

**2019-2020 Banneker Schoolwide Title I Improvement/Accountability Plan**

<b>Improvement/Accountability Plan</b>		
<b>Focus of Plan (check the appropriate box):</b> <input type="checkbox"/> LEA <input type="checkbox"/> School or Charter	<b>Name of LEA: Kansas City 33</b>  <b>Name of School or Charter:</b> Benjamin Banneker Elementary School	<b>Check if appropriate</b> <input checked="" type="checkbox"/> <b>X. Comprehensive School</b> <b>***Requires a Regional School Improvement Team</b> <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
<b>Date: 9/28/19</b>		
<b>Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.</b>		
<p><b>One plan may meet the needs of a number of different programs. Please check all that apply.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Title I.A School Improvement</b></li> <li><input type="checkbox"/> <b>Title I.C Education of Migratory Children</b></li> <li><input type="checkbox"/> <b>Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk</b></li> <li><input type="checkbox"/> <b>Title II.A Language Instruction for English Learners and Immigrant Children</b></li> <li><input type="checkbox"/> <b>Title IV 21<sup>st</sup> Century Schools</b></li> <li><input type="checkbox"/> <b>Title V Flexibility and Accountability</b></li> <li><input type="checkbox"/> <b>Individuals with Disability Education Act</b></li> <li><input type="checkbox"/> <b>Rehabilitation Act of 1973</b></li> <li><input type="checkbox"/> <b>Carl D. Perkins Career and Technical Education Act</b></li> <li><input type="checkbox"/> <b>Workforce Innovation and Opportunities Act</b></li> <li><input type="checkbox"/> <b>Head Start Act</b></li> <li><input type="checkbox"/> <b>McKinney-Vento Homeless Assistance Act</b></li> <li><input type="checkbox"/> <b>Adult Education and Family Literacy Act</b></li> <li><input type="checkbox"/> <b>MSIP</b></li> </ul>		

**Other State and Local Requirements/Needs**

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	Name	Position
<p><b>What staff/stakeholders have been involved in the needs assessment and development of this plan?</b></p>	<ol style="list-style-type: none"> <li>1. Lateisha Woodley</li> <li>2. Harrison Neal Sr.</li> <li>3. Brenda Barnes</li> <li>4. Tracy Pruitt</li> <li>5. Kourtney Williams</li> <li>6. Monique Young</li> <li>7. Crystal Shakur</li> <li>8. LaTanya Handy</li> <li>9. Nylah Evans-Watson</li> <li>10. Ruby Mitchell</li> </ol>	<p>Assistant Superintendent of School Leadership Principal Vice Principal Teacher Teacher Counselor Math Interventionist ELA Interventionist Parent SAC Chair Parent</p>
<p><b>What are the key issues identified from the needs assessment?</b></p>	<ol style="list-style-type: none"> <li><b>1. During the 2018-2019 school year leadership did not meet the goal of 60% of time spent instructionally. The time spent instructionally was 50.8%.</b></li> <li><b>2. Student performance data from the 2018 MAP indicated that 12.6% of students scored proficient or advance in ELA and 14.2% of the students scored proficient or advanced in Mathematics.</b></li> <li><b>3. During the 2018-2019 school year Banneker failed to reach the 90/90 attendance goal. The goal was 72.96%.</b></li> <li><b>4. During the 2018-2019 school year Benjamin Banneker accrued 234 incidents leading to Out of School Suspension.</b></li> <li><b>5. During the 2019-2020 school year 15 out of 19 classroom teachers will have 4 years or less teaching experience.</b></li> </ol>	

	<p><b>6. Teachers were tiered based on i-Ready Annual growth Data. 19 out of 19 teachers are Tier 3 based on 79% or less of students met individual i-Ready Projected Individual Growth.</b></p> <p><b>7. What did the Survey Reveal</b></p> <ul style="list-style-type: none"> <li>• <b>According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)</b></li> <li>• <b>Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)</b></li> <li>• <b>According to the needs assessment student survey only 12% of students strongly agreed and 18% agreed that “(the) students in my school are friendly.” (question 16)</b></li> </ul>
<p><b>What are the prioritized needs for the LEA or building based on a root cause analysis?</b></p>	<ol style="list-style-type: none"> <li><b>1. Need to Improve classroom instruction to increase student performance in Reading, Math, and Science.</b></li> <li><b>2. Need to Enhance collaborative culture to support high achievement and personal development through professional learning communities.</b></li> <li><b>3. Need to increase attendance</b></li> <li><b>4. Need to Reduce Out of School Suspensions</b></li> </ol>

