



ACIP

Wynton Blount Elementary School

Montgomery County Board of Education

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Improvement Plan Stakeholder Involvement

Introduction.....	8
Improvement Planning Process.....	9

Student Performance Diagnostic

Introduction.....	11
Student Performance Data.....	12
Evaluative Criteria and Rubrics.....	13
Areas of Notable Achievement.....	14
Areas in Need of Improvement.....	15
Report Summary.....	16

ACIP Assurances

Introduction 18

ACIP Assurances 19

Plan for ACIP 2017-2018

Overview 21

Goals Summary 22

 Goal 1: All students in grades 3-5 will demonstrate proficiency in Science..... 23

 Goal 2: We will ensure our students graduate college-and-career ready by inspiring all students to successfully pursue multiple college and career paths..... 23

 Goal 3: We will significantly improve internal stakeholder satisfaction and perception by focusing on the delivery of high quality service..... 24

 Goal 4: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school..... 24

Activity Summary by Funding Source 26

Stakeholder Feedback Diagnostic

Introduction 28

Stakeholder Feedback Data 29

Evaluative Criteria and Rubrics 30

Areas of Notable Achievement 31

Areas in Need of Improvement 32

Report Summary 33

Coordination of Resources - Comprehensive Budget

Introduction 35

FTE Teacher Units 36

Administrator Units..... 37

Assistant Principal..... 38

Counselor..... 39

Librarian..... 40

Career and Technical Education Administrator..... 41

Career and Technical Education Counselor..... 42

Technology..... 43

Professional Development..... 44

EL Teachers..... 45

Instructional Supplies..... 46

Library Enhancement..... 47

Title I..... 48

Title II..... 49

Title III..... 50

Title IV..... 51

Title V..... 52

Career and Technical Education-Perkins IV..... 53

Career and Technical Education-Perkins IV..... 54

Other..... 55

Local Funds..... 56

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Blount Elementary School first opened its doors for the 2003-2004 school-year. Blount was built with the neighborhood concept in mind and serves neighborhoods in East Montgomery and a portion of Montgomery County. Approximately 460 students were enrolled during the 2003-2004 school year.

Since opening in 2003, Blount's enrollment has continued to increase each year. 927 students were enrolled during the 2008-2009 school year in grades K-6. There were 48 homerooms and average an 18 to 1 student teacher ratio in grades K-3 and 27-1 in grades 4-6. The 2009-2010 school year brought about a change when a new elementary school was built to alleviate the overcrowded conditions at Blount Elementary School. At the beginning of the 2011-2012 school year Blount became a K-5 school. Currently there are 418 students attending Blount Elementary.

Blount has a large number of military students who attend our school for one year while their parent/parents attend the Air War College. At the end of the school year nearly half of our students will leave to attend other schools across the United States as well as schools in other countries. Those who leave will be replaced with new students from all over the world.

Our teachers provide a student-focused nurturing environment that strives to challenge and enrich students with various ability levels. Our mission is simple: We will cultivate an environment that inspires and empowers our students to succeed.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Blount's vision is simply to create life-long learners. It is the mission of Blount Elementary and its staff to cultivate an environment that inspires and empowers our students to succeed. Our vision statement reads: Blount is a diverse community where students can aspire to a love of learning and respect for self and each other.

The school embodies its purpose through various programs such as our Gifted Program, Response to Instruction Program, Counseling Program, Art and Music Program, Physical Education Program, Technology Program, ESL Program, Special Education Program and our Volunteer Program.

Our Gifted Program offers enrichment for our gifted and talented students. Students who are identified for this program attend for a half day each week where they receive accelerated instruction and participate in community events, such as Brain Awareness Month.

Our RTI Program is led by the school's Problem Solving Team. This team analyzes student data to identify students in need of support and develops individualized plans for them. The Guidance Counselor offers both individual and group counseling to all our classes. Character lessons, to name a few, are taught to all students to ensure that students develop positive and responsible actions toward others.

All students have the opportunity to participate in music, art and P.E. classes. The objectives covered in these classes are designed to develop well-rounded healthy students. Technology classes provide students with the technology skills that are needed in today's world. Special Education and ELL classes are offered to students who qualify. These students have specific plans that are designed to meet their individual needs.

