

Snake River Continuous Improvement Plan 2019-2020

(Revised September 2019)

COMBINED DISTRICT PLAN (2019-2020)

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

School District	# 52	Name: Snake River School District	
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Mission and Vision



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Mission:

Learning Together Every Day.

Vision:

Snake River School District is a collaborative learning community that cultivates an empowering 21st century education.

District Description:

Snake River School District #52 is a rural school district located near Blackfoot, Bingham County, Idaho. Blackfoot is a growing community nestled in the heart of Bingham County. It is the county seat with a population of 37,000 in a 15-mile radius. Other communities in Bingham County include: Shelley, Firth, Aberdeen, Moreland, Riverside, Thomas, Rockford, Pingree, and Atomic City. Bingham County has five school districts, Idaho State University is just a 25-minute drive south of Blackfoot, the College of Eastern Idaho and extensions of the University of Idaho and BYU-Idaho are within a 35-minute drive north in Idaho Falls. The Snake River School District resides in a community considered the largest producer of Idaho Russet potatoes in the world. The community is also home to many agricultural businesses that produce grain, sugar beets, and livestock. In addition, the district is located 40 miles east of the U.S. Department of Energy site and the Idaho National Laboratory. Other entities such as a local hospital, restaurants, retail and grocery stores make up the local economy.

Snake River School District #52 has an enrollment of 1806 students and employs approximately 220 staff members. The District, along with other districts in Bingham County, has a transient population of students. At the beginning of the the 2019-2020 school year, the district experienced an increase in student enrollment of 40 students. The demographics of student population include the following:

- Approximately 81% of the students are identified as Caucasian.
- Hispanic student enrollment is close to 15%,
- Over 35% of the student body is classified as low socio-economic.
- Snake River School District has 3 elementary schools, 1 middle (intermediate) school, 1 junior high school, and 1 high school.
- The District currently operates on a 4-day week, with 142 regular school days a year.

The Snake River School District will measure its academic achievement by state mandated Idaho Standards Achievement Test (ISAT), Scholastic Aptitude Test (SAT), and other formative and summative assessment testing; college and career opportunities for students; and enrollment growth or decline of the school district.

As education evolves, the Snake River School District will work with qualified educational partners and supporters to be a leader in rural education innovation and delivery. We seek to have a profound and caring impact on our students and to be regarded as an exemplary learning community.

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The Idaho State Board of Education has directed that each school district develop a Continuous Improvement Plan to be reviewed each year. The Snake River School District contracted with Dr. Heather Williams as the facilitator of the planning process.

Values:

As patrons, parents, employees, and students of Snake River School District #52, we believe in basic values that build and empower our students to cultivate real world skills and provide a quality educational system replete with a variety of experiences and opportunities for success in the 21st century. We are committed to maintaining a caring, community-based school district that engenders mutual respect and strives to develop support from patrons, nearby colleges and universities, and local businesses. We seek innovative and adaptive strategies and embracing change to better serve our students as well as those responsible for enhancing their learning opportunities. Our teachers and administrators seek to utilize engaging instructional strategies and technology to create student-centered lessons that lead to meaningful real world applications. Snake River School District will continue to implement best practices to focus on student learning, effective teacher and staff collaboration, and improved results in preparing students for college and career readiness.

Goals:

- 1) As patrons, parents, and employees of the District, we will improve student engagement by establishing a focus on learning in every class and activity through effective instruction and also increasing advanced courses for gaining college credit as well as certification opportunities prior to graduation.
- 2) We will continue to innovate and seek best practices through collaboration and partnering with other educational institutions and also with the private sector, such as apprenticeships, etc. The District will strive to be student-centered to maximize learning and collaboration among all District stakeholders.
- 3) We will communicate with one another to share ideas, express thoughts and feelings, and resolve problems. There will be a continued focus on results and use data to assist in driving instruction. We will utilize digital media to communicate with the public and strive to promote the positive accomplishments of our students and staff members.

