

UNISIG APPLICATION

42 - Marion



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Purpose and Outline of the UniSIG Proposal

Under section 1003 of Title I of the Every Student Succeeds Act, Public Law No. 114-95, each state educational agency (SEAs) shall reserve funds for school improvement, no less than 95 percent of which shall be used to make grants to local educational agencies (LEAs) on a formula or competitive basis, to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

For 2017-18, Unified School Improvement Grants (UniSIG) will be awarded on a formula basis. Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Part I: Eligibility and Program Requirements

The district reviews the list of eligible schools and allocations and ensures the requirements of UniSIG are met by providing assurances and summaries as applicable.

Part II: Needs Assessment

For each eligible school, the district demonstrates it has completed a thorough analysis of state-, district-, and school-level data (qualitative and quantitative) in order to identify points of strength and opportunities for growth to inform strategic goal formulation.

Part III: District Problem Solving

The district documents one or more strategic goals for improving the identified schools, anticipates barriers to the goals, identifies strategies to reduce or eliminate the barriers, and creates an implementation plan for each strategy to include both action steps and monitoring activities.

Part IV: Budget

The district incorporates a budget that indicates the amount of UniSIG funds the district will use in each eligible school. Each budget line item, except indirect costs, is directly tied to an action step identified in Part III.

Eligibility and Program Requirements

Eligible Schools

Eligible applicants are local educational agencies (LEAs) with funded Title I schools identified for comprehensive or targeted support and improvement, as well as LEAs with high schools, Title I or non-Title I, that have a four-year adjusted cohort graduation rate of 67 percent or less, regardless of the school grade earned.

Funding amounts were calculated based on the most recently released school grades and 2016-17 Survey 3 preliminary data containing student enrollment. The per-pupil allocation also takes into account the percent of economically disadvantaged students.

School ID	School Name	Per-Pupil Allocation	Graduation Rate Allocation	Total Allocation
0341	Oakcrest Elementary School	\$254,980.00	\$0.00	\$254,980.00
0431	Wyomina Park Elementary School	\$284,800.00	\$0.00	\$284,800.00
0581	Evergreen Elementary School	\$209,760.00	\$0.00	\$209,760.00
0671	Greenway Elementary School	\$279,680.00	\$0.00	\$279,680.00
Total LEA Allocation				\$1,029,220.00

Assurances

Request for Applications

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

General Terms, Assurances, and Conditions

We understand the LEA must have a signed statement by the agency head certifying applicant adherence to FDOE's General Terms, Assurances, and Conditions for Participation in Federal and State Programs.

YES

Risk Analysis

We have read the Request for Applications (RFA) in its entirety and understand the intent and requirements of the Unified School Improvement Grant (UniSIG) program.

YES

Supplement, not Supplant

We understand that each school the LEA will serve must receive all of the state and local funds it would have received in the absence of UniSIG funds.

YES

Allocation to Schools

We understand the LEA must allocate 100 percent of funds (less indirect costs) generated under UniSIG to the eligible schools.

YES

Alignment of Strategies

We understand strategies to be implemented under this program must be aligned with Florida's State Board of Education Strategic Plan.

YES

Alignment of Improvement Plans

We understand all strategies outlined in District Problem Solving to be funded under this program must also be identified as strategies, with associate budget lines, in the school improvement plan (SIP), as applicable, for each school to be served.

YES

Greatest Need

We understand programs, activities, or strategies to be implemented must specifically address the academic achievement of schools and students that demonstrate the greatest need.

YES

Instructional Programs

We understand evidence-based instructional programs must be implemented.

YES

Extended Learning Time

We understand that extended learning time activities required of an elementary school designated as one of Florida's lowest performing must not be funded through UniSIG.

YES

Deilverables

We understand deliverables will be monitored quarterly and the LEA must complete deliverables directly within CIMS using the Project Management module.

YES

Supports for School Improvement**Improvement Planning**

Describe how the LEA will support each school identified as comprehensive support and improvement (CS&I) and/or targeted support and improvement (TS&I) in developing and implementing a school improvement plan (SIP).

The Executive Cabinet and district administration are committed to supporting the CS&I and TS&I school in developing and implementing their SIP. Prior to working with the schools to develop their school improvement plans the Executive Cabinet accessed the effectiveness of the instructional leadership at each of the identified schools. Out of these four schools, three school principals were replaced and teachers that were not highly effective or effective were moved out of the school and replaced prior to the beginning of the school year.

During this transition each of the schools were assigned a principal on assignment (POA) to mentor the CS&I and TS & I school leadership teams. POA and the school leadership team reviewed data, set goals, created an action plan and scheduled monitoring progress for the C S & I and T S & I schools. The SIPs went through a technical review with district staff assigned to Federal Programs with recommendation prior to them being submitted to the RED team for review.

Throughout the school year the POA will continue to work with the school principal to implement the action plan and work with the RED team as they visit the school for classroom walk through. Federal

program's staff will meet with the principal for quarterly checks and provide support in capturing what is working and/or particular actions steps are not effective.

Alignment of Resources

Describe the process through which the LEA identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in comprehensive support and improvement (CS&I) and targeted support and improvement (TS&I) schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained, and any problem-solving activities used to determine how to apply resources for the highest impact.

The superintendent and executive cabinet set the mission and vision of our district. Decisions are ultimately made to best meet the needs of students across the district through the lens of three focus areas: Equity, Evidence, and Efficacy within a multi-tiered system of support for systems' improvement. Elementary, middle and high school principals worked together to develop the district's strategic plan to ensure that we "Empower every student to become a life-long learner who possesses the requisite skills and attitudes to be a responsible, productive and engaged citizen." Our district's data-based problem solving process helps determine the expenditures and guides the development of action plans, implementation, and the progress monitoring to reach our district goals. Tier 1 - Core Instruction Implementation Our district has adopted the Florida Standards methodology for instructing all students. Teachers utilize differentiated instruction to meet the unique needs of students within tier 1 core instruction. Emphasis is being placed on five key areas to support effective, core instruction. These five areas include the implementation of Common Boards to align standards to instruction, regularly monitoring data to ensure student understanding of standards, displaying authentic student work artifacts that align to the rigor of the Florida Standards, utilizing learning scales (by students and teachers) to monitor student acquisition of the standard, and collaboratively planning to ensure impactful standards-based instruction. Tier 1 - Progress Monitoring of Core Instruction The DRA (Diagnostic Reading Assessment) is utilized for benchmarking reading 3 times per year for all students in grades K-2. IReady is utilized for benchmarking reading 3 times a year for all students in grades 3-8, as well as intensive reading students in grades 9 and 10. Five growth monitoring assessments are utilized with Tier II and Tier III students in grades 1-10 between benchmarking assessments for reading and are utilized with Tier II and Tier III students in grades 1-8 for math. Intensive reading students in grades 11 and 12 are growth monitored utilized Reading Plus. Mastery of the standards are assessed via Interim Standards Mastery Assessments for reading on a tri-annual basis in grades K-10 and on a tri-annual basis for students in grade K-8 for math. In addition, MCPS has developed an Early Warning System based on the following 5 indicators that are predictive of on time graduation: Attendance, Course Failures, Office Discipline Referrals, Mobility and Retention. These groups will then be disaggregated and the problem solving process will be utilized to provide intervention(s) and monitor progress of getting these students back on track. Action planning takes place based on progress monitoring data encompassing all of these areas. Tier 1 - Behavior Implementation Our district implements the 10 critical elements of school wide positive behavior support as our core behavioral instruction. These 10 critical elements include: team, faculty commitment, effective discipline procedures, data based decision making, expectations and rules are posted and taught, a school wide rewards/recognition program is in place, plans for teaching school wide expectations are embedded into general curriculum, classroom rules are tied to school wide expectations, there is a full implementation plan, and there is a program evaluation plan. Tier 1 - Behavior Progress Monitoring The Benchmarks of Quality are used to monitor progress of schools' implementation of the 10 critical elements. Office discipline referrals and out of school suspensions are monitored at the following levels: district, feeder pattern, level (elementary, middle, high), and school. Action planning takes place based on progress monitoring data. Monthly discipline meetings help student management staff track data and receive professional development to support schools. Tier 2 - Instruction Implementation Universal screening data is used to help assess the effectiveness of tier 1/ core instruction. Data sources may include, FSA, IReady, DRA, Reading Plus, Early Warning System, District created Interim Standards Mastery Assessments, district created Summative Standards Mastery

