



HAWAII STATE PUBLIC CHARTER SCHOOLS
TITLE I SCHOOLWIDE PLAN

SY 2017-2018, 2018-2019, 2019-2020

Prepared in collaboration with the Hawaii State Public Charter School Commission

School: Mālama Honua Public Charter School

School Address: 41-054 Ehukai Street Waimānalo, Hawaii 96795

School Phone Number: 808-259-5522

School Website: www.malamahonuapcs.org

Submitted by Denise Espania

Principal's Signature:

Handwritten signature of Denise Espania in black ink.

Signature Date: 4/13/2017

Approved by Herb Lee Jr.

Local School Board Chair's Signature:

Handwritten signature of Herb Lee Jr. in black ink.

Signature Date: 4/13/2017

Acknowledged by Charter School Commission's Executive Director

Executive Director's Signature:

Signature Date:

Received by HIDEOE – School Transformation Branch

STB Director's Signature:

Signature Date:

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Where are we now?

List your school's prioritized needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Then, based on the analysis you performed in the CNA, list the contributing or root causes as well as a citation for what page of the CNA contains more information on the listed need.

Needs	Contributing or Root Cause(s)	Pg. # in CNA
Creation of a scope and sequence that aligns with our mission and is data driven, focused on individualized student success- inclusive of both standardized assessments and performance assessment.	As a new school we are continuing to lay the foundation in curriculum/instruction/assessment development as well as are in the process of collecting baseline data to set reasonable, rigorous goals. This takes time and coordination as well as resources- all of which are limited. This also takes collaborative professional development of our teachers to not only learn, but learn together.	12, 19, 26
Increase deeper parent engagement at all levels so that all students are academically and socially prepared to thrive in our learning environment from the very first day of school.	<p>We continue to struggle with attendance and tardies- parents prioritizing getting students to school regularly and on time. We know that parents are the reason why students, at this age, come to school regularly and on time. Meeting with parents and families at the start of the year and if needed through the year will provide parents the encouragement and support.</p> <p>We also continue to struggle with parents supporting our program use at home- Lexia, Dreambox, Reading Plus. Programs that will support all students to meet their individual needs for practice. The more informed parents are on student progress and how the programs work, we will be able to better partner with families.</p> <p>A point of inquiry from the Kamehameha survey feedback as well as our reflections from parents, is around them participating in school events and know about their child's academic needs being met. We need to learn how to better engage them so they can partner with us as we collaboratively work to enhance their child's education.</p>	12, 19, 22, 26

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<p>Addressing Equity: Sub-Group Identification In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>		

<p>ORGANIZE: Identify your Leadership Team Accountable Leads.</p>	
Name and Title of Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Denise Espania, School Director	<p>Facilitate opportunities for the teachers to plan and develop curriculum and assessment, as well as opportunities for them to learn and grow professionally.</p> <p>Increasing deeper parent engagement</p>
2. Jessica Kaakua, Jessica Piiohia	<p>MHPCS Teachers and assistant teachers lead the co-construct of a system and structure that allows for curriculum and assessment planning driven by our mission as well as student data- Scope and Sequence/Defense Creation.</p>
3. Rachael Hussey, Sarah Hussey	<p>3. MHPCS teachers and assistant teachers will lead and co-construct the a structure and tools needed to support family engagement so parents and students can be active participants in educational improvement.</p>
4. Kehau Piiohia, Kanoho Hosoda, Kapiolani Nee	<p>4. MHPCS teachers and assistant teachers will lead and co-construct the a system and structure that allows for analysis of relevant student data that leads to a focus on individualized student success and relevant teacher learning- Data Teams/Professional Development.</p>

