 2018. A 30-member Strategic Planning Team was assembled. 686 patrons provided survey feedback. 92 patrons were interviewed by phone. And, 262 students shared feedback on their future plans and interests. This plan includes a Continuous Improvement statement, which reads: “The district shall implement practices and procedures that promote continuous improvement in the organization.” Further, the Strategic Plan includes a statement which directs the district to review and update the strategic plan annually. These updates are included in the Combined District Plan (2019-2020).

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## NARRATIVE PART 1

The McCall-Donnelly School District Board of Trustees represents five geographic zones of the school district and reviews the Strategic and Continuous Improvement Plans annually. Continuous Improvement Plan updates are provided throughout the year. Reports are held in public session and recorded as public documents.

The following represents anticipated Continuous Improvement Plan Reports. Each report represents progress updates and countless hours of data team meetings, collaboration with families and team meetings throughout the district, as well as individual committee work which includes a cross-section of stakeholders. Administrators and Directors have been assigned to provide leadership for each report. It is the expectation of the McCall- Donnelly Board of Trustees that Continuous Improvement Plan updates and progress reports be scheduled at each regular monthly board meeting.

Month	Report	Responsible Administrator(s) / Directors:
September	Student Enrollment Report	Jim Foudy
October	Idaho Reading Indicator Fall Analysis	Valerie Berg and David Pickard
October	NWEA MAP Fall Benchmark Data Analysis	Valerie Berg, Jake Olson, David Pickard
December	PSAT Data Analysis; Data released	Tim Thomas
December	Calendar Committee School Year	Tim Thomas
January	Career & Technical Education	Tim Thomas
February	Idaho Reading Indicator Winter Analysis	Valerie Berg and David Pickard
February	NWEA MAP Winter Benchmark Data Analysis	Valerie Berg, Jake Olson, David Pickard
March	MDHS Accreditation (Process Overview)	Tim Thomas

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April	Preliminary Budget (Upcoming Fiscal)	Matt Cavallin, Jason Clay, Jim Foudy and Penny Lancaster
May	Student and Parent Engagement: Communication Data, Schoology, Power School	Valerie Berg, Jake Olson, David Pickard, Phil Schoensee and Tim Thomas
May	School Climate Reports	Valerie Berg, Jake Olson, David Pickard, Phil Schoensee and Tim Thomas
May	Facilities Improvement	Jason Clay and Jim Foudy
June / July	MDHS Accreditation Report	Tim Thomas
June	Idaho Reading Indicator Spring Analysis	Valerie Berg and David Pickard
June / July	Idaho Standards Achievement Test *Spring Analysis: Unofficial, Preliminary Results	Valerie Berg, Jake Olson, David Pickard, Phil Schoensee and Tim Thomas
June / July	College and Career Readiness Goals	Tim Thomas
June	Annual Budget Hearing	Jim Foudy and Penny Lancaster
July	Curriculum Adoption 2019-2020	Jim Foudy and David Pickard

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## LITERACY INTERVENTION PROGRAM Literacy Program Summary

English Language Arts curricula are foundational for all Tier I Core Instruction, as well as Tiers 2 and 3 intervention. As such, curriculum adoption is critical to the district's literacy plan. A parent review process is embedded in the district's adoption cycle and parents are given the opportunity to review materials and provide feedback. Additionally, parents serve in advisory roles on Donnelly Elementary School's PTO and Barbara Morgan Elementary School's PTA. Parents also serve on an advisory team for Barbara Morgan Elementary and provide feedback on all topics on a regular basis.

At both Donnelly Elementary and Barbara R. Morgan Elementary, the following literacy instruction and interventions are provided using specific curriculum resources. The table below will illustrate the strategies used to address specific learning needs in the areas of decoding, vocabulary, comprehension, fluency, and phonemic awareness.