Assessments, and office discipline referrals. These data elements also reveal the students in need of tier 2 group interventions. Once identified as needing supplemental support, the data is disaggregated to group students by "common need" for implementation of tier 2 intervention. Aligning the intervention to the identified need is essential as well as ongoing monitoring of implementation and data results. MCPS has a reading, math, and behavior intervention protocol that outlines some recommendations to be used based on problem identification. Tiered interventions are implemented with the ultimate goal being that all students are successful. Tier 2 – Progress Monitoring Students placed in a tier 2 intervention are monitored by the teacher to determine their response to the intervention (positive, questionable or poor) and to guide the problem solving process. Ongoing monitoring by the administrative team and content area specialists would help ensure the intervention is being provided with fidelity. In addition, the ongoing monthly data review would help ensure that the intervention matches both the problem identified as well as the severity of each student's needs. Progress monitoring plans are determined based on the intervention implemented and may include DRA or IReady data for reading, IReady data for math, office discipline referrals, attendance, daily behavior points, etc. Tier 3- Individual Student Instruction Progress monitoring data is used to determine students' responses to tier 2 interventions and decide when individualized, intensive, tier 3 interventions are warranted. When progress monitoring data is not readily available (e.g., a student moves into our district with no documentation of interventions) and academic or behavioral performance indicates a need for intensive support, tier 3 interventions may be implemented concurrently with tier 2 support. Tier 3 interventions are typically developed during a problem solving meeting comprised of a multi-disciplinary team that includes both school based personnel and district support personnel. Tiered interventions are implemented with core/tier 1 as the ultimate goal is for students to be successful with core/tier 1 instruction. Tier 3 – Progress Monitoring Students receiving tier 3 interventions are monitored to determine their response to the intervention (positive, questionable or poor) and to guide the problem solving process to ensure the intervention provided matches both the problem identified as well as the severity of the students' needs. Progress monitoring plans are determined based on the intervention implemented and may include DRA or IReady data for reading, IReady data for math, office discipline referrals, attendance, daily behavior points, etc. The problem solving process (i.e., problem identified, problem analyzed, intervention implemented, response to intervention evaluated) is utilized in a cyclic manner (i.e., applied repeatedly) until the problem is solved. This may result in refining the intervention implementation until the right match is found, or could result in a referral for a special education evaluation or even a change of placement. Progress monitoring occurs on a monthly basis at this level. Teacher Support System Implementation The Marion County Instructional Evaluation System (MCIES) is based on the Charlotte Danielson model. Walkthroughs and observations are conducted by school based administrators, and ongoing feedback is provided to our instructional staff to strengthen each teacher's craft. Professional development is offered through a variety of modalities (e.g., face to face, Moodle platform, modules, coaching, etc.) to provide training for areas in need of improvement. Professional development is also provided to help instructors stay current with best practices in education. Teacher Support System Progress Monitoring Needs assessments are conducted to ensure professional development offerings meet the needs of our personnel. Data provided from the MCIES can also be utilized to determine the needs and guide professional development plans. Many trainings include coaching and follow up to ensure training participants have assistance in the implementation of skills acquired at workshops. There are evaluation components built into our professional development technology system (Truenorthlogic) to monitor the quality of professional development offerings, alignment between trainings and participants deliberate practice, alignment between trainings and district goals, as well as quality of professional development trainers. Alignment of Media Resources School library media centers contain a variety of resources for students. Print materials, electronic books, and databases are available throughout the district. While the majority of library resources contained in schools are funded with the state's instructional materials allocation for school libraries, the district supplements the state's allocation by covering the costs of GALE databases, World Book Online, and Teachingbooks.net for all school library programs. The district also funds and uses Destiny Library Manager to circulate print and digital materials. This software allows all students to access materials at school and at home via individual accounts. School library media specialists are responsible maintaining an inventory of all print and digital library materials; they utilize Destiny Library

Manager to facilitate the process. All items are barcoded and entered into the circulation system. Complete inventories are conducted annually. Digital resources purchased by the district are reviewed on an annual basis. Usage statistics, direct input from school library media specialists, and district priorities help determine the types of materials purchased. There are several components within the digital resources provided by the district that support Priority and Focus Schools. World Book Online contains an early learning database that contains resources to support lower level readers such as beginning reader lexile level interactive electronic books with audio. It also includes a Spanish language database to support English Language Learners with resources such as visual Spanish-English interactive dictionary. The MCPS Coordinator of Special Programs, is responsible for district library purchases. Individual school library media specialists are responsible for the selection and purchase of materials for their individual school library programs. The primary objective of the school's library media center is to implement, enrich, and support the educational program of the school. School library media specialists work to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. MCPS School Board policy 4.22 describes school library selection criteria:

- Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.
- Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- A background of information enabling students to make intelligent judgments in their daily life.
- Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.
- A comprehensive collection appropriate for the users of the media center, which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.
- The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.
- First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth.

District Policies and Practices

Identify specific policies and practices the LEA shall seek to add, modify, or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The Superintendent's "Boots OnThe Ground" initiative is a change in structure that will offer ongoing, direct assistance for schools. District administrators, supporting leadership development, will be assigned to visit the school bi-weekly for walk-throughs and immediate feedback. District administrators will meet bi-weekly with principals. These regular meetings and site visits will involve discussions about disaggregated data (Quarterly Standards Mastery Assessments in ELA, Math, and Science, IReady Diagnostic reading and math testing, and Development Reading Assessment) as well as walk through data regarding instructional practices and school climate. District supported personnel composed of Content Area Specialists, school psychologists, social workers, and ESE specialists participate in monthly problem-solving meetings facilitated by building level leadership to ensure alignment and efficient and effective identification of barriers to school success and support for action planning to remove those barriers. Ongoing conversations between building administration and district staff will help determine if action plans and progress points need to be altered. As a result of ongoing observations and visits, differentiated support will be provided by various district departments such as ESE, ELL, Family/School/Community Engagement, and Curriculum/Instruction to address the socioeconomic, academic, and behavior needs of the school. For instance, curricular support will be provided to ensure that teachers understand how to plan and deliver instruction to the depth of the Florida Standards. Also, the School Counseling and Assessment department will be an integral part of working closely with the staff in disaggregating current data to help drive focused instruction as well as supporting students in need.

Operational Flexibility

Provide the LEA's definition of "operational flexibility" provided to comprehensive support and improvement (CS&I) and targets support and improvement (TS&I) schools to enable full and effective implementation of the school improvement plan (SIP).

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The district will provide flexibility to schools in staffing decisions by allowing priority hiring as well as staffing for a lower class size ratio. It will provide flexibility to schools in building master schedules, including extended learning time for students and teachers. The district will assist and support school-selected researched-based professional development and collaborative planning based on student and teacher needs analysis. The schools will have flexibility in developing their school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly while maintaining the required instructional minutes per subject area. This “operational flexibility” will contribute to ultimately increasing student achievement.

External Partners

Describe the LEA’s rigorous review process to recruit, screen, select, and evaluate any external partners with whom the LEA will partner.

The district has policies and procedures when contracting with external partners for both services and products. Current vendors are familiar with the policies of the district and keep in contact with the UniSIG director to make sure that they are meeting the schools’ needs.

Recruiting and selecting – new partners will be solicited and selected by school administrators, SAC members and current stakeholders. Our community is generous in meeting the needs and supporting successful programs in the schools. Personal relationship seems to carry the most weight in our district but the school will be promoting activities and programs in the community and organizations aligned with the private sector.

Screening and Selection -Working in conjunction with the school, it is a provider's responsibility to:

- have a current Memorandum of Understanding
- history of effectiveness with the targeted student population and faculty
- ensure the program conforms to the aims and objectives of the UniSIG funding
- clearly indicate the external partner’s standards and qualifications
- be well-informed and responsive to the needs of students and school
- conduct evaluations and communicate the results

Evaluation-In monitoring the effectiveness of the courses, the LEA uses these questions as a guide:

- How well does the program or activity align with the goal of the UniSIG action plan?
- Does this provide individual students with learning experiences that link to success?
- What information can be gathered about the effectiveness from the students’ perspectives?