**The Goals and the Plan**

(Choose no more than 3 goals to focus on with your improvement plan)

**Goal #1 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:**

**Leadership**

**Collaborative Climate  
and Culture**

**Effective Teaching and  
Learning**

**Data-Based Decision  
Making**

**Alignment of  
Standards and  
Curriculum**

**SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1**

**SAM School Administrator manager will be used to increase principal instructional effectiveness by strategically scheduling out day to day operations to identify specific learning targets in Reading, Math, and Science within each classroom. The administrator's SAM goal is 60% of administrator time will be spent on instruction by June 2020.**

**During the 2019-2020 School year, Banneker School Administrative team will focus on developing an instructional leadership team that will meet bi-weekly to discuss walk-through data, tiered teacher supports, instructional strategies, and professional learning needs, to increase teacher effectiveness. In addition, the administrator will participate in the 2019-2020 Missouri Leadership Development System.**

**The Leadership goal aligns with Kansas City Public School Strategic Plan Pillar C (Strategic Plan Priority 9.2)-Caring Effective Teachers in Every Classroom and Effective Leaders in Every School.**

**Specific- Implement a Data Based Instructional Leadership Team Process to increase teacher effectiveness and the administrator will participate in Missouri Leadership Development System.**

**Measurable- Walk-through data, I-Ready Data, Achievement Series Data and**

**Achievable-Improve the percentage of teachers by 10 percent moving from Tier 3 to Tier 2 and/or the percentage of teachers by 10 percent scoring proficient or advancing as evidenced by walk-throughs.**

**Relevant- Aligned to the data needs assessment**

**Timely- 2019-2020 school year with 30, 60, 90 day check points**

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

- 1. SAMS Baseline Data-August 2018-July 2019 56% of administrators time spent instructionally.**
- 2. According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)**
- 3. Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)**
- 4. Student performance data from the 2018 MAP indicated that 12.6% of students scored proficient or advance in ELA and 14.2% of the students scored proficient or advanced in Mathematics.**
- 5. Developing a growth mindset will enhance teacher performance when instructing students.**
- 6. Teachers can influence the way students see and think about things and provide multiple perspectives for learning to occur.**

#### **Strategies for Improvement**

**“Ironically, teams succeed because they are exceedingly human. By acknowledging the imperfections of their humanity, members of functional teams overcome the natural tendencies that make trust, conflict, commitment, accountability, and a focus on results so elusive.” – Lencioni**

- 1. Maximize use to instructional time using the Sam’s tool as outlined below.**

**SAM first responders used to filter out discipline, questions, direction on importance.**

**SAM calendar used to strategically plan day to day operations for principal.**

**SAM time tracker used for feedback on teacher to increase the quality of instruction.**

- 1. Establish Leadership team calendar, protocols, procedures, progress monitoring plan.**
- 2. Implement the coaching feedback cycle with each administrator and instructional coach will conduct a minimum of 5 walk-throughs per week and provide feedback using the TNTP Walk- through tool.**

**3. Implement a tiered teacher support plan**

**MSIP Standard(s): 2.1, 2.2**

**Funding Source(s): Local and Comprehensive Funds**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p><b>30 Days</b></p> <ol style="list-style-type: none"> <li><b>1. Establish a calendar of walkthroughs for each teacher.</b></li> <li><b>2. Identify protocols and procedures for obtaining baseline and observation data on number of walkthroughs and direct feedback cycles</b></li> <li><b>3. Minimum of 5 observations per week for administration and 10 coaching sessions for Instructional Coaches weekly.</b></li> </ol>	<p>8/2019</p>	<p>Principal/Vice-Principal /Instructional Coaches</p>	<p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)</p>	<p><input type="checkbox"/> 10/2019</p>