### Literacy Instruction & Interventions:

At both of our elementary schools, we use the same literacy schedules and resources to provide students in grades K-3 with a standard reading curriculum as well as small groups for all students. All curricula are research based and approved by our district curriculum team. Students who score a '3' or a '2' on the Fall IRI are provided an additional intervention. All kindergarten students have the opportunity to participate in full-day instruction. Interventions are built into the instructional day. Core instruction for all students includes balanced curricula with explicit instruction addressing students' needs related to phonemic awareness, decoding, vocabulary, comprehension and fluency.

Formative and summative assessments track progress in each of these skill areas weekly. Targeted interventions are need based and focus on phonemic awareness, decoding, vocabulary, comprehension and fluency. All students who receive Tier 2 or 3 intervention receive an Individual Learning Plan (ILP) that is developed with a school-based intervention team that includes the parent / legal guardian. Parents / guardians not only provide input and consent for intervention, but are also consulted when the student demonstrates proficiency and no longer requires strategic intervention.



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<b>Literacy Programs/Curriculum</b>  <b>Used:</b>	<b>Donnelly Elementary</b>	<b>Barbara R. Morgan Elementary</b>	<b>Time/Schedule</b>
Kindergarten ~ Small Group Intervention offered for Tiers 2 and 3	Waterford, Explode the Code Phonics for Reading, Read Naturally, Sounds Sensible	Barton Program for Reading & Spelling and Explode the Code by Certified Reading Specialist	Kindergarten: 30 minutes per day, 4 days per week (Approx. 70 hours Total)
Grades 1-3 ~ Small Group Intervention	Into Reading Intervention, Read Naturally, Phonological Awareness	Into Reading Intervention, Read Naturally, Phonics for Reading	Grades 1-3: 40 minutes per day, 4 days per week (Approx. 96 hours Total)
Grades 1-3: Strategic Small Group Intervention (Pull Out Program) for students who score a 3 on the Fall IRI	Showtime!, Read Naturally, Phonics for Reading, Phonological Awareness	The Barton Program, Showtime!, SIPPS, Read Naturally, Phonics for Reading	Grades 1-3: 30 minutes per day, 4 days per week (Approx. 70 hours Total)

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Literacy Programs/Curriculum Used:	Donnelly Elementary	Barbara R. Morgan Elementary	Time/Schedule
Core Instruction for all students	Into Reading (Houghton Mifflin)	Into Reading (Houghton Mifflin)	Kindergarten: 60 minutes per day. (Full-day kinder for all children.) Grades 1-3: 90 minutes per
Kindergarten intervention	Into Reading, TPRI, Early Reading Materials	Into Reading, Words Their Way, Explode the Code, and Sounds Sensible	Kindergarten: 80 minutes per day, 5 days per week (Approx. 240 hours Total). (Full-day kinder for all children.)

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### Benchmarking and Progress Monitoring Schedule:

We follow the below schedule to ensure students are making progress. We differentiate intervention curriculum based on student progress. Because we used data-based decisions to place students in Tier II interventions and track Individual Student Learning Plans progress in Milepost, we are able to keep interventions up to date along with how much time is spent on interventions.

	How Often?	Donnelly Elementary	Barbara R. Morgan
IRI (iStation)	monthly	Yes (Grades K-3)	Yes (Grades K-3)
Easy CBM	weekly	Yes (Grades K-5)	Yes (Grades K-3)
MAP	2x per year	Yes (Grades 3-5)	Yes (Grades 3-5)
Phonics Screener	yearly	Yes, all 2's and 3's	Yes, all 2's and 3's

### Exiting Process:

**Donnelly and Barbara R. Morgan Elementary:** If the student is on an Individual Literacy Plan (ILP), and demonstrates proficiency before the 30/60 hours, the Reading Specialist will determine best placement. If a parent requests their child continue with the intervention, the school follows class size policy.