Dissemination

Provide the methods of dissemination of this application to stakeholders (i.e., students, families, school staff and leadership, and local businesses and organizations) and describe the methods and timelines for reporting student progress, including how communication is provided in a parent-friendly, understandable format, and in multiple languages, if necessary.

The UniSIG grant application will be presented to the School Board for approval and posted for the public and they will have the opportunity to ask questions at the scheduled Board meeting. Knowing the majority of community members do not read the school board agenda and unfortunately are uninformed on the decisions being made in regards to their children we will continue to disseminate information via district webpage and SkyAlert phone messaging.

In an effort to engage all stakeholders, the individual schools will post a copy of the application on their websites and send a snapshot (parent friendly) of the grant application and how it pertains to their school home to the parents/guardians. The school’s SAC will host an open forum for the stakeholders to ask questions about the grant, purchases being made and opportunities to participate on committees to provide support for school administration. Local business, community leaders and other organizations will be personally invited to attend the forum via email and a save the date card. Students will be

informed about the focus of the grant on the morning show highlighting of the implementation of the grant funding.

All materials will be provided in Spanish and translated upon request in other languages.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Data Uploads

The following documents were submitted in the district's DIAP section II.A.1.a as evidence for this section:

FSA_by_School_District_Spr2017.pdf
<i>REQUIRED: FSA Data by School and District</i>
Discipline_Attendance_by_School_Grade_District_16_17.pdf
<i>REQUIRED: Discipline and Attendance by School and District</i>
Observation_Eval_VAM_Discrepancies_District_School_2015_2017.pdf
<i>REQUIRED: Discrepancies Observation versus VAM by School and District</i>

Problem Identification Summary

Provide a summary of the points of strength and areas of need that have been identified in the data.

Strength: There has been an increase to the district-wide high school graduation rate. Areas of Need: FSA Proficiency levels at every grade level and subject Alignment of observation ratings to VAM ratings Discipline Referrals

Problem Analysis Summary

Provide a summary of the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There are several root causes for having low student achievement and high discipline referrals. The following are root causes identified: **Instruction not aligned to the depth of the standards **Lack of targeted professional development aimed at standards-based and data-driven instruction **Feedback to teachers during observations are not aligned to the instructional rubric **Lack of strategies for students to manage socio-emotional stresses **Students not seeing the relevancy to instruction or a connection with adults

Strategic Goals

This section will populate with any district strategic goals and SMART goals, and the plan for monitoring progress toward them, that are "tagged" to UniSIG in the **District Problem Solving** module.

District Problem Solving

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency. **1a**

 G080464

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA ELA Achievement	2017-18	75.0
District-Wide	FSA Mathematics Achievement	2017-18	75.0
District-Wide	ELA/Reading Gains District Assessment	2017-18	75.0
District-Wide	Math Gains District Assessment	2017-18	75.0
District-Wide	Math Lowest 25% Gains	2017-18	75.0
District-Wide	ELA/Reading Lowest 25% Gains	2017-18	75.0
District-Wide	CTE Industry Certification Exam Passing Rate	2017-18	75.0
District-Wide	4-Year Grad Rate (Standard Diploma)	2017-18	90.0

Targeted Barriers to Achieving the Goal **3**

- Teachers lack a full understanding of the depth and complexity of the standards.
- Consistent uninterrupted time for collaborative planning and professional development is difficult to schedule.
- Lack of understanding of the MTSS Process by all stakeholders
- Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District professional development staff and leadership team

Plan to Monitor Progress Toward G1. **8**

Standards-based District testing data

Person Responsible

Jon McGowan

Schedule

Monthly, from 8/21/2017 to 5/31/2018

Evidence of Completion

i-Ready Diagnostic Testing for Math and ELA and ongoing district assessments for ELA, MA, and Science

Action Plan for Improvement


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency. 1

G080464

G1.B1 Teachers lack a full understanding of the depth and complexity of the standards. 2

B212500

G1.B1.S1 Provide relevant professional development to teachers and administrators throughout the school year based on data and staff surveys. 4

S224781

Strategy Rationale

If staff members participate in relevant professional development, then there will be better understanding and buy-in/ownership resulting in effective implementation/instruction.

Action Step 1 5

Create a comprehensive professional development plan that ensures strategies are used to impact instruction.

Person Responsible

Shana Horne

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Comprehensive District Professional Development Plan

Action Step 2 5

Provide ongoing training and support to Content Area Specialists

Person Responsible

Holly Gerlach

Schedule

Monthly, from 7/26/2017 to 5/30/2018

Evidence of Completion

Meeting Agendas and content area specialists' logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Director of Professional Development and Director of Elementary and Secondary will oversee surveying to determine needs, planning, delivery, and review of the district's PD plan.

Person Responsible

Shana Horne

Schedule

Monthly, from 7/5/2017 to 5/31/2018

Evidence of Completion

Meeting Agendas, MIP Rosters, Surveys, PD Plan

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principals will complete walkthroughs and observations to determine the effectiveness of planning and instruction and the effect on student performance based on strategies gained through professional development opportunities. District Central Office administrators will conduct walkthroughs, data reviews, and consultations with school administrators to ensure that the strategies being utilized are impacting instruction.

Person Responsible

Barbara Dobbins

Schedule

Quarterly, from 7/17/2017 to 5/31/2018


Evidence of Completion

Using the district's instructional evaluation system, administrators will log evidence of walkthroughs and observations accordingly in the True North Logic system. Monthly Professional Development agendas with school-based administration.

G1.B2 Consistent uninterrupted time for collaborative planning and professional development is difficult to schedule. **2**

 B212525

G1.B2.S1 Provide assistance with master scheduling and offer consistent opportunities for collaborative planning and relevant professional development to teachers and school administrators throughout the school year (at a time convenient for all staff) during early release days, district in-service days, evening, remote platforms such as Skype, and times prior to/following administrative meetings. **4**

 S224784

Strategy Rationale

If teachers and administrators receive relevant professional development throughout the school year, then staff will focus greater attention on research and standards-based instruction that improves student achievement.

Action Step 1 **5**

Provide administrators support in creating master schedules that maximize instructional time and provide collaborative planning opportunities.

Person Responsible

Stephen Ayres

Schedule

Quarterly, from 6/12/2017 to 3/20/2018

Evidence of Completion

Master Schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Checking master schedules created on Skyward

Person Responsible

Stephen Ayres

Schedule

Monthly, from 7/5/2017 to 3/20/2018

Evidence of Completion

Directors of Elementary and Secondary Education will check Schedules on Skyward and School-based master schedules illustrating Collaborative Planning

G1.B3 Lack of understanding of the MTSS Process by all stakeholders **2** B212526**G1.B3.S1** Provide professional development targeting the ongoing, problem-solving process as well as the roles of each stakeholder (staff and parents). **4** S224788**Strategy Rationale**

If teachers and administrators receive professional development with support, then the problem-solving process will strategically address students of concern in an effective, ongoing process.

Action Step 1 **5**

Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams

Person Responsible

Dama Abshier

Schedule

Monthly, from 7/5/2017 to 6/4/2018

Evidence of Completion

Meeting Agendas, Meeting Minutes, Student Progress Monitoring Data

Action Step 2 **5**

Utilize evidence based instructional materials to guide Tier I classroom instruction.

Person Responsible

Holly Gerlach

Schedule

Quarterly, from 10/2/2017 to 8/31/2018

Evidence of Completion

Data Reports for iReady, Top Write Score, district assessments

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Problem-solving Meetings

Person Responsible

Dama Abshier

Schedule

Monthly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Agendas and Notes (Synergy Team Members- Counselors, Professional Development Specialists, Math Coaches, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

MTSS and Early Warning Data

Person Responsible

Dama Abshier

Schedule

Every 2 Months, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student data (attendance, academic, behavior, graduation, and college readiness) is provided at monthly curriculum meetings. School administrators are assigned tasks to complete regarding planning, instruction, collaboration, etc. on their campuses.