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*
- Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- Objective 3: Well Rounded - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
<p>Objectives 1 and 3: MHPCS will create a system of collecting, triangulating, and analyzing data that includes standardized assessments and performance assessment</p> <ul style="list-style-type: none"> - Data driven student Led Conferences - Increased use of programs- Lexia, Reading Plus, Dreambox 	<p>Need Identified in CNA:</p> <p>We have structures in place for student led conferences and individualized support programs, but integration of goal setting, student led conferences and usage on the programs are not fully integrated into daily practice.</p> <p>Underlying Causes:</p> <p>As a new school teachers have not had time to build a plan that can integrate all of the discrete pieces.</p>
<p>Objective 2 and 4: Increase deeper parent engagement at all levels so that all students are academically and socially prepared to thrive in our learning environment from the very first day of school.</p> <ul style="list-style-type: none"> - Home Visits and Kinder Kamp, Building Relationships and Trust. Support parents to best support their child in and out of school - Active participant in student led conferences 	<p>Need Identified in CNA:</p> <p>We continue to struggle with attendance and tardies- parent prioritizing getting students to school regularly and on time.</p> <p>We also continue to struggle with parents supporting our program use at home- Lexia, Dreambox, Reading Plus. Programs that will support all students to meet their individual needs for practice.</p> <p>A point of inquiry from the Kamehameha survey feedback as well as our reflections from parents, is around them participating in school events and know about their child's academic needs being met.</p> <p>Underlying Causes:</p> <p>We need to learn how to better engage them so they can partner with us as we collaboratively work to enhance their child's education.</p>

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Student Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
<p><i>Students able to reference, with teacher support, data or evidence to reflect and set goals for student-led conferences.</i></p>	<p>Teachers will review assessments, student work, and report cards with students, to help them reflect and set goals.</p> <p>Students will self-assess a work sample providing evidence of their acquisition of their achievement to present at student led conferences.</p> <p>Create an articulated plan across all grade levels for student led conferences- ie content, structure, reflection, responsibilities.</p>	<p style="color: blue;">2017-2018</p> <p style="color: blue;">2018-2019</p> <p style="color: blue;">2019-2020</p>	<p>Teachers to share with team the student checklist for student led conference.</p> <p>Teachers will bring to team meeting an example of student self-assessment.</p> <p>Plan will be shared with Education Committee to get feedback.</p>	<p>Rachael Hussey, Sarah Hussey</p>	<p>X PP \$</p> <p>X Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p><input type="checkbox"/> Other \$</p> <p><input type="checkbox"/> N/A</p>
<p style="color: blue;">Students increase use of software programs- Lexia, Dreambox, Reading Plus</p> <p style="color: blue;">Sy 17-18 65% of students will meet usage goals.</p> <p style="color: blue;">SY 18-19 65% of students will meet usage goals.</p> <p style="color: blue;">SY19-20 75% of students will meet usage goals.</p>	<p>SY 17-18 During home visits kumu will expose family to programs. Will provide at least one evening parent training.</p> <p>SY 18-19 Teachers to create and implement a draft list of interventions that can allow for use during the day.</p>	<p>2017-2018</p> <p>2018-2019</p>	<p>Once a month lead kumu will collect data around program student usage. Whole school monthly celebration for those meeting goals.</p>	<p>Rachael Hussey, Sarah Hussey</p>	<p>X PP \$</p> <p>X Title I \$</p> <p><input type="checkbox"/> Title II \$</p> <p>X Other \$</p> <p>Kamehameha Schools</p> <p><input type="checkbox"/> N/A</p>

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Increase parent knowledge on how to best support their students learning success	SY 17-18 During home visits and KinderKamp kumu will expose family to lexia and dreambox. Will provide at least one evening parent training.	17-18	Increase percentage of students meeting usage goals for programs	Rachael Hussey, Sarah Hussey	X PP \$ X Title I \$ <input type="checkbox"/> Title II \$ X Other \$ Kamehameha Schools <input type="checkbox"/> N/A
	SY18-19 During home visits and KinderKamp teachers will provide parents with information and an explanation of Mind of the Navigator.	18-19	Parent reflection on Mind of the Navigator. “ What is your understanding of the MON skills?”		
	SY 19-20 Returning parents will be able to comment on increased understanding of MON.	19-20	Continued data collection on Parent reflection on Mind of the Navigator. “ What is your understanding of the MON skills and provide evidence on how your child has utilized the skills?”		

