COMBINED DISTRICT PLAN (2018-2019)
Continuous Improvement Plan • College & Career Advising Plan • Literacy Intervention Plan

NARRATIVE - TEMPLATE PART 1

School District	#305	Name: Highland Jt. School District	
Superintendent	Name: Sarah Hatfield		Phone: 924-5211
	E-mail: shatfield@sd305.org		
Plan Contact	Name: Sarah Hatfield		Phone: 924-5211
	E-mail: shatfield@sd305.org		

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. You may also provide additional information such as beliefs, philosophy, or overarching goals (all optional).

Mission and Vision - REQUIRED

Mission: Highland Schools exist to help all children learn so that they can succeed in life

Vision Statement: Improving lives through learning

Overarching goals are to have instructional systems in place so students are prepare for their next academic level, whether that be the next grade level, college or their career.

Instructions: This section meets one of the Continuous Improvement Plan requirements. Please provide demographics data using the table below. We encourage you 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 below the table (optional).

Demographic Analysis - REQUIRED

	2017-2018	2018-2019
Male	94	86
Female	81	89
White	156	149
Black/African American	0	0
Asian	1	1
Native American	9	13
Hispanic/Latino	9	12
Free/Reduced Lunch Program	88	105
Received Special Education (IEP Students)	24	26

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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 the Continuous Improvement Plan, College and Career Advising 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

1) The combined plan is provided at the August school board meeting and parents can provide input at that time. The combined plan is also posted on our school website. There is also a post on the schools Facebook page asking for parent input.

2) Highland secondary students must complete their Four-Year Plan by the end of their 8th grade school year using the online CIS Career tool under the direction of their School Counselor. The Counselor then reviews this plan yearly with each high school student to ensure students remain on target for meeting both state and District graduation requirements that fit the specific individual needs of each student. This occurs in December and May, during pre-registration for upcoming semesters. Throughout the school year, high school parents receive letters of communication from the School Counselor, attached to parental permission slips regarding high school counseling events, including the PSAT/NMSQT test for sophomores and juniors, the ASVAB Career Readiness Test for juniors, the SAT test for juniors, college and career fairs in either Boise or Spokane, for juniors and seniors, FAFSA financial aid night in the Fall for seniors, and local college visits to LCSC and the University of Idaho for seniors. In addition, beginning in September of 2018, a letter will be sent to each high school parent explaining how the nextsteps.idaho.gov website can be utilized by their child as a tool for helping plan for post-secondary careers, ACT and SAT testing help, the college registration process, and other useful tools to assist in college and career readiness. Between 2015 and 2018, this tool has been shared with juniors and seniors at the school either during occasional advisory periods or the occasional Government class. However, it will be expanded to assist ALL high school students and parents so they can more easily track their child's progress toward college and career readiness.

3) After a student has been benchmarked and it is determined there is a need for an intervention, the classroom teacher contacts the parents/guardians. During that contact teachers explain the RTI process to the parents/guardians and explain why an intervention is needed. Parents can provide input into the plan on this time. If a parent/guardian chooses to not have their child in an intervention they sign a waiver stating that they decline the intervention. Every two weeks parents/guardians receive a graph showing their child's progress.

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Instructions: The Literacy Intervention Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how your program is meeting the requirements of Idaho law in providing literacy interventions to students in grades K-3. If you need additional guidance regarding information you should provide in this section, please see the recommendations and questions on pages ii-iii of the guidance section of this template.

LITERACY INTERVENTION PROGRAM
Literacy Program Summary - REQUIRED

Students in grades K-8 are benchmarked in ELA and math three times a year and those students not at grade level receive an intervention based on their needs. For their benchmark we use Aimsweb Plus (K-8) and the IRI (K-3). Within Aimsweb Plus there is a diagnostic tool, so that tool is utilized to determine the intervention needs of the student. An R-CBM/ORF Quadrant Analysis is also used to determine if a literacy intervention is needed. Students that received a basic or below basic scores on the Aimsweb Plus benchmark or are below proficient on the IRI receive a literacy intervention(s), unless their parents choose to not allow an intervention to occur.