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses. **2**

 B251761

G1.B4.S1 Provide Professional development to teacher and administrators. **4**

 S265566

Strategy Rationale

If staff members participate in professional development related to implementing strategies that help students manage socioemotional stresses effectively, then the school climate will improve.

Action Step 1 **5**

Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.

Person Responsible

Juan Lopez

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Professional Development Agendas

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Provide training on how to implement strategies to help students manage socio-emotional stresses effectively.

Person Responsible

Juan Lopez

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Professional Development Agendas and Discipline Data

G1.B4.S2 Develop and consistently implement a school-wide Positive Behavior Support System. 4

S265734

Strategy Rationale

If staff members implement a school-wide Positive Behavior Support System with fidelity, then the school climate will improve.

Action Step 1 5

Develop school-wide expectations and implement Positive Behavior Support

Person Responsible

Dama Abshier

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

School-wide Expectations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

School Administrative teams will develop school wide expectations and Positive Behavior Support strategies.

Person Responsible

Dama Abshier

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

School-wide Expectations posted and referenced.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Discipline Data will be reviewed to see if the total number of referrals have decreased.

Person Responsible

Dama Abshier

Schedule




Quarterly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Behavior Support System Plans and Discipline Data

Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1  A284486	Provide administrators support in creating master schedules that maximize instructional time and...	Ayres, Stephen	6/12/2017	Master Schedules	3/20/2018 quarterly
G1.B2.S1.MA1  M283565	Checking master schedules created on Skyward	Ayres, Stephen	7/5/2017	Directors of Elementary and Secondary Education will check Schedules on Skyward and School-based master schedules illustrating Collaborative Planning	3/20/2018 monthly
G1.B3.S1.MA1  M283653	MTSS and Early Warning Data	Abshier, Dama	8/14/2017	Student data (attendance, academic, behavior, graduation, and college readiness) is provided at monthly curriculum meetings. School administrators are assigned tasks to complete regarding planning, instruction, collaboration, etc. on their campuses.	5/24/2018 every-2-months
G1.B1.S1.A2  A339606	Provide ongoing training and support to Content Area Specialists	Gerlach, Holly	7/26/2017	Meeting Agendas and content area specialists' logs	5/30/2018 monthly
G1.B1.S1.MA1  M283504	Principals will complete walkthroughs and observations to determine the effectiveness of planning...	Dobbins, Barbara	7/17/2017	Using the district's instructional evaluation system, administrators will log evidence of walkthroughs and observations accordingly in the True North Logic system. Monthly Professional Development agendas with school-based administration.	5/31/2018 quarterly
G1.B1.S1.MA1  M283502	The Director of Professional Development and Director of Elementary and Secondary will oversee...	Horne, Shana	7/5/2017	Meeting Agendas, MIP Rosters, Surveys, PD Plan	5/31/2018 monthly
G1.MA1  M359255	Standards-based District testing data	McGowan, Jon	8/21/2017	i-Ready Diagnostic Testing for Math and ELA and ongoing district assessments for ELA, MA, and Science	5/31/2018 monthly
G1.B3.S1.MA1  M283647	Problem-solving Meetings	Abshier, Dama	8/22/2017	Agendas and Notes (Synergy Team Members- Counselors, Professional Development Specialists, Math Coaches, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration)	5/31/2018 monthly
G1.B3.S1.A1  A284586	Provide Professional Development and ongoing support/direction to School and District Based Synergy...	Abshier, Dama	7/5/2017	Meeting Agendas, Meeting Minutes, Student Progress Monitoring Data	6/4/2018 monthly
G1.B4.S1.A1  A352847	Provide professional development to teachers and administrators regarding how to develop student...	Lopez, Juan	7/5/2017	Professional Development Agendas	6/29/2018 quarterly
G1.B4.S2.A1  A352841	Develop school-wide expectations and implement Positive Behavior Support	Abshier, Dama	7/5/2017	School-wide Expectations	6/29/2018 quarterly
G1.B4.S1.MA1  M375185	Provide training on how to implement strategies to help students manage socio-emotional stresses...	Lopez, Juan	7/5/2017	Professional Development Agendas and Discipline Data	6/29/2018 quarterly
G1.B1.S1.A1  A284440	Create a comprehensive professional development plan that ensures strategies are used to impact...	Horne, Shana	7/5/2017	Comprehensive District Professional Development Plan	6/29/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.MA1  M376078	School Administrative teams will develop school wide expectations and Positive Behavior Support...	Abshier, Dama	7/5/2017	School-wide Expectations posted and referenced.	6/29/2018 quarterly
G1.B4.S2.MA1  M376079	Discipline Data will be reviewed to see if the total number of referrals have decreased.	Abshier, Dama	7/5/2017	Behavior Support System Plans and Discipline Data	6/29/2018 quarterly
G1.B3.S1.A2  A352843	Utilize evidence based instructional materials to guide Tier I classroom instruction.	Gerlach, Holly	10/2/2017	Data Reports for iReady, Top Write Score, district assessments	8/31/2018 quarterly

Professional Development

G1. If teachers receive targeted professional development and collaboration aimed at standards-based instruction and differentiation, then the performance of students overall will increase with respect to learning gains and proficiency.

G1.B1 Teachers lack a full understanding of the depth and complexity of the standards.

G1.B1.S1 Provide relevant professional development to teachers and administrators throughout the school year based on data and staff surveys.

PD Opportunity 1

Create a comprehensive professional development plan that ensures strategies are used to impact instruction.

Facilitator

Kendra Hamby

Participants

Teachers, Content Area Specialist, leadership

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

PD Opportunity 2

Provide ongoing training and support to Content Area Specialists

Facilitator

Holly Gerlach and Kyra Shafte

Participants

Content Area Specialists

Schedule

Monthly, from 7/26/2017 to 5/30/2018

G1.B3 Lack of understanding of the MTSS Process by all stakeholders

G1.B3.S1 Provide professional development targeting the ongoing, problem-solving process as well as the roles of each stakeholder (staff and parents).

PD Opportunity 1

Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams

Facilitator

Dama Abshier

Participants

Synergy Team Members- Counselors, Social Workers, Psychologists, Resource Compliance Specialists, Behavior Analysts, Behavior Technicians, Behavior Specialists, Programs Specialists, and District Administration

Schedule

Monthly, from 7/5/2017 to 6/4/2018

G1.B4 Students lack positive connections with adults and strategies to respond appropriately to socioemotional stresses.

G1.B4.S1 Provide Professional development to teacher and administrators.

PD Opportunity 1

Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.

Facilitator

Leader in Me Professional Developer

Participants

Teachers and administrators at Oakcrest for Leader in Me

Schedule

Quarterly, from 7/5/2017 to 6/29/2018

Technical Assistance

Budget

One-Year Budget

1	G1.B1.S1.A1	Create a comprehensive professional development plan that ensures strategies are used to impact instruction.				\$184,064.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0431 - Wyomina Park Elementary School	UniSIG		\$700.00
			Notes: Five (5) Substitutes for teachers to attend training paid at \$70/day x 2 days.			
	6400	750-Other Personal Services	0581 - Evergreen Elementary School	UniSIG		\$700.00
			Notes: Five (5) Substitutes for teachers to attend training paid at \$70/day x 2 days.			
	6400	750-Other Personal Services	0671 - Greenway Elementary School	UniSIG		\$700.00
			Notes: Five (5) Substitutes for teachers to attend training paid at \$70/day x 2 days.			
	6400	750-Other Personal Services	0341 - Oakcrest Elementary School	UniSIG		\$700.00
			Notes: Five (5) Substitutes for teachers to attend training paid at \$70/day x 2 days.			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$11.00
			Notes: Medicare benefits for Substitutes @ 1.45%			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$11.00
			Notes: Medicare benefits for Substitutes @ 1.45%			
	6400	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$11.00
			Notes: Medicare benefits for Substitutes @ 1.45%			
	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$11.00
			Notes: Medicare benefits for Substitutes @ 1.45%			
	6400	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$10.00
			Notes: benefits for Substitutes @ 1.38%			
	6400	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$10.00
			Notes: benefits for Substitutes @ 1.38%			
	6400	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$10.00
			Notes: benefits for Substitutes @ 1.38%			