Blount Elementary School has great parental support. There are many opportunities for all parents to take an active role in the education of all children by volunteering. Volunteer meetings are held at the beginning of the school year to inform parents of the many ways they can be involved and support the school.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Blount Elementary School continues to show growth in English, Reading and Math on the ACT Aspire Assessments. Students are exceeding the goals set for them.

There are only a few students who are in need of support in those areas.

Our goal is to to make improvements in the areas of Science and Writing.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Blount Elementary School is a unique school with a large military population. The majority of the military students attend our school for one year while their parents attend the Air War College. We also have many students from various countries. Currently there are 13 different languages spoken in our school. Among them are Urdu, Korean, Spanish, Chinese, Arabic, German, Tagalog, Telugu, Bengali, Gujarati, Hindi, Russian and Croatian. There is a full-time ESL Facilitator/Teacher who assists students with language barriers.

In addition, Blount has a very large number on students who participate in the gifted program with a full-time, site-based teacher. This program is available to students who qualify in grades 3-5.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Building Leadership Team and Problem Solving Team, which is comprised of the Principal, Counselor, Technology Coordinator, Gifted Coordinator, ESL Facilitator, Special Education Facilitator, classroom teachers and parents, reviewed the 2017-2018 Continuous Improvement Plan. Goals and strategies implemented last year were assessed by the BLT & PST. Successful goals and strategies were continued this year. Goals and strategies that were no longer needed were deleted from the current CIP. The committee members selected all play a crucial role in the implementation of the CIP. These members represent all facets of the learning community. Meetings were held to identify strengths and weaknesses and to collaboratively develop a working CIP.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Building Leadership Team and Problem Solving Team is comprised of the Principal, Counselor, Librarian, Technology Coordinator, Gifted Teacher, ESL Facilitator, Special Education Facilitator, classroom teachers and parents. We included the specific staff members to ensure that all of our student data is properly assessed and so that goals and strategies directly support the areas in need of improvement. The BLT and PST assessed ACT Aspire data, DIBELS data, Benchmark Assessments, Alabama Alternate Assessments, ACT Aspire Science Assessments, ACCESS scores, and Study Island data reports, attendance reports, discipline reports, and teaching Effectiveness evaluations to determine the strengths and weaknesses of the school. Also assessed were safety procedures that are used daily to ensure that Blount Elementary provides a safe environment for students as well as the faculty and staff. We then developed reform strategies to target areas in need of improvement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

After reviewing data and developing appropriate goals and strategies. The entire faculty received a copy of the plan and had another opportunity to add and delete any areas that we feel are not needed. The plan is also presented to the PTA so that parents understand our goals and our direction. A copy of the plan is on the Parent Website to view. Parents are encouraged to attend meetings for more information regarding the school's Continuous Improvement Plan.

The CIP is reviewed and updated as needed. There is a copy of the plan in the PTA room, the administration office and the school library.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		ACT Aspire Data

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Both Reading and Math assessment scores are above the expected level of performance.

Describe the area(s) that show a positive trend in performance.

Math assessment scores show a positive trend in performance.

Which area(s) indicate the overall highest performance?

Math assessment scores indicate the overall highest performance.

Which subgroup(s) show a trend toward increasing performance?

Our ESL subgroup show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap between ESL and All Students is closing.

Which of the above reported findings are consistent with findings from other data sources?

Data from Global Scholar is consistent with assessment data from the ACT Aspire.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Both Science and Reading scores in Grade 5 are below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

Our AAA Scores show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

Reading data for our PALS students show the lowest performance.

Which subgroup(s) show a trend toward decreasing performance?

Our African American students show a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