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Community Involvement

Committee Members:

Dave Kerns – District Superintendent

Sherrilynn Bair – District Curriculum Director

Rose Larson – District Special Education Director

Bryce Salmon – Snake River Junior High Principal and Parent

Jennifer Capell – Riverside 3rd grade Teacher and Parent

Vicki Howell – Riverside 3rd grade Teacher and Parent

Lisa Warren – Moreland Kindergarten Teacher and Parent

Marci VanOrden – Trustee, Zone 5 and Parent

Breanna Horan – Parent

Julie VanOrden – District Patron, Idaho State Representative, District 31, Seat B, Chair, House Education Committee, Member, Agricultural Affairs Committee

Kassidee Campbell – Snake River High School Student

Tate Gilbert - Snake River High School Student

Hannah Higginson - Snake River High School Student

Kenya Leavitt - Snake River High School Student

Dr. Heather Williams – Consultant and Facilitator

Community Involvement in the development of the Combined District Plan

- 1) The committee members listed above met together and in collaboration with District administrators and students, parents and community members were consulted regarding all three elements of the Continuous Improvement Plan, including the College and Career Advising Plan and the Literacy Intervention Plan. Efforts were made to bring parents in to discuss the College and Career Advising and Literacy Intervention portions of the Combined Plan on other occasions to help further discussion toward meeting District goals and also to comply with Board Policy #6510, Parental Rights and Involvement.

Parent Notification of College and Career Advising and Mentoring Services

- 2) Parents are notified of the College and Career Advising resources via letters home beginning in the 8th grade to discuss the students' four-year plan and the advanced opportunities available throughout their 8th grade and High School years. Digital media is also employed, such as Facebook and Twitter notifications and via the District's SchoolWay app that is compatible with

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cell phones and internet-capable tablets. Parent nights are held for freshmen and sophomores to continue discussion of advanced opportunities and test results of ISAT and PSAT scores. Members of the junior class and their parents/guardians are invited to meet individually with the College and Career counselor after school hours during the regular school year. Scholarships are broadcast out to the school's patrons through the Snake River School District FaceBook page and SchoolWay app. Two separate FAFSA Nights are coordinated with ISU/TRIO representatives to help seniors and their parents negotiate the FAFSA experience in the months of October and January.

Parental Involvement in Students' Individual Reading Plans

- 3) Parents are informed of their child's literacy progress at regular parent teacher conferences. Parents of students who score a 2 or a 3 on the IRI are notified that their child will be receiving additional literacy instruction during K+, Core+ More and/or Friday School. Parent input is considered in developing an intervention plan by acquiring information about their families' interests, schedules, education and literacy backgrounds, and goals for their child. Our parent committee said to help involve parents we should provide an app or online communication tool. Riverside and Moreland both use Class Dojo now to have open and continual communication with parents.

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LITERACY INTERVENTION PROGRAM

Literacy Program Summary

A separate committee consisting of two building administrators, Janae Petersen and Jane Reynolds, principals of Riverside and Moreland Elementary schools, respectively, the District Curriculum Director, Sherrilynn Bair, and two parents, Jamie Seeley and Natalie Raymond, developed the Snake River School District's Literacy Plan. The parents have children in the critical elementary grades – Kindergarten through 3rd. Moreland Elementary houses our Pre-School, Kindergarten, and 1st grades, and Riverside Elementary houses our 2nd and 3rd grade students.

The Idaho Comprehensive Literacy Plan, approved by the Idaho State Board of Education December 2015, has one goal: literacy growth for all students. Snake River School District has adopted the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.

The above definition guides this plan and therefore our work.

Snake River School District #52 has implemented the following initiatives under the direction of the Idaho State Department of Education:

- Idaho Reading Indicator (IRI by IStation) assessment for all students grades K-3 at least three times a year, to identify students performing below grade level.
- Extended Reading Intervention (ERI) time to provide additional instruction beyond the regular school day to K-3 students below grade level (2's and 3's).
- All teachers must pass the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of foundational literacy skills.

Snake River School District has defined the following objectives to meet the literacy needs of students:

- K-3 students will be screened 3 times a year using a nationally normed, research-based screening tool. (STAR Early Literacy and STAR Reading Assessment)
- K-3 students will receive targeted interventions based on specific skills students are ready to learn, identified by STAR Assessments, Imagine Learning and teacher-created assessments.
- K-3 students scoring a 2 or 3 on the Fall IRI will receive an additional 72 hours of literacy instruction.
- Multiple data points will be used to determine literacy skills (Imagine Learning, STAR Assessments, IRI, Aimsweb, Really Great Reading, and Grade Level Common Assessments)

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- Regular data meetings will be held to discuss progress monitoring, interventions, and progress toward goals. Instruction will be adjusted according to data trend lines.

Snake River School District's Literacy Plan includes:

- Use of research-based instructional products and strategies to improve literacy.
- Use of multiple measures to monitor and improve literacy skills.
- Increased efforts to include families in literacy activities and instruction.
- Professional Development.
- Professional Learning Communities.