	6400	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$10.00
			Notes: benefits for Substitutes @ 1.38%			
	6400	120-Classroom Teachers	0431 - Wyomina Park Elementary School	UniSIG		\$23,400.00
			Notes: Stipends for teachers to attend professional development trainings outside of the contractual day paid at \$25/training hour x 3 days of training x 6 hrs. of training per day x 45 teachers - \$20,250. Seven (7) lead teachers to attend professional development trainings paid at \$25/training hr. x 3 training days x 6 hrs./day = \$3,150.			
	6400	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG		\$23,400.00
			Notes: Stipends for teachers to attend professional development trainings outside of the contractual day paid at \$25/training hour x 3 days of training x 6 hrs. of training per day x 45 teachers - \$20,250. Seven (7) lead teachers to attend professional development trainings paid at \$25/training hr. x 3 training days x 6 hrs./day = \$3,150.			
	6400	120-Classroom Teachers	0671 - Greenway Elementary School	UniSIG		\$23,400.00
			Notes: Stipends for teachers to attend professional development trainings outside of the contractual day paid at \$25/training hour x 3 days of training x 6 hrs. of training per day x 45 teachers - \$20,250. Seven (7) lead teachers to attend professional development trainings paid at \$25/training hr. x 3 training days x 6 hrs./day = \$3,150.			
	6400	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG		\$16,650.00
			Notes: Stipends for teachers to attend professional development training paid at \$25/training hour x 3 days of training x 4 hrs. of training per day x 45 teachers - \$13,500. Seven (7) Lead teachers to attend professional development training paid at \$25/hr. x 3 trainings x 6 hrs./training - \$3,150.00.			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$1,451.00
			Notes: (FICA) benefits for teacher training stipends @ 6.20%			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$1,451.00
			Notes: (FICA) benefits for teacher training stipends @ 6.20%			
	6400	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$1,451.00
			Notes: (FICA) benefits for teacher training stipends @ 6.20%			
	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$1,033.00
			Notes: (FICA) benefits for teacher training stipends @ 6.20%			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$340.00
			Notes: Medicare benefits for teacher training stipends @ 1.45%			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$340.00
			Notes: Medicare benefits for teacher training stipends @ 1.45%			
	6400	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$340.00
			Notes: Medicare benefits for teacher training stipends @ 1.45%			

	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$242.00
			<i>Notes: Medicare benefits for teacher training stipends @ 1.45%</i>			
	6400	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$323.00
			<i>Notes: benefits for teacher training stipends @ 1.38%</i>			
	6400	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$323.00
			<i>Notes: benefits for teacher training stipends @ 1.38%</i>			
	6400	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$323.00
			<i>Notes: benefits for teacher training stipends @ 1.38%</i>			
	6400	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$230.00
			<i>Notes: for teacher training stipends @ 1.38%</i>			
	6400	130-Other Certified Instructional Personnel	0431 - Wyomina Park Elementary School	UniSIG	1.0	\$59,250.00
			<i>Notes: One (1) Full-time (FT) Content Area Specialist (CAS) will provide ongoing professional development, coaching for teachers in the classrooms.</i>			
	6400	210-Retirement	0431 - Wyomina Park Elementary School	UniSIG		\$4,906.00
			<i>Notes: benefits for FT CAS @ 8.28%</i>			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$3,674.00
			<i>Notes: (FICA) benefits for FT CAS @ 6.20%</i>			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$860.00
			<i>Notes: Medicare benefits for FT CAS @ 1.45%</i>			
	6400	231-Health and Hospitalization	0431 - Wyomina Park Elementary School	UniSIG		\$9,279.00
			<i>Notes: benefits for FT CAS @ 15.66%</i>			
	6400	232-Life Insurance	0431 - Wyomina Park Elementary School	UniSIG		\$196.00
			<i>Notes: benefits for FT CAS @ .33%</i>			
	6400	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$818.00
			<i>Notes: benefits for FT CAS @ 1.38%</i>			
	6400	310-Professional and Technical Services	0581 - Evergreen Elementary School	UniSIG		\$3,750.00
			<i>Notes: Top Score Writing professional development for teachers</i>			
	6400	310-Professional and Technical Services	0671 - Greenway Elementary School	UniSIG		\$3,750.00
			<i>Notes: Top Score Writing professional development for teachers</i>			

2	G1.B1.S1.A2	Provide ongoing training and support to Content Area Specialists				\$5,892.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0431 - Wyomina Park Elementary School	UniSIG		\$1,350.00
			<i>Notes: Stipends for Content Area Specialists (3) to attend ongoing professional development training's for support. Paid at \$25/training hour x 3 training's x 6 hrs./training.</i>			
	6400	130-Other Certified Instructional Personnel	0581 - Evergreen Elementary School	UniSIG		\$1,350.00
			<i>Notes: Stipends for Content Area Specialists (3) to attend ongoing professional development training's for support. Paid at \$25/training hour x 3 training's x 6 hrs./training.</i>			
	6400	130-Other Certified Instructional Personnel	0671 - Greenway Elementary School	UniSIG		\$1,350.00
			<i>Notes: Stipends for Content Area Specialists (3) to attend ongoing professional development training's for support. Paid at \$25/training hour x 3 training's x 6 hrs./training.</i>			
	6400	130-Other Certified Instructional Personnel	0341 - Oakcrest Elementary School	UniSIG		\$1,350.00
			<i>Notes: Stipends for Content Area Specialists (3) to attend ongoing professional development training's for support. Paid at \$25/training hour x 3 training's x 6 hrs./training.</i>			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$84.00
			<i>Notes: (FICA) benefits for Content Area Specialist stipends @ 6.20%</i>			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$84.00
			<i>Notes: (FICA) benefits for Content Area Specialist stipends @ 6.20%</i>			
	6400	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$84.00
			<i>Notes: (FICA) benefits for Content Area Specialist stipends @ 6.20%</i>			
	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$84.00
			<i>Notes: (FICA) benefits for Content Area Specialist stipends @ 6.20%</i>			
	6400	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$20.00
			<i>Notes: Medicare benefits for Content Area Specialist stipends @ 1.45%</i>			
	6400	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$20.00
			<i>Notes: Medicare benefits for Content Area Specialist stipends @ 1.45%</i>			
	6400	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$20.00
			<i>Notes: Medicare benefits for Content Area Specialist stipends @ 1.45%</i>			
	6400	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$20.00

			Notes: Medicare benefits for Content Area Specialist stipends @ 1.45%			
	6400	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$19.00
			Notes: benefits for Content Area Specialist stipends @ 1.38%			
	6400	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$19.00
			Notes: benefits for Content Area Specialist stipends @ 1.38%			
	6400	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$19.00
			Notes: benefits for Content Area Specialist stipends @ 1.38%			
	6400	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$19.00
			Notes: benefits for Content Area Specialist stipends @ 1.38%			
3	G1.B2.S1.A1	Provide administrators support in creating master schedules that maximize instructional time and provide collaborative planning opportunities.				\$92,683.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	110-Administrators	0431 - Wyomina Park Elementary School	UniSIG	0.02	\$2,000.00
			Notes: Administrative staff will create master schedules and provide collaborative planning opportunities after contracted hours. Paid at \$25/hr. x 2 hrs./day x 20 days x 2 Assistant Principals.			
	7300	110-Administrators	0581 - Evergreen Elementary School	UniSIG	0.02	\$2,000.00
			Notes: Administrative staff will create master schedules and provide collaborative planning opportunities after contracted hours. Paid at \$25/hr. x 2 hrs./day x 20 days x 2 Assistant Principals.			
	7300	110-Administrators	0671 - Greenway Elementary School	UniSIG	0.02	\$2,000.00
			Notes: Administrative staff will create master schedules and provide collaborative planning opportunities after contracted hours. Paid at \$25/hr. x 2 hrs./day x 20 days x 2 Assistant Principals.			
	7300	110-Administrators	0341 - Oakcrest Elementary School	UniSIG	0.02	\$1,000.00
			Notes: Administrative staff will create master schedules and provide collaborative planning opportunities after contracted hours. Paid at \$25/hr. x 2 hrs./day x 20 days x 1 Assistant Principals.			
	6300	120-Classroom Teachers	0431 - Wyomina Park Elementary School	UniSIG	0.4	\$18,000.00
			Notes: Collaboration planning opportunities for teachers after contracted hours with administrative staff. Paid at \$25/hr. x 2 hrs./day x 20 days per teacher x 18 teachers.			
	6300	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	0.4	\$18,000.00
			Notes: Collaboration planning opportunities for teachers after contracted hours with administrative staff. Paid at \$25/hr. x 2 hrs./day x 20 days per teacher x 18 teachers.			
	6300	120-Classroom Teachers	0671 - Greenway Elementary School	UniSIG	0.4	\$18,000.00