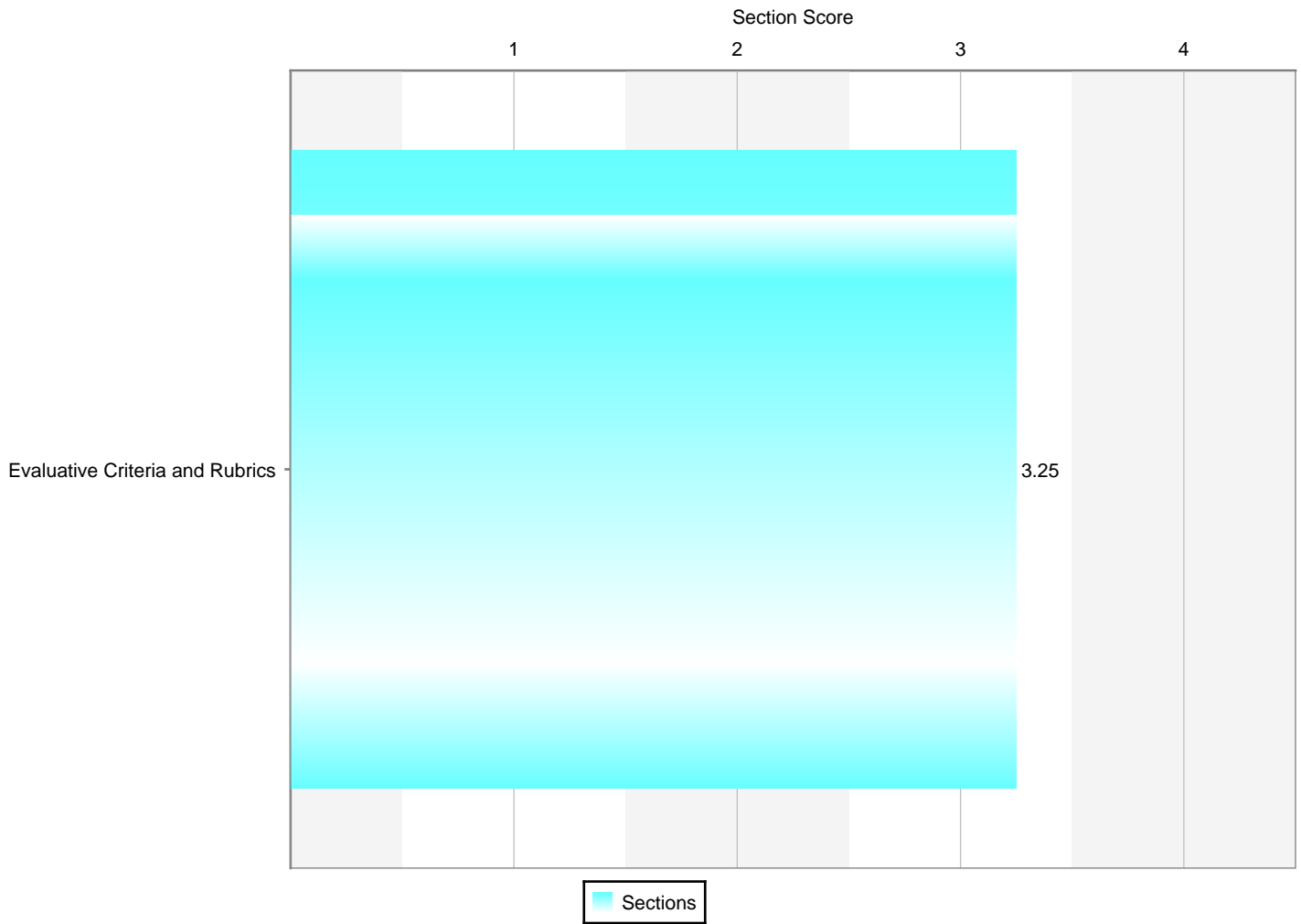
The achievement gap is greater between Male and Female subgroups.

Which of the above reported findings are consistent with findings from other data sources?

Assessment Data from Global Scholar is consistent with ACT Aspire data.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	We are not a Title I School.	

Plan for ACIP 2017-2018

Overview

Plan Name

Plan for ACIP 2017-2018

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students in grades 3-5 will demonstrate proficiency in Science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	We will ensure our students graduate college-and-career ready by inspiring all students to successfully pursue multiple college and career paths.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	We will significantly improve internal stakeholder satisfaction and perception by focusing on the delivery of high quality service.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students in grades 3-5 will demonstrate proficiency in Science.

Measurable Objective 1:

80% of Third, Fourth and Fifth grade students will demonstrate a proficiency on classroom Science assessments with a focus on Scientific investigations, Evaluation of Models, and Experimental Results in Science by 05/25/2016 as measured by Classroom assessments and ACT Aspire .