All K-8 students that are not at benchmark receive an intervention. Teachers along with parents create the intervention plan for individual students, in literacy and math. The intervention plans are submitted to the RTI leadership team to ensure that the minimum number of hours required by the state is being met. The RTI leadership team also looks at the intervention and makes sure that it is appropriate for the individual student. Because we are a small school and have less than 10 students per grade receiving an intervention, the RTI leadership team is able to read all of the intervention plans. Teachers create the intervention plans and submit them in Milepost. Parents/guardians are contacted by the classroom teacher regarding the need for an intervention. The teacher describes why the intervention is needed and then describes the intervention. Parents can choose to not allow their student to be on an intervention.

After the intervention plans are submitted to the RTI leadership team, if it is appropriate, students are put into intervention groups, if they have the same need and are at the same level. Not all of our students are in groups, some are receiving one-on-one individual interventions; it is truly dependent on the needs of the individual student. All of our interventions are provided by the classroom teacher or a para-professional, depending on the intervention plan. The interventions themselves are provided during the school day. Our K-3 students attend more than the 150 hours beyond the required 800 hours required by the state, so we are able to provide the literacy interventions during the school day. All interventions are provided outside of the core instruction time.

Students that are receiving an intervention are progressed monitored every two weeks to ensure that the intervention is working. If students do not show growth through progress monitoring then the RTI leadership team, along with the teacher determine if more time is needed in the current intervention (either per day or number of times per week), or if a different intervention is needed. Students are progressed at their ability level, not their grade level. Students are not moved up to the next level until they progress monitor three times at the 25th percentile level of their current level. For example, if a 2nd grade students is being progress monitored for fluency, but at the kindergarten level they must be in the 25th percentile at the kindergarten level for three progress monitors before they are moved to the 1st grade fluency. They then must pass the 1st grade level at the 25th percentile for three progress monitors before they can moved onto the 2nd grade level. Teachers submit their progress monitor graph to the RTI team prior to the weekly RTI meeting.

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These are the interventions used and the skills they address per grade level:

Kindergarten: Phonological Awareness (Phonemic awareness), ABCMouse (Decoding, Phonics, Phonological Awareness, and Vocabulary), Leap into Literacy (Phonological Awareness and Phonics)

1st Grade: ABC Mouse (Letter/Sound recognition, Phonics, Decoding, Comprehension, Fluency), Read Naturally (Fluency), Fast Start for Early Readers (Fluency for at home), Reach into Phonics (Decoding, letter/sound recognition, Phonemic Awareness), Phonological Awareness (Phonemic Awareness)

2nd Grade: Reach into Phonics (Fluency, Decoding and Phonics), Alaska Blueprint (Decoding and Phonics), Phonological Awareness (Phonemic Awareness), Sight Word Readers (High frequency words/Vocabulary and Fluency), Barton (Decoding and Phonics), ABCMouse (Decoding, Phonological Awareness, Vocabulary, Comprehension and Phonics), Reach into Reading (Comprehension)

3rd Grade: Barton (Phonics and Phonemic Awareness), Reach into Phonics (Phonics and Phonemic Awareness), Read Naturally (Fluency and Comprehension), MobyMax (Reading Comprehension), Phonological Awareness (Phonemic Awareness)

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved Idaho Comprehensive Literacy Plan. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the suggestions provided in the guidance pages of this template.

Comprehensive Literacy Plan Alignment - REQUIRED

Collaborative Leadership: The leadership team for Highland School District is based on the RTI model, the team is composed of teachers, para-professionals, a special education teacher, and an administrator. This team meets twice a month to look at benchmark and progress monitor scores. The RTI team along with the district provides guidance, support, resources and shared knowledge.

- The administration attends all RTI meetings.
- The RTI team develops the benchmark and progress monitor calendar and shares that with teachers and other staff members.
- Administration attends regional meetings to collaborate with other administrators.
- Administration acquires the necessary resources needed for district goals.
- Administration and staff is readily available to stakeholders.
- Progress monitoring data is sent to parents every other week.
- Data days are implemented to coordinate with all teachers and staff.
- Professional learning communities are provided the time need to work together to ensure that all students are progressing.

Developing Professional Educators: Professional development is essential for maintaining and progressing in the field of teaching. The district provides opportunities for teachers to not only improve their craft, but collaborate with other educators regarding literacy.

- Teachers are granted leave time to observe other teachers.

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- Professional development is provided with how to understand and use data to improve instruction.
- New teachers are assignment mentors. These mentors not only observe the new teachers in action, but they are given time to collaborate with one another.
- Teachers are given the opportunity to attend professional development, paid for by the district
- Provide resources to increase teacher effectiveness, including, but not limited to book studies, webinars, online resources (achieve the core, etc.).