			<i>Notes: Collaboration planning opportunities for teachers after contracted hours with administrative staff. Paid at \$25/hr. x 2 hrs./day x 20 days per teacher x 18 teachers.</i>			
	6300	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG	0.4	\$18,000.00
			<i>Notes: Collaboration planning opportunities for teachers after contracted hours with administrative staff. Paid at \$25/hr. x 2 hrs./day x 20 days per teacher x 18 teachers.</i>			
	6300	210-Retirement	0431 - Wyomina Park Elementary School	UniSIG		\$1,491.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 8.28%</i>			
	6300	210-Retirement	0581 - Evergreen Elementary School	UniSIG		\$1,491.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 8.28%</i>			
	6300	210-Retirement	0671 - Greenway Elementary School	UniSIG		\$1,491.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 8.28%</i>			
	6300	210-Retirement	0341 - Oakcrest Elementary School	UniSIG		\$1,491.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 8.28%</i>			
	6300	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$1,116.00
			<i>Notes: (FICA) benefits for collaborative planning opportunities teachers @ 6.20%</i>			
	6300	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$1,116.00
			<i>Notes: (FICA) benefits for collaborative planning opportunities teachers @ 6.20%</i>			
	6300	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$1,116.00
			<i>Notes: (FICA) benefits for collaborative planning opportunities teachers @ 6.20%</i>			
	6300	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$1,116.00
			<i>Notes: (FICA) benefits for collaborative planning opportunities teachers @ 6.20%</i>			
	6300	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$261.00
			<i>Notes: Medicare benefits for collaborative planning opportunities teachers @ 1.45%</i>			
	6300	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$261.00
			<i>Notes: Medicare benefits for collaborative planning opportunities teachers @ 1.45%</i>			
	6300	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$261.00
			<i>Notes: Medicare benefits for collaborative planning opportunities teachers @ 1.45%</i>			
	6300	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$261.00
			<i>Notes: Medicare benefits for collaborative planning opportunities teachers @ 1.45%</i>			
	6300	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$249.00

			<i>Notes: benefits for collaborative planning opportunities teachers @ 1.38%</i>			
	6300	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$249.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 1.38%</i>			
	6300	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$249.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 1.38%</i>			
	6300	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$249.00
			<i>Notes: benefits for collaborative planning opportunities teachers @ 1.38%</i>			
	7300	210-Retirement	0581 - Evergreen Elementary School	UniSIG		\$166.00
			<i>Notes: benefits for administrative staff @ 8.28%</i>			
	7300	210-Retirement	0671 - Greenway Elementary School	UniSIG		\$166.00
			<i>Notes: benefits for administrative staff @ 8.28%</i>			
	7300	210-Retirement	0431 - Wyomina Park Elementary School	UniSIG		\$166.00
			<i>Notes: benefits for administrative staff @ 8.28%</i>			
	7300	210-Retirement	0341 - Oakcrest Elementary School	UniSIG		\$83.00
			<i>Notes: benefits for administrative staff @ 8.28%</i>			
	7300	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$124.00
			<i>Notes: (FICA) benefits for administrative staff @ 6.20%</i>			
	7300	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$124.00
			<i>Notes: (FICA) benefits for administrative staff @ 6.20%</i>			
	7300	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$124.00
			<i>Notes: (FICA) benefits for administrative staff @ 6.20%</i>			
	7300	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$62.00
			<i>Notes: (FICA) benefits for administrative staff @ 6.20%</i>			
	7300	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$29.00
			<i>Notes: Medicare benefits for administrative staff @ 1.45%</i>			
	7300	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$29.00
			<i>Notes: Medicare benefits for administrative staff @ 1.45%</i>			
	7300	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$29.00

			Notes: Medicare benefits for administrative staff @ 1.45%			
	7300	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$15.00
			Notes: Medicare benefits for administrative staff @ 1.45%			
	7300	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$28.00
			Notes: benefits for administrative staff at 1.38%			
	7300	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$28.00
			Notes: benefits for administrative staff at 1.38%			
	7300	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$28.00
			Notes: benefits for administrative staff at 1.38%			
	7300	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$14.00
			Notes: benefits for administrative staff at 1.38%			
4	G1.B3.S1.A1	Provide Professional Development and ongoing support/direction to School and District Based Synergy "Problem Solving" Leadership Teams				\$0.00
5	G1.B3.S1.A2	Utilize evidence based instructional materials to guide Tier I classroom instruction.				\$630,499.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0341 - Oakcrest Elementary School	UniSIG		\$16,160.00
			Notes: Teacher toolbox licenses for IReady curriculum - Math (Grades 1-5) \$4,505; Upgraded IReady site license for math 500-800 students \$8,775; and chromebook management console licenses at \$24 each x 120 licenses - \$2,880.00.			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$16,092.00
			Notes: Student IReady workbooks (Grades 1-5) Reading-\$8,046; Student IReady workbooks (Grades 1-5) Math-\$8,046			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$4,494.00
			Notes: (519) Student headphones at \$7.49 each x 600 headphones			
	5100	644-Computer Hardware Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$36,702.00
			Notes: 120 chrome books (30/cart) @ \$285.01 ea. - \$34,201.20; and 500 computer mice for students @ \$5.00 ea. = \$2,500.			
	5100	120-Classroom Teachers	0341 - Oakcrest Elementary School	UniSIG	0.43	\$20,000.00
			Notes: Sign on/Retention based compensation costs: Highly qualified instructional staff four (4) assigned to the identified "low-performing" school will earn an average award amount of \$5,000.			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$1,240.00

			<i>Notes: (FICA) benefits for Sign on/Retention based compensation @ 6.20%</i>			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$290.00
			<i>Notes: Medicare benefits for Sign on/Retention based compensation @ 1.45%</i>			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$276.00
			<i>Notes: benefits for Sign on/Retention based compensation @ 1.38%</i>			
	5100	150-Aides	0341 - Oakcrest Elementary School	UniSIG	2.0	\$44,046.00
			<i>Notes: Two (2) highly qualified paraprofessionals will assist students and teachers in the classroom, compile and gather student data. Paid at \$14.80/hr. x 8 hrs./day x 186 days</i>			
	5100	210-Retirement	0341 - Oakcrest Elementary School	UniSIG		\$3,648.00
			<i>Notes: benefits paraprofessionals @ 8.28%</i>			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$2,731.00
			<i>Notes: (FICA) benefits paraprofessionals @ 6.20%</i>			
	5100	220-Social Security	0341 - Oakcrest Elementary School	UniSIG		\$639.00
			<i>Notes: Medicare benefits paraprofessionals @ 1.45%</i>			
	5100	231-Health and Hospitalization	0341 - Oakcrest Elementary School	UniSIG		\$6,898.00
			<i>Notes: benefits for paraprofessionals @ 15.66%</i>			
	5100	232-Life Insurance	0341 - Oakcrest Elementary School	UniSIG		\$146.00
			<i>Notes: benefits for paraprofessionals @ .33%</i>			
	5100	240-Workers Compensation	0341 - Oakcrest Elementary School	UniSIG		\$608.00
			<i>Notes: benefits for paraprofessionals @ 1.38%</i>			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$519.00
			<i>Notes: Consumable materials to implement iReady programs: paper, pencils, pens, folders, handing folders, staples.</i>			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$3,000.00
			<i>Notes: ink cartridges to run colored and black/white student data reports.</i>			
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$250.00
			<i>Notes: Non-consumable supplies for the paraprofessional to compile student data reports: stapler, calculator, electric hole punch</i>			
	5100	644-Computer Hardware Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$2,392.00
			<i>Notes: One network printer at \$900 and two desktop computers w/duo monitors for the paraprofessionals at \$746 ea. - \$1,492.</i>			