Focus areas include but are not limited to:

- Phonemic Awareness
 - Awareness of sounds including recognizing and manipulating individual sounds.
- Phonological Awareness
 - Rhyming, deleting sounds, segmenting sounds, comparing sounds and isolating beginning, middle, and ending sounds.
- Decoding/Phonics
 - Blending words in sentences, whole word blending, vowel first blending, phonograms, and sound by sound blending.
- Fluency
 - Guided oral repeated readings, Cloze Reading, paired reading, teacher led choral reading, partner reading and novel reading.
- Comprehension
 - Main idea, cause and effect, author's purpose, and retelling.
- Vocabulary
 - Context clues, direct instruction, personal connections

Snake River students will receive the required hours of literacy instruction by participating in Core+More time, K+, and Friday School (beginning January 2020-May of 2020).

Snake River School District will use the following intervention tools during the 2019-2020 school year.

Interventions to be used at each grade level

- Imagine Learning (Grades K-2)
- STAR Instructional Reports (Grades K-3)
- Really Great Reading (Grades K-3)
- Aimsweb
- Istation
- MyView Interventions

In addition to the above intervention tools, teachers use a variety of research-based strategies for intervention purposes such as: before, during, and after reading strategies, comparing and contrasting and close reading. Close attention is paid to the foundational skills identified above.

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The district will support Moreland and Riverside Schools in implementation of this plan by providing funds and professional development.

Literacy funds have been budgeted as indicated on the budget spreadsheet. Literacy funds are used for the following purposes: (see the budget spreadsheet for details)

- Curriculum Facilitator
- Salaries and benefits for Friday School teachers and paraprofessionals
- Imagine Learning Software
- Renaissance Learning
- Really Great Reading
- Friday School Supplies

Snake River has five (5) full professional development days during the school year. Teachers are also encouraged to include literacy instruction as part of their Individual Professional Learning Plans. District professional development days include building, district, and regular collaboration with other districts. Snake River and Blackfoot School Districts collaborate on multiple professional development topics, including MTSS, data analysis, reading curriculum implementation, and WIDA instruction.

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Comprehensive Literacy Plan Alignment

Snake River School District's Literacy Intervention Program includes these Essential Elements: Collaborative Leadership, Professional Development for all teachers, Effective Instruction and Interventions and attention to Assessment and Data.

Collaborative Leadership

Collaborative Leadership is key to any successful educational program. Snake River School District follows the Professional Learning Communities (PLC) model promoted by Dr. Rick DuFour, Dr. Bob Eaker and Rebecca DuFour. We recognize these basic principles of collaborative leadership. 1) Expectations of high levels of learning for all students, 2) Collective responsibility and focus on learning above teaching, 3) seeking and using evidence of student learning to guide instructional practice.

Developing Professional Educators

Snake River School District is committed to developing professional educators. Five (5) professional development days are funded by the district, in addition to Leadership Premium dollars for leadership teams working outside of contract days.

Effective Instruction and Interventions

Snake River is committed to improving learning for all students and teachers by monitoring data to ensure that Tier 1 (classroom instruction), Tier 2, and Tier 3 interventions are helping students improve targeted skills. Using Mileposts to track student progress allows teachers to be responsive and adjust instruction and interventions as needed.

Assessment and Data

Snake River staff members are committed to using data to monitor proficiency, growth, and growth toward proficiency. STAR, Mileposts, Imagine Learning, and IRI all provide data that help guide instructional decisions. Grades K-3 have weekly data team meetings.

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

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

Advising Program Summary

2018-19 College and Career activities

- Sept-January Meeting with Junior students and parents for Scholarship
- July 30-Aug 2nd ICTE conference at Riverside Hotel in Boise
- Aug 11th, 2018 College Board – ISU - Pocatello Counselor Workshop
- Sept 17th, 2018 IACRAO – BYUI Rexburg
- Sept 17th My College Options Survey completed
- Sept 20th ISU Financial Aid 2019-2020 Workshop
- Oct 16th & 17th Seniors Start their FSA ID during Senior Project Class
- Oct 23rd & 24th CAW
- Oct 24th FAFSA Night
- Nov 1st Scholarship information Presented by Joy Miller from SBE
- Nov 1st Follow-Up FAFSA Night
- Nov 7th ISU Bengal STEM Day (1 Bus) 22 students
- Dec 11th Bingham County Career Fair
- PSAT Review and Khan Academy/College Board set up
- Jan 15th ASVAB (94) students
- Feb 8th Assessment and Accountability Roadshow
- Mar 14th Tech Expo- 74 students
- Mar 14th IACROA College Days
- May 6th “College and Career Best Practices” Byron Yankee
- May 10th Senior Banquet Scholarship Awards

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Summary of college and career advising and mentoring used at each grade level (available resources/services by grade level or group of grades):

Grade 8 – Junior High students are set up with an account in (CIS) Career Information System and a 4-year plan is created before entering High School. A parent night is created to explain Advanced Opportunities programs to parents and students.