Effective Instruction & Interventions: Effective instruction is the most important aspect of teaching and has the greatest impact on student achievement. The K-5 reading/literacy curriculum is Reach for Reading and within the curriculum the five-areas of reading (phonological awareness, phonics, fluency, vocabulary, and text comprehension) is addressed in the lessons.

- Teacher use direct and explicit instructions, along with small group and individual instruction
- The staff has received PD in all 5 areas of reading.
- Teachers use the IRI, ISAT, Aimsweb Plus, Star, and teacher observations to determine areas of strengths and weaknesses for students. Individualized learning plans are created for students not at grade level using the IRI for grades K-3, and ISAT, Aimsweb Plus, Star and observations for grades 4-8.
- Teachers have prioritized their standards to ensure that the most important standards are being taught at a high level of effectiveness.
- Together, parents and teachers create an individualized plan for students.
- There is library time scheduled into the day, to increase students library and research skills.
- Teachers use lexile appropriate reading materials in their classes.
- Teachers provide resources to parents that can be used at home to improve literacy skills.

Assessment & Data: Highland Jt. School District has a comprehensive assessment plan along with the use of the RTI model to identify students at risk. This plan, along with the use of the RTI model ensure all our students are either at their grade level or receiving the extra support they need to see academic growth. This data is also used to determine the effectiveness of the teacher and curriculum.

- All students are benchmarked at their grade level using a variety of assessments (IRI, ISAT, Aimsweb Plus, and Star).
- An individual plan is created for students that are below grade level using the information received from the benchmark assessments. The plan is created with parental input.
- Students receiving an intervention are progress monitored every two weeks. We use both Aimsweb Plus and Milepost as our data management systems.
- Staff use the benchmark and progress monitor data, along with different forms of assessments to help drive instruction.
- The RTI team meets twice a month and looks at the progress monitor data to ensure the intervention is working or if adjustments need to be made to the intervention, such as the amount of time or how many days a week a student receives the intervention.
- Teachers input individualized plans and reporting data into Milepost

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how

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parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

Instructions: Provide information about the college and career advising model used by the LEA. Please put an "X" in the table indicating the model you use. If you are using a combination of models, please choose "Hybrid" and list the models included in your program. Use the space below the table to provide additional information about how the models are combined into a hybrid program. If you are using a research-based model that is not in the list, please describe the model and provide detailed information about how it was determined to be an appropriate research-based, effective model and include links to research as available.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM
College and Career Advising Model - REQUIRED

	Model Name	Additional Details
X	School Counselor	Bill Gehring; bgehring@sd305.org
	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)	

Instructions: The 2018-2019 Advising Program Summary section is required. Please provide information regarding your planned 2018-2019 College and Career Advising and Mentoring Program, with a particular focus on how you will meet the requirements of Idaho law. In your Program Summary, include details about advising services provided to all students (grades 8-12) or by grade level, if variable by grade.

Advising Program Summary - REQUIRED

Highland uses its school counselor and other teachers as advisors or mentors through a variety of methods, including the following:

a. Advisory for each 7-12 grade student that discusses good character traits, 4-year plan, student portfolio checks, and statewide/national assessment reminders, updates, and tutorials
b. 8th graders are required to complete a Career Information Services 4-year plan under the direction of the school counselor.
c. Each student in classes 7-12 are visited by the counselor periodically to review grades and attendance.

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    d. Seniors meet periodically with the school counselor during advisory period to discuss FAFSA, college visitations, college fairs, assessment scores, and career readiness updates.

Highland School District #305 uses the Idaho State Board of Education's "Traditional School Counseling Model", which was adopted under the American School Counselors' Association's (ASCA) standards of school counseling. This model measures student performance based on FAFSA completion rates, students graduating from high school with an Associates' Degree, college application completion rates, college scholarship completion rates, and postsecondary enrollment rates.

In addition, Highland utilizes assistance from Lewis Clark State College's Transition Coordinator Rachel Peaslee and her colleagues at LCSC's Transition Coordinator Program who assist the school counselor in helping Highland students and their parents understand Idaho's Direct Admissions' Postsecondary College Application process, as well as applying for financial aid and state scholarships.

College career advising and or mentoring break out plan by grade level:

8th Grade - Students are guided through the CIS program to develop their career interests and aptitudes. This information is used to guide students in creating their 4-year academic plan for high school that they check periodically with their advisor and school counselor to re-evaluate their secondary and postsecondary goals.