<b>4. Bi-Weekly Instructional Walkthrough Data Cycles</b>				
<b>60 Days</b> <b>1. Minimum of 4 observations per teacher based on Tiered Support Model</b>  <b>2. Provide feedback monthly: 4 direct and 4 non-direct to every teacher based on Tiered Support Model</b>  <b>3. Bi-Weekly Instructional Walkthrough Data Cycles</b>  <b>4. Review Achievement Series Pre to Post Summative</b>	10/2019	Principal/Vice-Principal /Instructional Coaches	<b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)	<input type="checkbox"/> 11/2019
<b>90 Days</b> <b>1. Data Presentations and Meetings</b>				<input type="checkbox"/> 03/2020

<p><b>2. Teachers will be re-Tiered based on Data cycle</b></p> <p><b>3. Identify the number of walkthroughs and direct feedback cycles based on Tier Support Model</b></p> <p><b>4. Conduct Needs Assessment based on teacher instructional data.</b></p>	12/2019	Principal/Vice-Principal /Instructional Coaches	<p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)</p>	
<p><b>Long Range</b></p> <p><b>1. Consistently meet weekly SAM instructional goal</b></p> <p><b>2. Increase number of observations and feedback</b></p> <p><b>3. Increase alignment in professional development with</b></p>	01/2020	Principal/Vice-Principal /Instructional Coaches	<p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)</p>	<input type="checkbox"/> 05/2020



<b>emphasis on PLC's and RTI Models</b>				
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<b>Goal #2 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:</b>				
<b>Leadership</b>	<b>Collaborative Climate and Culture</b>	<b>Effective Teaching and Learning</b>	<b>Data-Based Decision Making</b>	<b>Alignment of Standards and Curriculum</b>
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2</b>				
<p><b>During the 2019- 2020 school year Banneker Elementary school will focus on increasing the percentage of students scoring proficient and advanced by 3.5 percent on the end of the year MAP assessment. The goal will be accomplished by the implementation of RTI, increasing the effectiveness of PLC's and the utilization of Reading and Math interventionist.</b></p> <p><b>The Effective Teaching and Learning goal aligns with Kansas City Public School Strategic Plan Pillar A (Strategic Plan Priority 2.2)-Personalized, Rigorous, Culturally Responsive Teaching and Learning.</b></p> <p><b>Specific-Implement RTI and PLC's with fidelity to increase student achievement</b>  <b>Measurable- I-Ready Data, Achievement Series Data, Map Data</b>  <b>Achievable- Using the universal screener I-Ready, progress monitoring using achievement series and individualized supports for students using interventionist will result in an increase in a 10 percent increase in students scoring proficient and advanced on the end of the year MAP assessment.</b>  <b>Relevant- This is a need as evidenced by the needs assessment and is aligned with district goals and targets</b>  <b>Timely- This will be accomplished this school year with progress monitoring check points at 30, 60, 90 day increments.</b></p>				

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

- Student performance data from the 2016 MAP showed that 21.4% of the students scored proficient or advanced in ELA and 10.3% of the students tested scored proficient or advanced in Mathematics and 11.1% of 5<sup>th</sup> Grade Science students tested scored proficient & advanced.
- Student performance data from the 2017 MAP showed that 21.7% of the students tested scored proficient or advanced in ELA and 12.0% of the students tested scored proficient or advanced in Mathematics and 7.7% of 5<sup>th</sup> Grade Science students tested scored proficient & advanced.
- Student performance data from the 2018 MAP showed that 12.6% of the students tested scored proficient or advanced in ELA and 14.2% of the students tested scored proficient or advanced in Mathematics.
- According to the needs assessment teacher survey only 23.1% of teachers strongly agreed and 30.8% agreed that “(the) school systematically addresses essential content.” (question 40)
- Teachers do not understand how to effectively use instructional blocks. According to the needs assessment teacher survey only 7.7% of teachers strongly agreed and 38.5% of teachers agreed that “the amount of essential content that has been identified can be addressed in the instructional time available to teachers.” (question 41)