Grade 9 – Freshmen students are enrolled in our Introduction to Careers & Study Skills course and are then further involved in CIS by the counselors during class time. Occupation exploration activities are of primary interest.

Grade 10 – Sophomore students, after taking the PSAT/NMSQT test, are given an interpretation of their results during class time. Students are shown how to use the PSAT as a tool in conjunction with Khan Academy, in preparation for a possible additional PSAT test in the fall before the upcoming SAT test in the spring of their junior year. This information will also be shared with parents and students again in the form of a Sophomore Parent Night after PSAT results are made available in December.

Grade 11 - Junior students and their parent(s) or guardian(s) are scheduled to meet individually with the CCR after school hours to research the following college and career resources: Apprenticeships, Holland Code Interest Inventories, Exploration of Careers of Interest, ACT/SAT Preparation Opportunities and Programs, Resume Building Trainings, College/University Programs of Study, and finally, Scholarship Search and Acquisition Mentoring. The Nextsteps.idaho.gov site, the cte.idaho.gov site and other helpful resources are also introduced to the students and parents during these appointments.

Grade 12 – Senior students are required to take our Senior Project/Transition course, where they will be writing a research paper on their senior project as well as preparing themselves for postsecondary situations. Students update and create resumes, ask for and collect letters of recommendation, apply for FAFSA (2 FAFSA nights), practice writing college applications and scholarship essays, apply for college/universities (through the Idaho College Application Week), apply for scholarships, and learn strategies for how to have a successful college freshman experience.

Summary of 2019-2020 School Year College & Career Advising Efforts:

The CCA (College and Career Advisor) attended the CTE Conference in Boise Aug 5th-8th 2019.

The CCA and his fellow high school counselor will attend the IACROA Counselor Days workshop held at CEI's campus in Idaho Falls on September 16th.

The CCA has collaborated with 12th grade English Teachers to create a “Senior Project Class”. This class incorporates assignments that will help students with the writing of essays for college applications and scholarship acquisition, writing of resumes, acquiring “Letters of Recommendation” and preparing students for life after high school.

Scholarships are being broadcast out to the school's students and patrons via the Snake River School District FaceBook page and individually to junior and senior classes with emails.

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The CCA and the counseling office will be utilizing MyCollegeOption surveys for our 9th through 11th graders in September, thereby optimizing feedback for the furthering of our student's college and career goals.

Two separate FAFSA Nights will be coordinated with ISU/TRIO representatives and various college/university representatives to help seniors and their parents negotiate the FAFSA experience in the months of October and November. A pre-FAFSA event will be a FSA ID session held during Senior English Classes a week prior to the first FAFSA Night.

The College Application Week (ICAW) is scheduled for October 28th-30th 2019, where counselors, staff and college representatives will help seniors apply to at least one college or university with the help of the NextSteps program.

The CCA and science staff will be sending students on November 7th to the ISU Bengal STEM day again, gaining a lot of hands-on experiences and a realistic perspective on what to expect with college majors in science and engineering.

The CCA works throughout the year with our 9th grade "Intro to Careers/Study Skills" classes, assisting staff and students with 4-year plans and occupation exploration. This year we will coordinate with the junior high and utilize the Junior Achievement of Idaho's JA Inspire event being held at ISU's Student Union Building on Nov 5th, 2019. This career exploration event is perfect timing for students as they transition to high school and start considering the trajectory for their futures (7th- 9th graders). The CCA will invite every junior (125) and their parent(s) or guardian(s) to make an after-school hours appointment to discuss further college/career plans, options, resources and alternate methods or avenues for post-secondary situations. The appointments are ongoing through the year and are open to any students regardless of grade level.

Snake River High School will host the Bingham County Career Fair this year, which is set to take place on December 17th. Several local and out-of-state colleges and universities will participate giving students a view of their programs and scholarship offerings. Also attending will be several trade schools, apprenticeship programs, and community businesses looking for quality students and personnel.