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Goal 2: Staff Success. Mālama Honua PCS has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- Objective 1: Focused Professional Development – Develop and grow employees to support student success and continuous improvement.*
- Objective 2: Timely Recruitment and Placement – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- Objective 3: Expanded Professional Pipeline- Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
<p>Objective 1: Teachers and assistant teachers will have time to learn and create best practices around instruction and assessment, allowing for integration across content and focus on individual student success.</p> <ul style="list-style-type: none"> - Time for collaboration, learning, reflection, building. co-created with teachers and administration. - Data Teams Refinement 	<p>Need Identified in CNA:</p> <p>As a new school we are continuing to lay the foundation in curriculum/instruction/assessment development as well as are in the process of collecting baseline data to set reasonable, rigorous goals. Over time we will need to refine our focus on what data we should examine to determine student learning as well as what teachers need to focus on to improve their practice.</p> <p>Underlying Causes:</p> <p>As a new school we are still developing and fine tuning our systems, practices, and curriculum.</p>

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Staff Success Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
Increase staff involvement in facilitating collaboration, learning, reflection, and team building.	Staff members will take turns facilitating collaboration days during school year.	2017-2018	Agendas for PD will show distribution of leadership beyond administration direction. Work distribution will increase so more and more people are involved in professional development planning and implementation.	Kehau Piiohia, Kanoho Hosoda, Jessica Piiohia	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	Staff will co-create 'Aina Based PD that will include collaboration, learning, reflecting and team building.	2018-2019			
	Reflect and Revise on the process	2019-2020			
Develop a data collecting system for teachers to better meet individual student needs.	SY 17-18 Formalize plan for teachers to follow throughout the school year that documents student data analysis and interventions. Acquire and apply additional student literacy assessment data to data teams process. Student increased use of Lexia, Dreambox, Reading Plus	2017-2018	SY 17-18 Have consultants (literacy) work with teachers around data collection and analysis	Kehau Piiohia, Kanoho Hosoda, Jessica Piiohia	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	SY 18-19 Revise and fine tune plan.	2018-2019	SY 18-19 Have consultants (literacy) provide feedback on the school plan.		
	SY 19-20 Work with DOE resource teachers to align our support plans in order to streamline process to acquire additional supports.	2019-2020	SY 19-20 Feedback from teachers and DOE resource supports		

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Goal 3: Successful Systems of Support. The system and culture of Mālama Honua PCS works to effectively organize financial, human, and community resources in support of student success.

- Objective 1: Innovation – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*
- Objective 2: Adequate and Expanded Resources– Secure adequate resources to support school and community-based plans for student success.*
- Objective 3: Efficient and Transparent Supports- Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.*

Outcome: By the end of three years,	Rationale: Explain the link to your CNA / Underlying Cause(s)
<p>Objective 1: Teachers and assistant teachers will have time to learn and create best practices around instruction and assessment, allowing for integration across content and focuses individualized student success</p> <ul style="list-style-type: none"> - Creation of Performance Assessment Tools and Processes - MON Skills 	<p>Need Identified in CNA:</p> <p>As a new school we are continuing to lay the foundation in curriculum/instruction/assessment development as well as are in the process of collecting baseline data to set reasonable, rigorous goals. This takes time and coordination as well as resources- all of which are limited.</p> <p>Underlying Causes:</p> <p>As a new school we are still developing and fine tuning our systems, practices, and curriculum.</p>

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Desired Outcomes	Strategies & Actions	School Year(s) of Activity	Relevant Interim Measures	Accountable Lead(s)	Funding Sources
<i>Based on Strategic Plan Successful Systems of Support Indicators</i>	<i>How will you achieve your goal? What resources will you leverage?</i>	<i>When will this occur?</i>	<i>How will you know if you are on track to meet your goal? How will you monitor progress?</i>	<i>Who will be leading?</i>	<i>Check applicable boxes to indicate source of funds.</i>
Develop a scope and sequence for Mind of the Navigator skills in alignment with national and local standards	SY 17-18 Teachers and resource support will collaborate to draft and apply tools, structures and processes to assess student achievement aligned to MON as well as national and local standards.	2017-2018	Documented Scope and Sequence that can be published and shared	Denise and Teachers	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	SY 18-19 Share out MON tools, structures and processes with other educators and incorporate their feedback in the refinement process.	2018-2019	Google form to collect data and reflect on changes based on feedback.		
Develop student portfolio defense system to assess our Mind of the Navigator Skills	5th grade defense; Finalize and Implement reflection structure for MON skills across all grade levels at least 3 times a year.	17-18	Create google form for teachers and students to reflect on defense process.	Jessica Kaakua, Kapiolani Nee, New Kumu	<input checked="" type="checkbox"/> PP \$ <input checked="" type="checkbox"/> Title I \$ <input type="checkbox"/> Title II \$ <input type="checkbox"/> Other \$ <input type="checkbox"/> N/A
	Refine K-5 reflection and defense Refine 6th grade expectation Set 7th grade expectations and prep 8th grade defense Note Changes and Rationale	18-19	Create google form for teachers, students, parents, stakeholders to reflect on defense process.		
	Prepare for 8th grade defense Review and Iterate on K-6 Note changes and rationale	19-20	Create google form for all previous members as well as the school board to reflect on the process.		