**Strategies for Improvement**

**Funding Source(s): Comprehensive Funds, Local Funds, 1003(a)**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<p><b>30 Days</b></p> <ol style="list-style-type: none"> <li><b>1. Establish PLC Calendar</b></li> <li><b>2. Provide ongoing professional development regarding PLC’s and RTI model</b></li> <li><b>3. Establish Data Notebooks by teacher</b></li> </ol>	08/1/2019	Principal/Vice-Principal /Instructional Coaches/Teacher	<p><b>Data Tracker, Reading, Math &amp; Science iReady Data, QRI, Alpha Kids, Achievement Series</b></p>	<p>☐ 10/2019</p>

<p><b>4. Tier Students based iReady/ Alpha Kids/QRI, summative and formative data</b></p>			<p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000)</p>	
<p><b>60 Days</b></p> <ol style="list-style-type: none"> <li><b>1. Conduct PLC audit utilizing district PLC rubric and provide feedback</b></li> <li><b>2. Conduct Professional Development needs assessment to monitor and adjust</b></li> <li><b>3. Establish small group coaching cycle</b></li> <li><b>4. Regroup students in small groups based upon assessments to work with interventionist</b></li> <li><b>5. Small group instruction using non-adopted</b></li> </ol>	<p>10/2019</p>	<p>Principal/Vice-Principal /Instructional Coaches/Teacher</p>	<p><b>Data Tracker, Reading, Math &amp; Science iReady Data, QRI, Alpha Kids, Achievement Series</b></p> <p><b>Comprehensive Funds</b> -2 Instructional Coaches (Budget \$160,000) -2 Part Time Interventionist (\$32,802)</p>	<p><input type="checkbox"/> 12/2019</p>

<p><b>curriculum: guided reading program</b></p>			<p>-Non-adopted curriculum: guided reading program (\$33,920)</p>	
<p><b>90 Days</b></p> <ol style="list-style-type: none"> <li>1. <b>Adjust professional development calendar</b></li> <li>2. <b>Continue ongoing professional development based on needs assessment</b></li> <li>3. <b>Facilitate data presentations utilizing teacher data notebooks</b></li> <li>4. <b>Regroup students in small groups based upon assessments to work with interventionist</b></li> <li>5. <b>Small group instruction using Non-adopted curriculum: guided reading program</b></li> </ol>	<p>12/2019</p>	<p>Principal/Vice-Principal /Instructional Coaches/Teacher</p>	<p><b>Data Tracker, Reading, Math &amp; Science iReady Data, QRI, Alpha Kids, Achievement Series</b></p> <p><b>Comprehensive Funds</b>  -2 Instructional Coaches (Budget \$160,000)  -2 Part Time Interventionist (\$32,802)  -Non-adopted curriculum: guided reading program (\$33,920)</p>	<p><input type="checkbox"/> 03/2020</p>
<p><b>Long Range</b></p>				<p><input type="checkbox"/> 5/2020</p>

1. MAP TEST	1/2020	Principal/Vice-Principal /Instructional Coaches/Teacher/Test Administrator	MAP Test	
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Goal #3 - Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:				
Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
<b>SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3</b>				
<p><b>During the 2019- 2020 school year, Banneker Elementary school will implement strategies such as implementing an effective Problem-Solving Team, social and emotional learning, and trauma informed care practices aimed at increasing attendance and decreasing out of school suspensions. Banneker’s attendance at the end of the 2019-2020 school year will increase by 4% or higher moving from 69% to 73% utilizing the state 90/90 measurable. Banneker’s Out of School Suspension will decrease by 10% moving from 234 Out of School Suspensions to 94 Out of School Suspensions or less by the end of 2019-2020.</b></p> <p><b>The Data-Based Decision Making goal aligns with Kansas City Public School Strategic Plan Pillar A (Strategic Plan Priority 3.4)-Personalized, Rigorous, Culturally Responsive Teaching and Learning</b></p> <p><b>Specific- Increase student attendance and decrease student discipline by implementing effective problem solving teams and social and emotional learning strategies</b></p> <p><b>Measurable- Progress tracked monthly using data from Tyler and Pulse</b></p> <p><b>Achievable-Progress Monitoring using data tracking within the Problem Solving Team will result in the team meeting the target attendance and discipline goals</b></p>				