9th Grade - Students enroll in core classes of language arts, math, and science as well as electives that are based on their 4-year plan. Students also meet with their advisor and school counselor to discuss dual-credit opportunities, their Fast Forward options, and career options by attending a career fair in the region. They are advised to do everything they can to establish and maintain a high GPA.

10th Grade - Students enroll in core classes of Language arts, math, U.S. History, and science as well as electives that are based on their 4-year plan. Students also take the PSAT/NMSQT test in October to measure their skills in reading, language arts, math, and science in order to determine eligibility for National Merit Scholarship. They also meet with their advisor and school counselor to review their 4-year plan, discuss all credit opportunities, Fast Forward options, and possibly attend a career fair in the region. In addition, they consider applying for Highland Honor Society based on academics, club participation, and extracurricular activities. Sophomores also look into possibilities for Advanced Placement classes.

11th Grade - Students enroll in core classes of language arts, economics, a math elective, a science elective, and other electives that fulfill their graduation obligations for Highland. In addition, they take the PSAT/NMSQT in October, the ASVAB in the fall, and the SAT in April. They also meet with their advisor and school counselor to review their 4-year plan, discuss dual-credit opportunities, Fast Forward options, consider applying for Highland Honor Society if their GPA allows them this opportunity, and weigh their Advanced Placement class options that can help them gain postsecondary accelerated credits for college. Juniors may attend an International College Fair in our region, Spokane or Boise. Some students begin applying for Work Study opportunities with local businesses that fit their academic interests, while others may help mentor younger students through the school's mentoring program with our K-6 elementary.

12th Grade - Students enroll in core classes of language arts, math, and American Government, and work with their school counselor and advisor to fill in any gaps that may have surfaced in taking

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elective courses required for graduation. Seniors will be spending many hours with their school counselor filling out FAFSA information for college Financial Aid, filling out scholarship applications from local, state, and national levels, visiting colleges in the region, and applying to colleges of their choice based on academic achievement and student interest. If needs and interest dictate, seniors can apply for admission to Highland Honor Society, take dual-credit classes, take advantage of Fast Forward options, Advanced Placement classes, and enroll in Work Study opportunities. Seniors will attend an international College Fair in our region, Spokane or Boise. Seniors will be given opportunities to re-take the SAT or take the ACT test in the fall. Seniors will also be working feverishly on getting letters of recommendation from their teachers, advisors, counselors, school administrators, and former employers to use for scholarship and college applications.

Other Notes / Comments

Please proceed to the Combined District Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Combined Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Literacy Plan Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Combined Plan- Literacy Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

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METRICS - TEMPLATE PART 2 - OPTION B

District #	305 District Name:	Highland

METRICS

Link to District Report Card: www.sd305.org

Please note: Districts and charter schools that choose to use this template are responsible for providing previous year data for all required metrics (shaded below). Data for any metrics that are not provided in the district report card must be provided by the LEA. Metrics for which data is provided on the school district or charter school report card should be indicated with an "X" in the "Data on District Report Card" column.

Continuous Improvement Measures (all shaded metrics are required)

Goal	Performance Metric	Data on District Report Card	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 – Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 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)		3	5	3	10	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)		60.00%		30.00%		-30 percentage points	
	% students participating in one or more advanced opportunity							
	% CTE track HS students graduating with an industry-recognized certification		0.00%		0.00%		0.00	0%
	% CTE track HS students who passed the CTE-recognized workplace readiness exam		100.00%		100.00%		0.00	100%

Goal	Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
X	# of high school students graduating with an associate's degree or a career technical certificate	0		0		Not Required	0
	4-year cohort graduation rate	88.90%		76.90%			90%
	% of students with learning plan created and reviewed in 8th grade	13	100.00%	20	100.00%	0 percentage points	100%
	% of learning plans reviewed annual by grade level	9	100.00%	9	100.00%	0 percentage points	100%
		10	100.00%	10	100.00%	0 percentage points	100%
		11	100.00%	11	100.00%	0 percentage points	100%
		12	100.00%	12	100.00%	0 percentage points	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled 6	# 2016 cohort 6	# Enrolled 9	# 2017 cohort 10	Not Required	Not Required
X	% students who Go On to some form of postsecondary education within 1 year of HS graduation	60.00%		90.00%			80%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled 8	# 2015 cohort 15	# Enrolled 9	# 2016 cohort 14	Not Required	Not Required
X	% students who Go On to some form of postsecondary education within 2 years of HS graduation	53.00%		64.00%			80%