FISCAL REQUIREMENTS FORM FOR TITLE I SCHOOLWIDE PROGRAMS
Fiscal Year (FY) 2017-2018

Revision #/date: April 13 2017

School: Mālama Honua PCS

Org ID: 550

Contact Person Denise Espania

Phone: 808-259-5522

Strive HI Classification _____

Line	FUNDS AVAILABLE	1st Alloc	2nd Alloc	Total Alloc
1	Allocation, FY 17-18 PID18902	24495	339	24,834
2	Carryover, FY 16-17 PID 18902			0
3	Deficit, FY 16-17 PID 18902			0
4	SFP FY 17-18 PID 18935	0	0	0
5	Supplemental Funds PID 18927	0	0	0
6	TOTAL FUNDS AVAILABLE	24,495	339	24,834

18902 Maximum 15% CO

###

CAS Approval Signature:

STB only:

Approval date: _____

Approved by: _____

ASSURANCE

All expenditures are aligned with our CNA and school plan.

PRINCIPAL SIGNATURE: *Clay Espania*

MHPCS Governing Board Chair Signature: *[Signature]*

Yellow = Formulas

* Complete Budget Plan below

* Click on second tab below to complete Detailed Description of Expenditures on the next worksheet

* When printing, print Entire Workbook

BUDGET PLAN

Line	Description	PID 18902		PID 18935		PID 18927		Total
		Title I Basic	Fringe	Title I SFP	Fringe	Supplemental	Fringe	
	INSTRUCTIONAL PROGRAM	24,834		0		0		24,834
7	Personnel Services ("A" [Fringe: Regular 49.54% average])							
	Teacher (e.g., Classrm, CC) No. <input type="text"/>		0				0	0
8	Other (e.g., EA) No. <input type="text"/>		0				0	0
	Personnel Services ("A1" [Fringes: Casual 2.87%; Subs. 9.07%])							
9	Part-Time Temp.Tchr (PTT) No. <input type="text"/>		0				0	0
10	Para-Prof.Tutor (PPT) No. <input type="text"/>		0				0	0
11	Substitute (for Title I-funded teacher leave) <input type="text"/> Days		0				0	0
	Supplies/Other Expenses ("B")							
12	Supplies/Other Expenses							0
13	Contract Services. Attach description.	14,019						14,019
	Equipment ("C") [e.g., computers, software, etc.]							
14	Attach itemized list/quantity/description.							0
	INSTRUCTIONAL PROGRAM SUB-TOTAL	14,019	0			0	0	14,019
	PROFESSIONAL DEVELOPMENT							
15	Personnel Services ("A" [Fringe: Regular 49.54% average])							
	Teacher (e.g., Acad Coach) No. <input type="text"/>		0				0	0
16	Personnel Services ("A1")							
	Substitute Teacher <input type="text"/> Days Fringe: 9.07%		0				0	0
17	Stipends <input type="text"/> Days Fringe: 2.87%	8,240	236				0	8,476
	Supplies/Other Expenses ("B")							
18	Supplies/Other Expenses							0
19	Contract Services. Attach description.	2,000						2,000
20	Travel. Provide purpose/outcome.							0
	Equipment ("C")							
21	Attach itemized list/quantity/description.							0
	PROFESSIONAL DEVELOPMENT (PD) SUB-TOTAL	10,240	236			0	0	10,476
	SCHOOL & FAMILY PARTNERSHIP (PID 18935)							
22	Personnel Services ("A1" [Fringe: Casual 2.87%])							
	_____ No. <input type="text"/>		0		0		0	0
	Position Title(s) (e.g. Parent Involver, PPT)							
23	Supplies/Other Expenses ("B")			339				339
	SCHOOL & FAMILY PARTNERSHIP (SFP) SUB-TOTAL	0	0	339	0	0	0	339
24	TOTAL PROGRAM BUDGET	24,259	236	339	0	0	0	24,834
25	PLANNED CARRYOVER FROM FY 2017-18 TO NEXT YR.							0
26	TOTAL BUDGET PLAN (Line 26 must equal Line 6.)	24,495		339		0		24,834