An ASVAB test will be administered to the junior class by various military personnel on January 14th, 2019 and an interpretation will be provided later in the year. The interpretation is accompanied by a very good Holland Code Interest Inventory activity, which helps students realize potential career area strengths.

Snake River High School also provides students with an elective ACT/SAT prep class, which is also tied into Khan Academy's SAT practice program.

The CCA and CTE (Career-Technical Education) teachers and staff will be taking students to the ISU Tech Expo held at Holt Arena on March 19th, 2020

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District #	District Name:
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METRICS

Section I: Continuous Improvement Measures (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	https://idahoschools.org/districts/052/profile
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Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	4-year cohort graduation rate	98%
All students will be prepared to transition from middle school / junior high to high school	% students who scored proficient on the 8th grade math ISAT	45%
	% students who scored proficient on the 8th grade ELA ISAT	60%
All students will be prepared to transition from grade 6 to grade 7	% students who scored proficient on the 6th grade math ISAT	45%
	% students who scored proficient on the 6th grade ELA ISAT	60%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who scored "proficient" on the Kindergarten Spring IRI	80%
	% students who scored "proficient" on the Grade 1 Spring IRI	70%
	% students who scored "proficient" on the Grade 2 Spring IRI	70%
	% students who scored "proficient" on the Grade 3 Spring IRI	80%
NOTES:		

Section II: Additional Continuous Improvement Measures (blue-shaded metrics are required; unshaded are optional)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
		# benchmark	# tested	# benchmark	# tested		
All students will be college and career ready	# of students who met the college ready benchmark on the college entrance exam (SAT/ACT)	40	105	39	131	Not Required	Not Required
	% students who met the college ready benchmark on the college entrance exam (SAT/ACT)	0.380952381		0.297709924		-8.32 percentage points	
	% students participating in one or more advanced opportunities	24.00%		39.00%		Not Required	
	% CTE track HS students graduating with an industry-recognized certification	37.00%		100.00%		Not Required	
	% CTE track HS students who passed the CTE-recognized workplace readiness exam	92.00%		85.00%		Not Required	
NOTES:							

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METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section III: Required College and Career Advising Performance Metrics (all Section III Metrics are required)

Goal	Performance Metric	SY 2017-18 (Yr 1)		SY 2018-19 (Yr 2)		2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
All students will be college and career ready	# of HS students graduating with an associate's degree or a CTE certificate	0		0		2
	% of learning plans reviewed annual by grade level	8th grade	50.00%	8th grade	60.00%	70%
		9th grade	100.00%	9th grade	95.00%	100%
		10th grade	100.00%	10th grade	40.00%	70%
		11th grade	100.00%	11th grade	80.00%	90%
		12th grade	100.00%	12th grade	100.00%	100%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
		58	131	54	130	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	44.27%		41.54%		
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2016 cohort	# Enrolled	# 2017 cohort	Not Required
53		113	65	131		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	46.90%		49.62%			
NOTES:						

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
Increase enrollment in Advanced Opportunities and add AP History to course offerings.	39%	50%
NOTES:		

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

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)
Every student will grow at or above the 40th percentile SGP on STAR testing.	Met goal in ELA, not in Math	Meet goal in ELA and Math
All students will exhibit high growth on rate of improvement on the ISIP report.	Met goal in Tier 2 AND 3, not in Tier 1	Meet goal in all three Tier levels
NOTES:		

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PROPOSED LITERACY BUDGET - TEMPLATE PART 3

District Number and Name:	#52 Snake River School District
Estimated Total Literacy Funding for 2019-2020 :	\$164,700.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Para Pros	1 Riverside, 1 Moreland	2.0	27,902.00	55,804.00	27,903.00	27,901.00
Curriculum Facilitator	District	1.0	77,934.83	77,934.83	19,658.00	58,276.83
Kindergarten Teacher	Moreland	1.0	63,556.00	63,556.00	63,556.00	0.00
Extended time instruction	Friday school	1.0	12,000.00	12,000.00	12,000.00	0.00
Personnel Subtotal				209,294.83	123,117.00	86,177.83
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Really Great Reading	Licenses (Countdown and Blast)	12	95.00	1,140.00	1,140.00	0.00
Imagine Learning				40,500.00	40,443.00	57.00
Programs / Curricula Subtotal				41,640.00	41,583.00	57.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$250,934.83	\$164,700.00	\$86,234.83