# APPENDIX A– Budget Template 1

**Schoolwide School Improvement Plan-Combining Funds**

**How the school will meet the Intent and Purpose of each funding source?**

* Complete an Intent and Purposes chart for EACH schoolwide school participating in schoolwide consolidation. Sample below.
* Provide an accurate description of how the intent and purposes will be met for each program to be included in the consolidation. The intent and purposes statement may or may not reflect how the money from each funding source is being spent, but must explain how the school is meeting the intent of the specific program legislation
* Attach template for EACH school consolidating funds to the Consolidated Application

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| **District Name:** | | **Fiscal Year:** |
| **School Name:** | | **Date Submitted:** |
| **Grade Level:** | | |
| **Describe how the Intent and Purpose for each consolidated funding source will be met by the school** | | |
| **Program** | **Intent and Purpose Statement** | |
| **Title I, Part A** | Extended Learning Time with interventions to reinforce academic standards, afterschool program, additional in-class assistance, small group pull-out when needed to reinforce academic standards, software and other materials and training to support content learning, Family Engagement Coordinator, reading and math inventories, technology to support interventions, instructional coaches and PBIS. | |
| **Title I, Part C** | In class, small group pull-out, intersession, after school and summer school supplemental academic support, in-class tutoring, before/after school, extended day, Saturday or vacation programs, in-home instruction (e.g., the MEP provides family literacy services to the child at home) and summer or intersession programs | |
| **Title I, Part D** | After school and summer tutoring at N&D facilities. Establish reading library at N&D facilities. Implement mentoring program for youth living in local residential facility. | |
| **Title II, Part A** | Professional learning communities and data teams, data coach, ongoing reading and writing training, content specific trainings and conferences, instructional lead teacher, teacher induction/mentor program | |
| **Title III, Part A**  **Language Instruction for English Learners** | Title III specialist to conduct EL-related PD and home visits, conferences and trainings on ACCESS data analysis and using ACCESS scores to support classroom instruction, extra language support during the instructional day, EL-specific materials and program supplies that correlate to our mainstream ELA and math textbooks, afterschool tutorials | |
| **Title III, Part A**  **Language Instruction for Immigrant Students** | Literature on acclimating to U.S. culture, information gathered and distributed on local supports for newcomers (library, driver license facilities, county health facilities, local transportation, religious services, English language classes for adults, etc.), online language program for immigrant students/parents who are non-English speaking. | |
| **Title IV, Part A \*See below** | Provide students with access to well-rounded education by integrating STEM skills and content knowledge across curricula and lessons in all grade levels; Improve school conditions for student learning by implementing PBIS framework and providing school safety training for all school staff; Improve the effective use of technology by building professional learning communities that will improve instruction through increased use of online systems to analyze and track individual student data | |
| **Title V, Part B** | Increase professional learning technical assistance hours by 4 hours per teacher by supplementing established Title I, Part A quarterly data team analysis activities. Supplement Title I, Part A funded extended learning time with interventions to reinforce academic standards, afterschool program, additional in-class assistance, small group pull-out when needed to reinforce academic standards. | |
| **Title I, 1003 (a)** | Professional learning communities, training for teachers, academic coaches, after school tutoring, | |
| **Title I, 1003 (g)** | Increase student achievement and school performance significantly by implementing the SBOE approved grant and all assurances with fidelity. | |
| **McKinney-Vento** | Implement a McKinney-Vento Education for Homeless Children and Youth (EHCY) after-school tutoring program to reduce identified learning gaps between homeless and non-homeless students. Designate a counselor to monitor the attendance of students experiencing homelessness and contact guardians if attendance rate falls below expected levels. | |
| **IDEA (611 & 619)**  **\*See below** | Implement family workshops to prepare families of children with disabilities with the transition from preschool to kindergarten, and include the families of at risk students. After school and summer school supplemental academic support. Implement a social skills professional development for teachers which will help eligible and identified children with disabilities, and ultimately impact all children. | |

Signatures:

Title I Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_ Title II Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title III Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_ Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Title IVA- Each school receiving Title IVA funds from the district is not required to address each of the three core areas (Well-Rounded, Safe and Healthy, and Effective Use of Technology). However, the district is responsible for ensuring that all three areas are being addressed through both district and school initiatives. Therefore, it is possible that a school could submit the Intent and Purpose form that only addresses one area but the district collectively is meeting the intent and purpose. For the purpose of the sample Intent and Purpose form, all three areas are addressed in order to provide examples for each one.

IDEA Intent and Purpose Definition: IDEA funds are used to pay the excess costs of providing special education and related services for children with disabilities {34 CFR 300.202(a)(2)}. Children with disabilities in a schoolwide program school must receive services in accordance with a properly developed individualized education program (IEP); and be afforded all of the rights and services guaranteed to children with disabilities and their parents under the IDEA including the provision of a free and appropriate education (FAPE).