	5100	120-Classroom Teachers	0431 - Wyomina Park Elementary School	UniSIG	0.54	\$25,000.00
			Notes: Sign on/Retention based compensation costs: Highly qualified instructional staff five (5) assigned to the identified "low-performing" school will earn an average award amount of \$5,000.			
	5100	120-Classroom Teachers	0581 - Evergreen Elementary School	UniSIG	0.54	\$25,000.00
			Notes: Sign on/Retention based compensation costs: Highly qualified instructional staff five (5) assigned to the identified "low-performing" school will earn an average award amount of \$5,000.			
	5100	120-Classroom Teachers	0671 - Greenway Elementary School	UniSIG	0.54	\$25,000.00
			Notes: Sign on/Retention based compensation costs: Highly qualified instructional staff five (5) assigned to the identified "low-performing" school will earn an average award amount of \$5,000.			
	5100	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$1,550.00
			Notes: (FICA) benefits for Sign On/Retention based compensation @ 6.20%			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$1,550.00
			Notes: (FICA) benefits for Sign On/Retention based compensation @ 6.20%			
	5100	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$1,550.00
			Notes: (FICA) benefits for Sign On/Retention based compensation @ 6.20%			
	5100	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$363.00
			Notes: Medicare benefits for Sign On/Retention based compensation @ 1.45%			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$363.00
			Notes: Medicare benefits for Sign On/Retention based compensation @ 1.45%			
	5100	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$363.00
			Notes: Medicare benefits for Sign On/Retention based compensation @ 1.45%			
	5100	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$345.00
			Notes: benefits Sign On/Retention based compensation @ 1.38%			
	5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$345.00
			Notes: benefits Sign On/Retention based compensation @ 1.38%			
	5100	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$345.00
			Notes: benefits Sign On/Retention based compensation @ 1.38%			
	5100	150-Aides	0431 - Wyomina Park Elementary School	UniSIG	2.0	\$44,046.00

			<i>Notes: Two (2) highly qualified paraprofessionals will assist students and teachers in the classroom, compile and gather student data. Paid at \$14.80/hr. x 8 hrs./day x 186 days</i>			
	5100	150-Aides	0581 - Evergreen Elementary School	UniSIG	2.0	\$44,046.00
			<i>Notes: Two (2) highly qualified paraprofessionals will assist students and teachers in the classroom, compile and gather student data. Paid at \$14.80/hr. x 8 hrs./day x 186 days</i>			
	5100	150-Aides	0671 - Greenway Elementary School	UniSIG	2.0	\$44,046.00
			<i>Notes: Two (2) highly qualified paraprofessionals will assist students and teachers in the classroom, compile and gather student data. Paid at \$14.80/hr. x 8 hrs./day x 186 days</i>			
	5100	210-Retirement	0431 - Wyomina Park Elementary School	UniSIG		\$3,648.00
			<i>Notes: benefits paraprofessionals @ 8.28%</i>			
	5100	210-Retirement	0581 - Evergreen Elementary School	UniSIG		\$3,648.00
			<i>Notes: benefits paraprofessionals @ 8.28%</i>			
	5100	210-Retirement	0671 - Greenway Elementary School	UniSIG		\$3,648.00
			<i>Notes: benefits paraprofessionals @ 8.28%</i>			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$2,731.00
			<i>Notes: (FICA) benefits paraprofessionals @ 6.20%</i>			
	5100	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$2,731.00
			<i>Notes: (FICA) benefits paraprofessionals @ 6.20%</i>			
	5100	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$2,731.00
			<i>Notes: (FICA) benefits paraprofessionals @ 6.20%</i>			
	5100	220-Social Security	0431 - Wyomina Park Elementary School	UniSIG		\$639.00
			<i>Notes: Medicare benefits paraprofessionals @ 1.45%</i>			
	5100	220-Social Security	0581 - Evergreen Elementary School	UniSIG		\$639.00
			<i>Notes: Medicare benefits paraprofessionals @ 1.45%</i>			
	5100	220-Social Security	0671 - Greenway Elementary School	UniSIG		\$639.00
			<i>Notes: Medicare benefits paraprofessionals @ 1.45%</i>			
	5100	231-Health and Hospitalization	0671 - Greenway Elementary School	UniSIG		\$6,898.00
			<i>Notes: benefits for paraprofessionals @ 15.66%</i>			
	5100	231-Health and Hospitalization	0581 - Evergreen Elementary School	UniSIG		\$6,898.00

			<i>Notes: benefits for paraprofessionals @ 15.66%</i>			
	5100	231-Health and Hospitalization	0431 - Wyomina Park Elementary School	UniSIG		\$6,898.00
			<i>Notes: benefits for paraprofessionals @ 15.66%</i>			
	5100	232-Life Insurance	0671 - Greenway Elementary School	UniSIG		\$146.00
			<i>Notes: benefits for paraprofessionals @ .33%</i>			
	5100	232-Life Insurance	0581 - Evergreen Elementary School	UniSIG		\$146.00
			<i>Notes: benefits for paraprofessionals @ .33%</i>			
	5100	232-Life Insurance	0431 - Wyomina Park Elementary School	UniSIG		\$146.00
			<i>Notes: benefits for paraprofessionals @ .33%</i>			
	5100	240-Workers Compensation	0671 - Greenway Elementary School	UniSIG		\$608.00
			<i>Notes: benefits for paraprofessionals @ 1.38%</i>			
	5100	240-Workers Compensation	0581 - Evergreen Elementary School	UniSIG		\$608.00
			<i>Notes: benefits for paraprofessionals @ 1.38%</i>			
	5100	240-Workers Compensation	0431 - Wyomina Park Elementary School	UniSIG		\$608.00
			<i>Notes: benefits for paraprofessionals @ 1.38%</i>			
	5100	510-Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$837.00
			<i>Notes: Consumable materials to implement the iReady and Top Score Writing programs: paper, pencils, pens, folders, handing folders, staples.</i>			
	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$1,000.00
			<i>Notes: Consumable materials to implement the iReady and Top Score Writing programs: paper, pencils, pens, folders, handing folders, staples.</i>			
	5100	510-Supplies	0671 - Greenway Elementary School	UniSIG		\$1,010.00
			<i>Notes: Consumable materials to implement the iReady and Top Score Writing programs: paper, pencils, pens, folders, handing folders, staples.</i>			
	5100	510-Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$3,000.00
			<i>Notes: ink cartridges to run colored and black/white student data reports.</i>			
	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$3,000.00
			<i>Notes: ink cartridges to run colored and black/white student data reports.</i>			
	5100	510-Supplies	0671 - Greenway Elementary School	UniSIG		\$3,000.00
			<i>Notes: ink cartridges to run colored and black/white student data reports.</i>			