Strategy 1:

Inquiry Based Learning - Students will be introduced to inquiry based lessons in an attempt to increase intellectual engagement.

Category:

Research Cited: Neil Stephenson's Introduction to inquiry based learning

Activity - Inquiry Based Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will create inquiry based classroom activities 3 to 4 times in a 9 week period. In addition inquiry based questions will be aligned with the ACT Aspire Science Exemplars.	Academic Support Program	10/28/2016	04/24/2017	\$0	No Funding Required	Principal Gifted Coordinator Third - Fifth Grade Science Teachers

Goal 2: We will ensure our students graduate college-and-career ready by inspiring all students to successfully pursue multiple college and career paths.

Measurable Objective 1:

80% of Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in the writing process in Writing by 05/24/2018 as measured by District Writing Assessments.

Strategy 1:

Writing Strategy - Student will use appropriate writing techniques including vocabulary and sentence structure that are precise and clearly express writer's ideas.

Category: Develop/Implement College and Career Ready Standards

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 2nd-5th grade teachers will receive professional development on the writing process.	Professional Learning	10/10/2017	01/03/2018	\$0	No Funding Required	Principal, Teachers

Goal 3: We will significantly improve internal stakeholder satisfaction and perception by focusing on the delivery of high quality service.

Measurable Objective 1:

50% of Fourth grade students will demonstrate a proficiency in Reading in Reading by 05/24/2018 as measured by the Scantron State Assessment..

Strategy 1:

Literacy Strategy - The Literacy Strategy will focus on questioning and discussion using Text-Dependent Questions as a priority in planning and instruction.

Category: Develop/Implement College and Career Ready Standards

Activity - Scripting Questions in Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on questioning and discussion using Text-Dependent Questions a priority in planning and instruction.	Professional Learning	10/02/2017	10/09/2017	\$0	No Funding Required	Principal, &4th grade reading teacher

Goal 4: We will support every child, every day through increased learning supports to meet their academic and social-emotional needs, ensuring they are ready to learn and be successful in school.

Measurable Objective 1:

90% of All Students will demonstrate a behavior ensuring that they are ready to learn and be successful in school in Practical Living by 05/24/2018 as measured by annual Discipline Report.

Strategy 1:

Student Support - Faculty Collaboration to ensure social emotional needs are met to allow student to be ready to be successful at school.

Category: Develop/Implement Student and School Culture Program

Activity - School-wide discipline plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Wynton Blount Elementary School

A school-wide Discipline has been developed to assist students with behavioral problems. PBIS will also be used to support students in need. The school's PST will develop a plan for students who are in need of support.	Behavioral Support Program	10/02/2017	05/24/2018	\$0	No Funding Required	Prinicpal Problem Solving Team PBIS Coordinator
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide discipline plan	A school-wide Discipline has been developed to assist students with behavioral problems. PBIS will also be used to support students in need. The school's PST will develop a plan for students who are in need of support.	Behavioral Support Program	10/02/2017	05/24/2018	\$0	Principial Problem Solving Team PBIS Coordinator
Inquiry Based Activities	Classroom teachers will create inquiry based classroom activities 3 to 4 times in a 9 week period. In addition inquiry based questions will be aligned with the ACT Aspire Science Exemplars.	Academic Support Program	10/28/2016	04/24/2017	\$0	Principal Gifted Coordinator Third - Fifth Grade Science Teachers
Teacher Training	All 2nd-5th grade teachers will receive professional development on the writing process.	Professional Learning	10/10/2017	01/03/2018	\$0	Principal, Teachers
Scripting Questions in Lesson Plans	Teacher training on questioning and discussion using Text-Dependent Questions a priority in planning and instruction.	Professional Learning	10/02/2017	10/09/2017	\$0	Principal, &4th grade reading teacher
Total					\$0	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Teaching and assessing for learning

Resources and Support

Governance and Leadership

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Purpose and Direction

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Teaching and Assessing for Learning

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Purpose and Direction

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Using results for Continuous Improvement

What are the implications for these stakeholder perceptions?