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### Idaho Comprehensive Literacy Plan Essential Elements:

#### Comprehensive Literacy Plan Alignment

Collaborative Leadership:	The building level principals work with administration team and building team leaders to create school wide goals based on the district Strategic Plan and data trends. Teachers and staff participate openly on committee meetings. Meetings are scheduled out a year in advance with a purpose clearly stated for each meeting. Best practices are shared at monthly staff meetings and weekly grade level team meetings.
Developing Professional Educators:	Teachers are encouraged to visit and observe other classrooms and attend professional development training days. The district builds in 3 'Teacher Training Days' per calendar year. New to the profession teachers are provided a district provided mentor. The Intervention Specialists lead data team meetings with each grade level team regularly to ensure all grade levels teachers understand the learning deficits and successes of each student. Time is provided for the classroom teachers to step out of their classrooms for 30 minutes once per week to attend the building RTI meetings.

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Effective Instruction & Interventions:

Both of our schools utilize the Idaho Core Standards and take great pride in our recent SBAC scores. Our systematic structure has allowed us to tailor a system that appears to work for students. Our Strategic Plan helps us set goals and pace ourselves with the challenge to reach them. We keep our small group interventions small and fluid; and often move students from one skill group to another before the 6-8 week data team meeting.

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Effective Instruction & Interventions:	<p>We utilize 4-6 paraprofessionals in addition to a certified Intervention Specialist at each school to run all of our Tier 2 and 3 small groups.</p> <p>We regularly monitor and adjust the composite of student groups and the professionals working with each group, based on student performance data.</p>
Assessment & Data:	<p><u>District RTI Committee</u>: This group helps to ensure fidelity at each of our schools with timing and resources allocated. RTI District Team meets every 6 weeks.</p> <p><u>Benchmarking</u>: IRI (Grades K-3) and MAP Testing (Grade 3)</p> <p><u>Progress Monitoring</u>: Easy CBM, pilot of MAP Skills (Navigator)</p> <p><u>Data Warehouse</u>: Milepost</p> <p>Building RTI Teams meet weekly to discuss Students and review latest progress monitoring Data.</p>

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## COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

### College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	High contact traditional school counselor model
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring / Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
	HYBRID (please list all models used in Details)	

During the 2018-2019 school year, McCall-Donnelly High School will implement a high contact Traditional School Counselor Model of career and college advising.

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## Advising Program Summary

### NARRATIVE PART 1

This program will utilize individual guidance sessions with students and mentors (teachers and paraprofessionals), large group class group guidance lessons, evening activities to educate and involve parents, local college visits, as well as individual guidance counseling with the schools, licensed counselor on an as needed basis. Programming will reach all general education student's grades 9-12. The program will be overseen by the Lead Counselor who has received training in College and Career Advising according to the ASCA and CACREP Standards.



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## Summary of Parental Notification of Advising Resources

Parents will be notified of available resources via the school's website, email, text messaging, automated phone calls and resources that are made available to all students at the school.

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## METRICS - TEMPLATE PART 2 - OPTION B

District #421	District Name:	McCall-Donnelly
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## METRICS

Link to District Report Card:	<a href="https://idahoschools.org/districts/421">https://idahoschools.org/districts/421</a>
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### Continuous Improvement Measures

Goal	Performance Metric	Data on District Report Card	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
			# benchmark	# tested	# benchmark	# tested		
2.05 percentage points	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)		30	64	39	85	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)		46.88%		45.88% (State = 31%)		-.46%	<b>50%</b>
	% students participating in one or more advanced opportunity		57%		63%		6%	<b>60%</b>
	% CTE track HS students graduating with an industry-recognized certification *All students graduate with Business Computers Applications 1 certification.		*100%		*100%		N/C	<b>100%</b>
	% CTE track HS students who passed the CTE-recognized workplace readiness exam		97%		84%		-13%	<b>95%</b>

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## METRICS - TEMPLATE PART 2 - OPTION B