**Relevant-Attendance and Discipline are leading indicators used in school turnaround efforts and was noted as a need on needs assessment.**

**Timely- Goal will be accomplished by the end of the school year using monthly data check points to monitor progress. 100% of the teachers will collaborate on instructional data, attendance monitoring, and student Problem Solving Team case studies to analyze, set goals, and create strategies to improve academic performance, attendance, and behavior by submitting PLC minutes and PST meeting notes monthly by May 2020.**

**Banneker's attendance at the end of the 2019-2020 school year will be 73% or higher utilizing the state 90/90 measurable. Banneker's discipline utilizing Out of School Suspension as the indicator will have 176 counts of OSS or less for the 2019-2020 school year.**

**Rationale (name of the existing conditions/data points to support the selection of the objective/goal)**

**During the 2017-2018 school year, Banneker failed to reach the 90/90 attendance goal. Benjamin Banneker 90/90 attendance was 69% for the 2017-2018 school year. During the 2018-2019 school year Banneker student's loss 567 days due to Out of School Suspension and had 234 counts of Out of School Suspension.**

- **Banneker had a 60% mobility rate during the 2018-2019 school year. According to John Hattie "Mobility has the single most negative impact on academic outcomes."**
- **Banneker had 1 out of 8 students identified as Students in Transition during the 2018-2019 school year.**
- **According to the needs assessment student survey only 12% of students strongly agreed and 18% agreed that "(the) students in my school are friendly." (question 16)**
- **Overview of School Community**
- **Median household income below state average. Median house value significantly below state average. Black race population percentage significantly above state average. Median age below state average. Foreign-born population percentage below state average. Renting percentage above state average. Length of stay since moving in significantly below state average. House age above state average. Percentage of population with a bachelor's degree or higher significantly below state average. (<http://www.city-data.com/zip/64132.html>)**

- During the 2018-2019 school year 73 students (18% of student population) were referred to the Problem Solving Team for academic, behavior (social and emotional) and attendance support.

**Strategies for Improvement**

- Full-Time Behavior Interventionist- to address social stressors impacting academic performance
- Implementation of Tiered MTSS to address academic, behavior, attendance, social/emotional needs.
- Communities In School Director- to address lack of community resources and basic student/family needs.
- Continue scheduled time for PLC team meetings.
- Support PLC teams implementation of the Data Team process with the in building Coaches.
- Model and monitor continuation of the Data Tracking process during weekly PLC meetings.
- Collect and analyze current data from student’s informal and formal assessments.
- Demonstrate high levels of trust and engage and participate in collaborative discussion.
- Make data-driven decisions.
- Daily Attendance Meetings
- Problem Solving Team Meetings will be held with Behavior Interventionist and Communities In Schools
- Parent meetings with Chronically Absent Students
- KCPS Success Mentors Initiative

**Funding Source(s): Comprehensive Funds, Local Funds, 1003(a)**

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
<b>30 Days</b> <b>1. Implement individualized student attendance goals</b> <b>2. Create attendance visuals for every classroom</b>	08/2019	Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST	Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST	<input type="checkbox"/> 10/2019

<p><b>3. Provide professional development regarding Trauma Informed Care and Positive Behavior Supports</b></p> <p><b>4. Provide professional development regarding the Problem-Solving Team</b></p> <p><b>5. Continue use of attendance committee</b></p>		<p>Team/Attendance Committee</p>	<p>Team/Attendance Committee</p> <p><b>Comprehensive Funds</b>  -Communities In Schools Director (Budget \$25,000)</p> <p>-Behavior Interventionist (Budget (\$71,590)</p> <p>-2 Instructional Coaches (Budget \$160,000)</p>	
<p><b>60 Days</b></p> <p><b>1. Implement PST Process</b></p> <p><b>2. Tier students based on Attendance Pyramid Model</b></p> <p><b>3. Tier students based on Positive</b></p>	<p>10/2019</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST</p>	<p><input type="checkbox"/> 12/2019</p>