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Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 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	3	11	4	18	Not Required	Not Required
	% students who scored proficient on the 8th grade math ISAT	X	27.00%		22.00%			30%
	# students who scored proficient on the 8th grade ELA ISAT	X	5	11	9	18	Not Required	Not Required
	% students who scored proficient on the 8th grade ELA ISAT	X	45.00%		50.00%			60%
All students will be prepared to transition from grade 6 to grade 7	# students who scored proficient on the 6th grade math ISAT	X	2	15	6	19	Not Required	Not Required
	% students who scored proficient on the 6th grade math ISAT	X	13.00%		32.00%			40%
	# students who scored proficient on the 6th grade ELA ISAT	X	6	15	6	19	Not Required	Not Required
	% students who scored proficient on the 6th grade ELA ISAT	X	40.00%		32.00%			40%
All students will demonstrate the reading readiness needed to transition to the next grade	# students who scored "proficient" on the Kindergarten Spring IRI	X	8	11	8	16	Not Required	Not Required
	% students who scored "proficient" on the Kindergarten Spring IRI	X	73.00%		50.00%			60%
	# students who scored "proficient" on the Grade 1 Spring IRI	X	4	10	5	10	Not Required	Not Required

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Goal	Performance Metric		SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
			# proficient	# tested	# proficient	# tested		
	% students who scored "proficient" on the Grade 1 Spring IRI	X	40.00%		50.00%			60%
	# of students who scored "proficient" on the Grade 2 Spring IRI	X	5	11	6	11	Not Required	Not Required
	% students who scored "proficient" on the Grade 2 Spring IRI	X	45.00%		54.00%			65%
	# students who scored "proficient" on the Grade 3 Spring IRI	X	8	16	7	13	Not Required	Not Required
	% students who scored "proficient" on the Grade 3 Spring IRI	X	50.00%		54.00%			65%
	Students attendance rates as a percentage		93.80%		95.60%		1.8 percentage points	95%
	Parent participation at parent-teacher conferences		82.00%		78.00%		*-4 percentage points	85%
	Number of hours available for mentor teachers to mentor or observe/team teach		8		16			30
	% of new teachers (within first 3 years) assigned a mentor		100%		100%		0 percentage points	1

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METRICS - TEMPLATE PART 2 - OPTION B

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of high school seniors who completed the FAFSA	90%	90%

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of K-3 students who scored below basic on the Fall IRI who gained at least one performance category on the Spring IRI	77%	85%

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Name and Number:	Highland Jt. School District #305
Estimated Total Literacy Funding for 2018-2019 :	$8,633.33

PERSONNEL COSTS

Position / Item	Details	FTE	Cost Per FTE	Total Cost	Proposed Budget Amount from Literacy Funds	Proposed Budget 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
Paraprofessionals	4 Paraprofessionals, 32 hrs per week x $12 per hour	4.0	20,000.00	80,000.00	6,034.33	73,965.67
Benefits				0.00	0.00	0.00
Personnel Subtotal				80,000.00	6,034.33	73,965.67

PROGRAMS / CURRICULA COSTS

Item	Details	# Items	Cost Per Item	Total Cost	Proposed Budget Amount from Literacy Funds	Proposed Budget Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
MobyMax	Licenses for all students who need interventions	1	99.00	99.00	99.00	0.00
				0.00		0.00
Programs / Curricula Subtotal				99.00	99.00	0.00

TRANSPORTATION COSTS

(NOTE: Literacy Funds may not be used in excess of $100 per student for transportation)

Item	Details	# Students	Cost Per Student	Total Cost	Proposed Budget Amount from Literacy Funds	Proposed Budget 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
Transportation Subtotal				0.00	0.00	0.00

OTHER COSTS

Item	Details	# Items	Cost Per Item	Total Cost	Proposed Budget Amount from Literacy Funds	Proposed Budget Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
Chromebooks	For students in the 3rd grade classroom to take the IRI	15	210.00	3,150.00	2,500.00	650.00
				0.00		0.00
Other Costs Subtotal				3,150.00	2,500.00	650.00
TOTAL COSTS & BUDGET				$83,249.00	$8,633.33	$74,615.67