Goal	Performance Metric		SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
	# of high school students graduating with an associate's degree or a career technical certificate		0		0		Not Required	n/a
	4-year cohort graduation rate	X	98%		98%		n/a	95%
	% of students with learning plan created and reviewed in 8th grade		8	100.00%	8	100.00%	0 percentage points	<b>100%</b>
	% of learning plans reviewed annual by grade level		9	100.00%	9	100.00%	0 percentage points	<b>100%</b>
			10	100.00%	10	100.00%	0 percentage points	<b>100%</b>
			11	100.00%	11	100.00%	0 percentage points	<b>100%</b>
			12	100.00%	12	100.00%	0 percentage points	<b>100%</b>
	# students who Go On to some form of postsecondary education within 1 year of HS graduation		# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required	Not Required
			61	23	52	24		
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	X	38.00%		46.00%		8%	<b>40%</b>
	# students who Go On to some form of postsecondary education within 2 years of HS graduation		# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required	Not Required
			57	31	64	27		
	% students who Go On to some form of postsecondary education within 2 years of HS graduation	X	54.00%		42.00%		-12%	<b>45%</b>

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### METRICS - TEMPLATE PART 2 - OPTION B

Goal	Performance Metric		SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
			# proficient	# tested	# proficient	# tested		
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	X	57	82	57	106	Not Required	Not Required
	% students who scored proficient on the 8th grade math ISAT	X	70%		57%		-13%	<b>56%</b>
	# students who scored proficient on the 8th grade ELA ISAT	X	63	81	84	106	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	X	78%		84%		6%	<b>71%</b>
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	X	65	87	51	121	Not Required	<b>Not Required</b>
	% students who scored proficient on the 6th grade math ISAT	X	75%		51%		-24%	<b>60%</b>
	# students who scored proficient on the 6th grade ELA ISAT	X	72	87	82	121	Not Required	<b>Not Required</b>
	% students who scored proficient on the 6th grade ELA ISAT	X	83%		82%		-1%	<b>73%</b>
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	X	87	96	77	94	Not Required	<b>Not Required</b>
	% students who scored "proficient" on the Kindergarten Spring IRI	X	91%		82%		-9%	<b>70%</b>
	# students who scored "proficient" on the	X	# proficient	# tested	# proficient	# tested	Not Required	<b>Not Required</b>



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## METRICS - TEMPLATE PART 2 - OPTION B

### College and Career Advising: LEA Chosen Performance Metrics

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
The percentage of 11th and 12th grade students who completed a college-level course (AP, Dual Credit, articulated credit course) or industry certification will be at least 80%.	100%	100%
The percentage of 11th and 12th grade students in a Professional Technical course who meet or exceed the proficiency standard established by the state of Idaho on the CTECS - Workplace Readiness test.	84%	98%

### Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of 3rd grade students who meet his / her MAP growth target	50%	50%

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## LITERACY PLAN PROPOSED BUDGET - TEMPLATE PART 3

<b>District Name and Number:</b>	McCall-Donnelly School District #421
<b>Estimated Total Literacy Funding for 2019-2020 :</b>	<b>\$39,650.00</b>

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Paraprofessionals	Intervention Teams (K-5) BRMES	5.0	24,500.00	122,500.00	30,500.00	92,000.00
Paraprofessionals	Intervention Teams (K-5) DES	1.5	24,500.00	36,750.00	9,150.00	27,600.00
Benefits				0.00		0.00
<b>Personnel Subtotal</b>				<b>159,250.00</b>	<b>39,650.00</b>	<b>119,600.00</b>
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
NWEA MAP	MAP Growth (all grade levels)			7,500.00		7,500.00
				0.00		0.00
				0.00		0.00
<b>Programs / Curricula Subtotal</b>				<b>7,500.00</b>	<b>0.00</b>	<b>7,500.00</b>
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
N/A	All interventions embedded in instructional			0.00		0.00
	year. Instructional year exceeds state rqmt.			0.00		0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
				0.00		0.00
<b>Other Costs Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$166,750.00</b>	<b>\$39,650.00</b>	<b>\$127,100.00</b>