	5100	590-Other Materials and Supplies	0581 - Evergreen Elementary School	UniSIG		\$250.00
			<i>Notes: Non-consumable supplies for the paraprofessional to compile student data reports: stapler, calculator, electric hole punch</i>			
	5100	590-Other Materials and Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$250.00
			<i>Notes: Non-consumable supplies for the paraprofessional to compile student data reports: stapler, calculator, electric hole punch</i>			
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	UniSIG		\$250.00
			<i>Notes: Non-consumable supplies for the paraprofessional to compile student data reports: stapler, calculator, electric hole punch</i>			
	5100	644-Computer Hardware Non-Capitalized	0671 - Greenway Elementary School	UniSIG		\$2,392.00
			<i>Notes: One network printer at \$900 and two desktop computers w/duo monitors for the paraprofessionals at \$746 ea. - \$1,492.</i>			
	5100	644-Computer Hardware Non-Capitalized	0581 - Evergreen Elementary School	UniSIG		\$2,392.00
			<i>Notes: One network printer at \$900 and two desktop computers w/duo monitors for the paraprofessionals at \$746 ea. - \$1,492.</i>			
	5100	644-Computer Hardware Non-Capitalized	0431 - Wyomina Park Elementary School	UniSIG		\$2,392.00
			<i>Notes: One network printer at \$900 and two desktop computers w/duo monitors for the paraprofessionals at \$746 ea. - \$1,492.</i>			
	5100	360-Rentals	0431 - Wyomina Park Elementary School	UniSIG		\$15,978.00
			<i>Notes: Teacher toolbox licenses for IReady curriculum - Math (Grades 1-5) \$4,505; Upgraded IReady site license for math 500-800 students \$8,593; and chromebook management console licenses at \$24 each x 120 licenses - \$2,880.00.</i>			
	5100	510-Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$14,750.00
			<i>Notes: Student IReady workbooks (Grades 1-5) Reading-\$6,950; Student IReady workbooks (Grades 1-5) Math-\$6,950; Top Score Writing - \$850.</i>			
	5100	510-Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$1,498.00
			<i>Notes: (519) Student headphones at \$7.49 each x 200 headphones</i>			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0431 - Wyomina Park Elementary School	UniSIG		\$4,475.00
			<i>Notes: (5) 36-Bay Secure Charging Carts for Chromebooks @ \$895 ea.</i>			
	5100	590-Other Materials and Supplies	0581 - Evergreen Elementary School	UniSIG		\$9,510.00
			<i>Notes: Top Score Writing Curriculum for Grades 3-5 \$5,425 and Map/Rail cork strips to display student work in classrooms - \$4,085</i>			
	5100	360-Rentals	0581 - Evergreen Elementary School	UniSIG		\$16,832.00
			<i>Notes: Teacher toolbox licenses for IReady curriculum - Math (Grades 1-5) \$4,505; Upgraded IReady site license for math 500-800 students \$9,447; and chromebook management console licenses at \$24 each x 120 licenses - \$2,880.00.</i>			

	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$10,883.00
			Notes: Student IReady workbooks (Grades 1-5) Reading-\$5,442; Student IReady workbooks (Grades 1-5) Math-\$5,441			
	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$3,000.00
			Notes: (519) Student headphones at \$7.49 each x 400 headphones			
	5100	360-Rentals	0671 - Greenway Elementary School	UniSIG		\$15,988.00
			Notes: Teacher toolbox licenses for IReady curriculum - Math (Grades 1-5) \$4,505; Upgraded IReady site license for math 500-800 students \$8,602.40; and chromebook management console licenses at \$24 each x 120 licenses - \$2,880.00.			
	5100	510-Supplies	0671 - Greenway Elementary School	UniSIG		\$16,092.00
			Notes: Student IReady workbooks (Grades 1-5) Reading-\$8,046; Student IReady workbooks (Grades 1-5) Math-\$8,046			
	5100	510-Supplies	0671 - Greenway Elementary School	UniSIG		\$3,000.00
			Notes: (519) Student headphones at \$7.49 each x 400 headphones			
	5100	644-Computer Hardware Non-Capitalized	0671 - Greenway Elementary School	UniSIG		\$34,502.00
			Notes: 120 chrome books (30/cart) @ \$285.01 ea. - \$34,201.20; and 60 computer mice for students @ \$5.00 ea. = \$300.			
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	UniSIG		\$5,425.00
			Notes: Writing curriculum Top Score			
	6200	610-Library Books	0671 - Greenway Elementary School	UniSIG		\$30,000.00
			Notes: Student library books -2,500 books at \$12.00 each			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$3,580.00
			Notes: (4) 36-Bay Secure Charging Carts for Chromebooks @ \$895 ea. - \$3,580			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0671 - Greenway Elementary School	UniSIG		\$3,580.00
			Notes: (4) 36-Bay Secure Charging Carts for Chromebooks @ \$895 ea. - \$3,580;			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0341 - Oakcrest Elementary School	UniSIG		\$3,580.00
			Notes: (4) 36-Bay Secure Charging Carts for Chromebooks @ \$895 ea. - \$3,580			
6	G1.B4.S1.A1	Provide professional development to teachers and administrators regarding how to develop student leaders on campus, cultivate positive relationships with students, and implement de-escalation strategies for students.				\$26,463.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0341 - Oakcrest Elementary School	UniSIG		\$6,050.00

			<i>Notes: Leader in Me Professional Development for teachers</i>			
	6400	360-Rentals	0341 - Oakcrest Elementary School	UniSIG		\$10,350.00
			<i>Notes: Online license fee for Leader in Me for teachers</i>			
	6400	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$10,063.00
			<i>Notes: Non-consumable materials for Leader in Me program - books, curriculum kits for participants.</i>			
7	G1.B4.S2.A1	Develop school-wide expectations and implement Positive Behavior Support				\$45,708.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$5,130.00
			<i>Notes: Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate items include: pencils, markers, pens, erasers, colored pencils, paint, sand, putty, tissue paper, colored paper, play dough, gel, stones, colored gems, wiggle eyes, paper bags, yarn, foam sheets, felt sheets, construction paper, glue, tape, textured paint, textured tape, folders.</i>			
	5100	510-Supplies	0581 - Evergreen Elementary School	UniSIG		\$5,130.00
			<i>Notes: Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate items include: pencils, markers, pens, erasers, colored pencils, paint, sand, putty, tissue paper, colored paper, play dough, gel, stones, colored gems, wiggle eyes, paper bags, yarn, foam sheets, felt sheets, construction paper, glue, tape, textured paint, textured tape, folders.</i>			
	5100	510-Supplies	0671 - Greenway Elementary School	UniSIG		\$5,130.00
			<i>Notes: Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate items include: pencils, markers, pens, erasers, colored pencils, paint, sand, putty, tissue paper, colored paper, play dough, gel, stones, colored gems, wiggle eyes, paper bags, yarn, foam sheets, felt sheets, construction paper, glue, tape, textured paint, textured tape, folders.</i>			
	5100	510-Supplies	0341 - Oakcrest Elementary School	UniSIG		\$5,130.00
			<i>Notes: Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate items include: pencils, markers, pens, erasers, colored pencils, paint, sand, putty, tissue paper, colored paper, play dough, gel, stones, colored gems, wiggle eyes, paper bags, yarn, foam sheets, felt sheets, construction paper, glue, tape, textured paint, textured tape, folders.</i>			
	5100	590-Other Materials and Supplies	0431 - Wyomina Park Elementary School	UniSIG		\$6,297.00
			<i>Notes: Non-Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate textured tactile toys, fidgets, light up toys, paint brushes, smocks, aprons, pea pods, towels, weighted blankets, massage rollers, sensory balls, tactile brushes, how do i feel books, cascading timers, sensory dolls/bears, sensory bands, sensory stixs, boxes to hold items, teachable touchables, cobblestone mats, gel aquarium, small toys such as (dinosaurs, cars, blocks).</i>			
	5100	590-Other Materials and Supplies	0581 - Evergreen Elementary School	UniSIG		\$6,297.00

			<i>Notes: Non-Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate textured tactile toys, fidgets, light up toys, paint brushes, smocks, aprons, pea pods, towels, weighted blankets, massage rollers, sensory balls, tactile brushes, how do i feel books, cascading timers, sensory dolls/bears, sensory bands, sensory stixs, boxes to hold items, teachable touchables, cobblestone mats, gel aquarium, small toys such as (dinosaurs, cars, blocks).</i>			
	5100	590-Other Materials and Supplies	0671 - Greenway Elementary School	UniSIG		\$6,297.00
			<i>Notes: Non-Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate textured tactile toys, fidgets, light up toys, paint brushes, smocks, aprons, pea pods, towels, weighted blankets, massage rollers, sensory balls, tactile brushes, how do i feel books, cascading timers, sensory dolls/bears, sensory bands, sensory stixs, boxes to hold items, teachable touchables, cobblestone mats, gel aquarium, small toys such as (dinosaurs, cars, blocks).</i>			
	5100	590-Other Materials and Supplies	0341 - Oakcrest Elementary School	UniSIG		\$6,297.00
			<i>Notes: Non-Consumable materials and supplies for students to support social emotional activities to address early warning signs, promote positive behavior, and school climate textured tactile toys, fidgets, light up toys, paint brushes, smocks, aprons, pea pods, towels, weighted blankets, massage rollers, sensory balls, tactile brushes, how do i feel books, cascading timers, sensory dolls/bears, sensory bands, sensory stixs, boxes to hold items, teachable touchables, cobblestone mats, gel aquarium, small toys such as (dinosaurs, cars, blocks).</i>			
					Total:	\$1,029,220.00