<p><b>Behavior System Pyramid Model</b>  <b>4. Conduct needs assessment based on professional development</b>  <b>5. Continue professional development on Trauma Informed Care</b>  <b>6. Measure the effectiveness of the attendance committee by reviewing student data</b></p>		<p>Team/Attendance Committee</p>	<p>Team/Attendance Committee</p> <p><b>Comprehensive Funds</b>  -Communities In Schools Director (Budget \$25,000)</p> <p>-Behavior Interventionist (Budget (\$71,590)</p> <p>-2 Instructional Coaches (Budget \$160,000)</p>	
<p><b>90 Days</b>  <b>1. Tier Students Based on Attendance Pyramid Model</b>  <b>2. Tier Students Based on Positive Behavior System Model</b></p>	<p>12/2019</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p>	<p><input type="checkbox"/> 03/2020</p>

<p><b>3. Review PST Intervention Documentation</b>  <b>4. Measure the effectiveness of the Attendance Pyramid Model by reviewing student data and adjust</b>  <b>5. Measure effectiveness of the Positive Behavior Support Pyramid Model based on student discipline data</b></p>			<p><b>Comprehensive Funds</b>          -Communities In Schools Director (Budget \$25,000)           -Behavior Interventionist (Budget (\$71,590)           -2 Instructional Coaches (Budget \$160,000)</p>	
<p><b>Long Range</b>  <b>1. Establish Social and Emotional Support Team</b>  <b>2. Progress monitor student behavior plans</b>  <b>3. Progress monitor Trauma-Informed Care professional development</b></p>	<p>1/2020</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p>	<p>Principal/Building Instructional Coaches/Behavior Interventionist/Communities In Schools/PLC Teams/PST Team/Attendance Committee</p> <p><b>Comprehensive Funds</b>          -Communities In Schools Director (Budget \$25,000)</p>	<p><input type="checkbox"/> 05/2020</p>

<p><b>4. Progress monitor Problem Solving Team effectiveness</b></p> <p><b>5. Measure the effectiveness of the PST process by reviewing building-wide PST data and team strategies implemented</b></p> <p><b>6. Measure the effectiveness of the attendance committee by reviewing building-wide attendance data and team members for upcoming school year</b></p>			<p>-Behavior Interventionist (Budget (\$71,590))</p> <p>-2 Instructional Coaches (Budget \$160,000)</p>	
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**Banneker 2020 Budget Allocation Summary**

Goal # (1-3)	Expenditure or Action to be Funded	Date	Estimated Cost	Funding Source(s)
3	Communities in Schools		25,000.00	Title1a
1,2,3	2 Instructional Coaches		\$160,000.00	Title1a
3	Behavior Therapist		\$71,590.00	Title1a
2	2 Part-time Interventionist		\$32,802.00	Title1a
2	Non-adopted curriculum: Guided Reading Program		\$33,920.00	Title1a
	supplies		\$10,220.00	Title1a
	Travel and Professional Development		\$ 10,221.00	Title1a
2	Math and Reading Interventionist		\$116,957	Title1A
3	Supplemental Pay Certified -Tutoring and Saturday School		\$44, 958	Title1A
	General Supplies		\$2,535.00	Title1A
	Food Supplies-Exclude Non-Food Supp		\$1,125.00	Title1A
	Should Funds become available, the following will be funded:			Title1 carry over
2	Non-adopted curriculum: Guided Reading Program		\$10.057.50	Title1 carry over
2	Solution Tree consultants		\$16.000.00	Title1 carry over
	supplies		\$20,000.00	Title1 carry over
3	Flex Seating to increase small group instruction		\$30.000.00	Title1 carry over


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**Superintendent**

\_\_\_\_\_

**Date**

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**State Supervisor, School Improvement**

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**Date**

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**Federal Programs Supervisor/School Improvement Staff**

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**Date**