Submit 1) FRF draft to Title I Linker for review and CAS for review and approval 2) CAS-approved FRF to STB to obtain approval and receive Title I funds.

- Notes:** PD = Professional Development (lines 15-21)
 SFP = School and Family Partnership, Program ID (PID) 18935, (lines 22-23)
 CO = Carryover
 No. = Number

FRF Detailed Description of Expenditures: (Attach additional documentation as needed.)

Include location in the school plan (e.g. Academic Plan) for each expenditure item in applicable gray box (e.g. page #, goal #, and enabling activity)

7	TEACHER	INSTRUCTIONAL PROGRAM Personnel		Amount	Position Description (e.g. Classroom Teacher, Coordinator)	QT: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #	\$0	1			
8	EA			Amount	Position Description (e.g. Tutor, clerk)	QT/ESSA Req: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
9	PTT			Amount	Position Description (e.g. Tutor, clerk)	QT/ESSA Req: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
10	PPT			Amount	Position Description (e.g. Tutor, clerk)	QT/ESSA Req: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
11	SUB			Amount	Substitutes for Title I-funded Teacher leave		
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
12	INSTRUCTIONAL	Supplies/Other Expenses ("B")		Amount	Detailed Description		
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
		Pg #, Goal #, EA #		4			
13	INSTRUCTIONAL	Contract Services.		Amount	Name of Contractor and Description of Services to be provided		
		Pg #, Goal #, EA #	\$14,019	1	\$3,000 Dreambox - Math online program		
		Pg #, Goal #, EA #		2	\$9,019 Lexia and Reading Plus- Reading/Language Arts online program		
		Pg #, Goal #, EA #		3	\$2,000 Kindergarten summer program		
14	INSTRUCTIONAL	Equipment ("C")		Amount	Quantity	Description of Equipment	
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
15	P.D.	PROFESSIONAL DEVELOPMENT (PD)					
		Personnel Services ("A")		Amount	Position Description (e.g. Academic Coach)	QT: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
16	P.D.	Personnel Services ("A1")		Amount	Purpose for Substitutes		
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
17	P.D.	Personnel Services ("A1")		Amount	Purpose for Stipends		
		Pg #, Goal #, EA #	\$8,476	1	\$6,240 4 day professional development for 6 teachers and 3 educational assistants		
		Pg #, Goal #, EA #		2	\$2,000 5 day professional development for 2 teachers		
		Pg #, Goal #, EA #		3			
18	PROF DEV	Supplies/Other Expenses ("B")		Amount	Detailed Description		
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
19	PROF DEV	Contract Services.		Amount	Name of Contractor and Description of Services to be provided		
		Pg #, Goal #, EA #	\$2,000	1	\$2,000 Orton Gillingham training w/ Sue Voit		
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
20	PROF DEV	Travel		Amount	Date(s)	Conference Title, Location, Purpose, and Expected Outcome(s) of Travel	
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
21	PROF DEV	Equipment ("C")		Amount	Quantity	Description of Equipment	
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			
22	SFP	SCHOOL & FAMILY PARTNERSHIP (SFP)					
		Personnel Services ("A1")		Amount	Position Description	QT/ESSA Req: Y/N	F/L Initials
		Pg #, Goal #, EA #	\$0	1			
		Pg #, Goal #, EA #		2			
23	SCH & FAMILY	Supplies/Other Expenses ("B")		Amount	Detailed Description (e.g. name of parent activity and description of materials and refreshments to be purchased)		
		Pg #, Goal #, EA #	\$339	1	\$339 Supplies for Parent Education - Summer books		
		Pg #, Goal #, EA #		2			
		Pg #, Goal #, EA #		3			

Notes: QT = Qualified Teacher
FL = First and Last Initials