

CONSOLIDATION OF FUNDS – INTENT AND PURPOSE TEMPLATE 1

Schoolwide School Improvement Plan-Consolidating 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 purpose will be met for each program to be included in the consolidation. The intent and purpose statements 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’s legislation.
- Attach template for EACH school consolidating funds in the ‘Consolidated Funding’ dropdown in the MyGaDOE Portal Consolidated Application Attachments Tab.

District Name	Telfair County Schools		Fiscal Year	FY25	Superintendent’s/Designee Signature***		<i>Cindy Jones</i>
School Name	Telfair County Elementary School		Date Submitted	09/23/24	Principal’s Signature***		<i>Anthony M. White</i>
	<input checked="" type="checkbox"/> Title I, Part A	<input type="checkbox"/> SIG Competitive	<input type="checkbox"/> Title I, Part D, Subpart A	<input type="checkbox"/> Title III, Part A Im	<input type="checkbox"/> Title IV, Part B	<input type="checkbox"/> IDEA 611	<input type="checkbox"/>
	<input type="checkbox"/> P/F Engagement	<input type="checkbox"/> Title I, 1003 (g)	<input type="checkbox"/> Title II, Part A	<input type="checkbox"/> Title IV, Part A	<input checked="" type="checkbox"/> Title V, Part B	<input type="checkbox"/> IDEA 619	<input type="checkbox"/>
	<input type="checkbox"/> Title I, 1003 (a)	<input checked="" type="checkbox"/> Title I, Part C	<input type="checkbox"/> Title III, Part A EL	<input type="checkbox"/> IVA Competitive	<input type="checkbox"/> McKinney-Vento	<input type="checkbox"/> L4GA	<input type="checkbox"/>

	School Intent and Purpose Statements (Required for State Review)	School Level Evidence (Optional – For Local Use Only)	Sign-Off
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.	Director Initials
Formula Grants			
State and Local	Classroom supplies, materials, software, and technology devices to support learning; professional learning fees and supplies; personnel (salaries/benefits)	Requisition forms, purchase orders, invoices, expenditure reports, professional learning evaluation forms, time sheets, payroll reports	<i>CJ</i>
Title I, Part A IA Parent/Family Engagement	Class-size reduction teachers and paraprofessionals to support learning, instructional software and technology devices to support content learning and interventions, additional in-class assistance, small-group pull-out when needed to reinforce academic standards, instructional coach, instructional materials and supplies to support learning in core academic content areas, professional learning, summer school programs, parent and family engagement activities	Class schedules, payroll reports, requisition forms, purchase orders, invoices, job descriptions, meeting agendas and sign-in sheets, detailed expenditure reports, inventory list, summer school student attendance logs and teacher time sheets	<i>CJ</i>
Title I, 1003 (a)	Telfair County Elementary School does not receive Title I, 1003 (a) funds	N/A	<i>CJ</i>
Title I, Part C	<u>Academic:</u> Migrant tutor will provide inclusion and/or pull-out tutoring services to migrant students in grades K-12. Tutoring services offered will be aligned to regular education teachers' lesson plans and will target the students' weaknesses. The migrant tutor will monitor students' progress weekly (grades). Student progress will be monitored by benchmarks administered three times during the school year or semester (K-5=MAP). The tutor will maintain a schedule that will be sent to the migrant coordinator and facilitator each month. The schedule is flexible and will be changed to accommodate migrant student needs. The migrant tutor will participate in local professional development (PD) as well as MEP PD provided by GaDOE. The migrant coordinator will complete an observation and an evaluation yearly for the migrant	Certificate of Eligibility, Priority for Services (PFS) ID forms and PFS reports, Academic Supplemental Services Reports, tutoring schedules, tutor job description/duties, tutor classroom observations, time logs, comparison of achievement data for migrant students to non-migrant students, after-school and summer school attendance logs	<i>CJ</i>