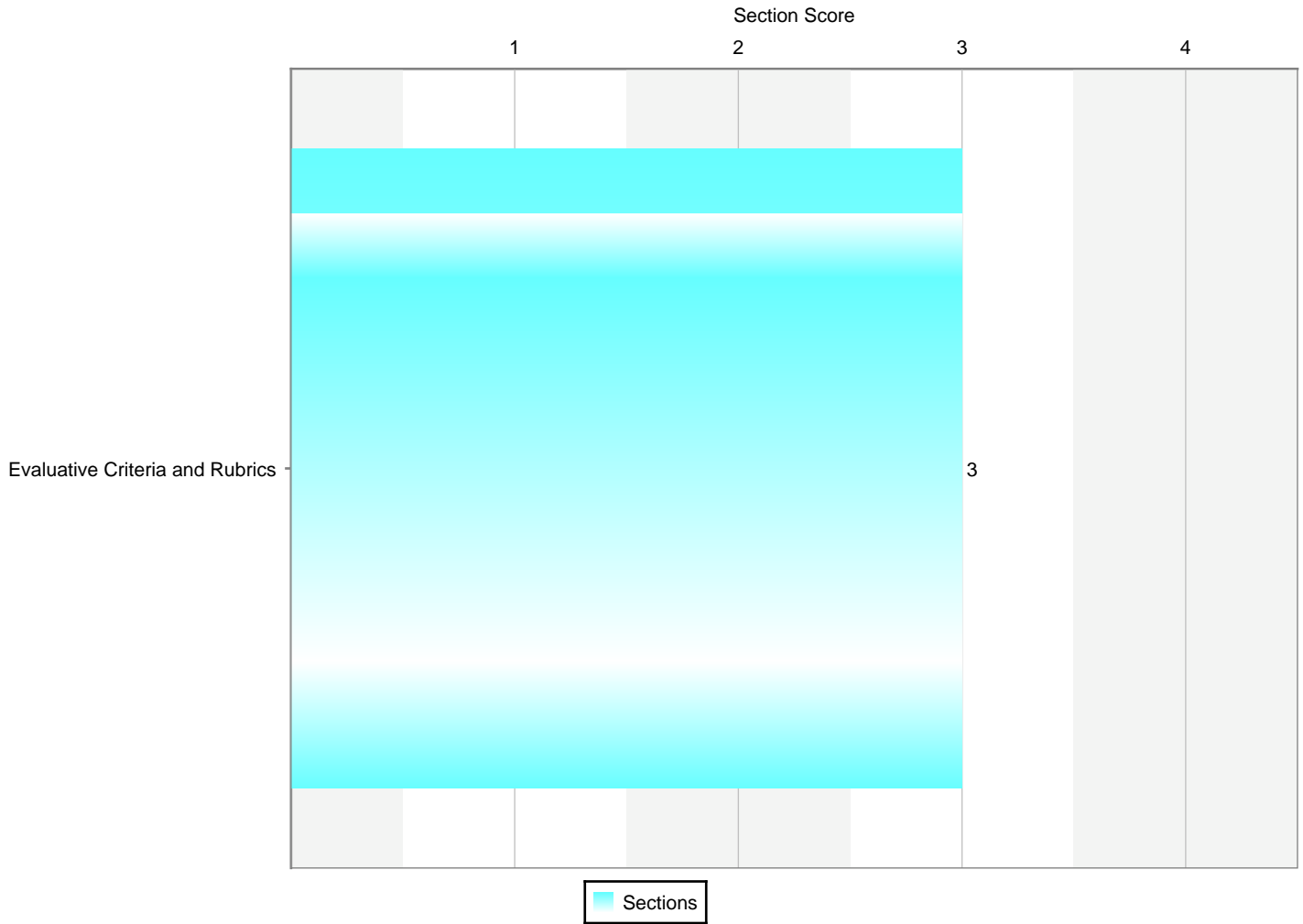
N/A

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Purpose and Direction

Report Summary

Scores By Section



Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	33.0

Provide the number of classroom teachers.

33.0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1947772.0

Total

1,947,772.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

"33.0"

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	75239.4

Total

75,239.40

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total

0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.5

Provide the number of Counselors.

0.5

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	52032.24

Total

52,032.24

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	52032.24

Total

52,032.24

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0.0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6979.83

Total

6,979.83

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2559.15

Total

2,559.15

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.3

Provide the number of EL Teachers.

0.3

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13909.83

Total

13,909.83

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	1004.52

Total

1,004.52

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A