	School Intent and Purpose Statements (Required for State Review)	School Level Evidence (Optional – For Local Use Only)	Sign-Off
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.	Director Initials
	<p>tutor. Migrant students who did not meet proficiency on the previous year’s EOC and EOG assessments in ELA and/or math will be offered after school tutoring services to target their area of weakness. The migrant facilitator will send a list of all MEP students to the schools to ensure all MEP students are also offered summer school services. Any students not being successful due to limited English proficiency will have access to Rosetta Stone and Imagine Learning to help close the language gap. The migrant facilitator will maintain close contact with migrant parents and provide interpretation when needed. She will also compare the Migrant Participant Reports (MPR) and New Participant Rosters (NPR) to the tutor’s schedule each month to ensure that all migrant needs are met in core academic content areas. Monthly MPRs and NPRs will be distributed to the food nutrition director and SIS coordinator. The migrant facilitator will ensure that each school has pre- and post-data to monitor the migrant students’ progress. EOC and EOG data will be compared to non-migrant data to help identify any possible gaps. Migrant progress will be discussed with the local PAC, and the members will be involved in the decision-making process concerning migrant student needs and funding. The migrant tutor and migrant facilitator will disaggregate the PFS report to prioritize services first to PFS students and then to non-PFS students. Supplemental, pull-out and/or push-in tutoring services will be provided for core academic classes. Students’ progress will be monitored weekly and adjustments to the services and the tutoring schedule will be made as needed. Pre- and post-test data will be compared for PFS and non-PFS students. The migrant tutor will complete PFS forms and the migrant facilitator will maintain the PFS Student Report throughout the school year. During the summer, PFS and non-PFS</p>		

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Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.	Director Initials
	students in Pre-K – 12th grade will be invited to participate in programs offered by the district during the summer months to help close any gaps they may have, to prepare them for the upcoming school year, and/or to allow time for credit recovery. <u>Non-Academic:</u> Migrant students will be provided school supplies and book bags. Emergency medical funds will be used to pay for Immunization Certificates and Ear, Eye, and Dental Forms to ensure quick enrollment in school when participants do not have access to health insurance. Emergency dental funds will also be provided if needed.		
Title ID, Subpart A	Telfair County School District has no neglected or delinquent institutions.	N/A	<i>CJ</i>
Title II, Part A	Title II, Part A funds are being transferred to Title I, Part A.	N/A	<i>CJ</i>
Title III, Part A English Learners Indicate which IIIA LEA requirements are funded implemented at this school. <input type="checkbox"/> Supplemental LIEP <input type="checkbox"/> EL Focused PD <input type="checkbox"/> EL Parent Engagement	Telfair County School District does not receive Title III, Part A English Learner funds.	N/A	<i>CJ</i>
Title III, Part A	Telfair County School District does not receive Title III, Part A Immigrant funds.	N/A	<i>CJ</i>

School Intent and Purpose Statements (Required for State Review)		School Level Evidence (Optional – For Local Use Only)	Sign-Off
Program	Describe how the Intent and Purpose for each consolidated funding source will be met by the school	Describe the evidence/documentation the school anticipates providing to demonstrate alignment with intent and purpose.	Director Initials
Immigrant Students			
Title IV, Part A* Indicate which IVA LEA requirements are funded implemented at this school. <input type="checkbox"/> Safe & Healthy <input type="checkbox"/> Well-Rounded Ed. <input type="checkbox"/> Effective Use of Tech.	Title IV, Part A funds are being transferred to Title I, Part A.	N/A	<i>CJ</i>
Title V, Part B	The LEA implements activities authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A, and parental involvement activities.	Requisition forms, quotes, purchase orders, invoices, expenditure reports	<i>CJ</i>
IDEA (611 & 619)**	IDEA funds are not being consolidated.	N/A	<i>CJ</i>
Competitive/Discretionary Grants			
Title I, 1003 (g)	1003(a) Competitive	IVA Competitive	Title IV, Part B
			McKinney-Vento
			L4GA
			Other:
If SW school consolidates funds from discretionary grant programs, the school must still carry out the activities described in the application under which the funds were awarded. However, a schoolwide program school would not need to account separately for specific expenditures of the consolidated Federal funds.			

*Title IIIA- Each school receiving Title IIIA funds from the district is not required to address each of the three core areas (Supplemental LIEP, EL Focused PD and EL Parent Engagement). 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.

*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).

***Electronic Signature Accepted