

Rapides Parish School Board
J.B. Nachman
Elementary School

2026-2027
School
Improvement Plan

Mission Statement

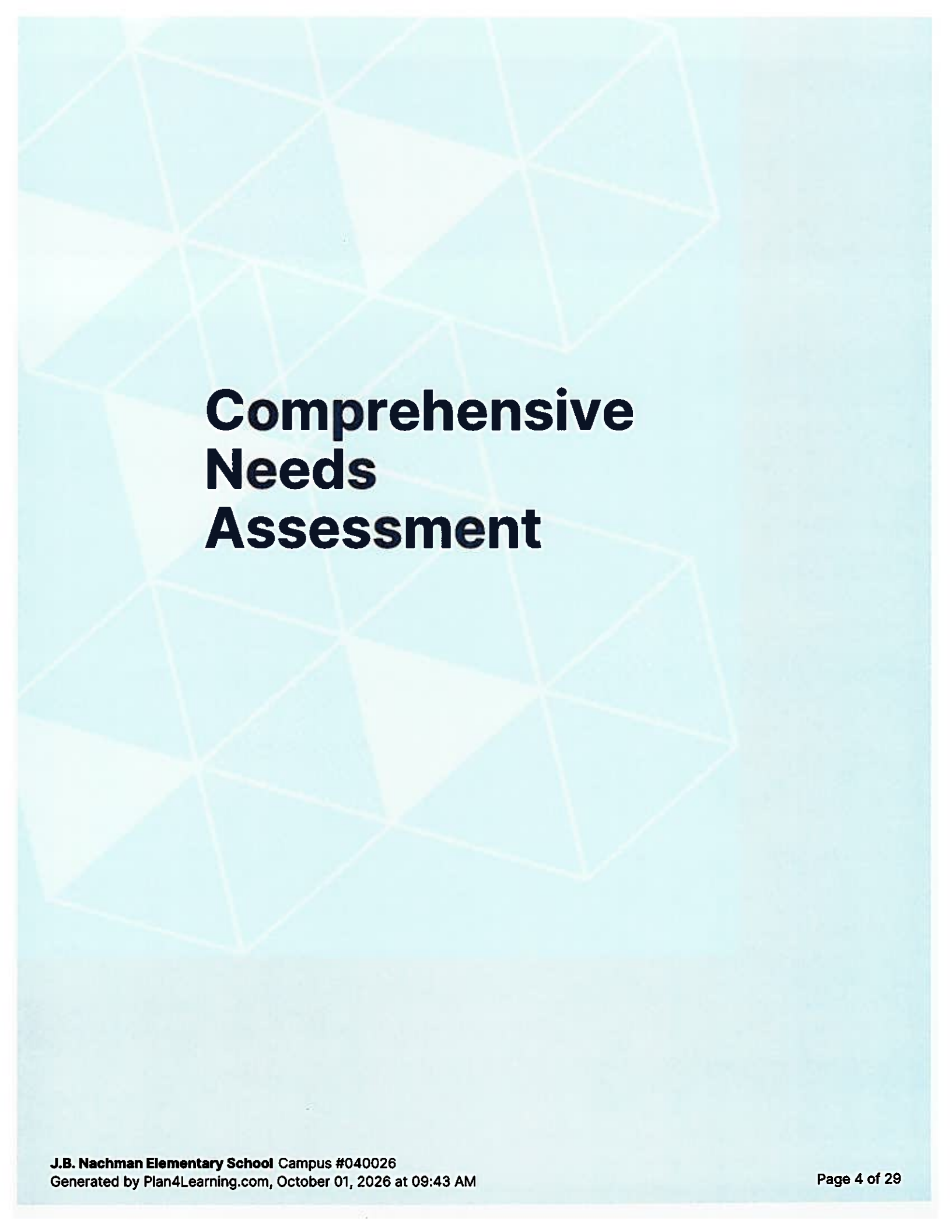
Rapides Parish Public Schools will increase the number of students meeting proficiency in all reportable categories by 10% points.

Vision

Rapides Parish Schools are relentlessly committed to providing a supportive and innovative educational system that **engages** our community, **empowers** individuals, and **elevates** our people to their maximum potential.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Goals	15
Goal 1 : All students will perform on grade level in literacy and numeracy by the en...	16
Goal 2 : Students in grades 3-5 will be proficient on LEAP in all core content areas ...	19
Goal 3 : To increase parental involvement at monthly academic events.	21
Title I Schoolwide Component Summary	22
Title I Schoolwide Components	23
1.1 Family and Stakeholder Engagement	23
1.2 Comprehensive Needs Assessment	24
1.3 Strategies for Improvement	24
1.4 Student Support Services	24
1.5 Student Opportunities	25
1.6 Multi-Tiered Systems of Support for Behavior	25
1.7 Professional Development	26
1.8 Student Transition	26
Funding Summary	28
Title I	29



Comprehensive Needs Assessment

Demographics

Summary

Vision: J.B. Nachman believes that when our students are engaged in inquisitive learning, empowered with knowledge, and elevated with confidence, they will become lifelong learners.

Mission: The mission of J B Nachman Elementary is to ensure teaching and learning is occurring in a safe and orderly environment so all students can reach their learning potential.

Nachman has a diverse population of students. Sub-groups include minorities, ESL students, students with disabilities, homeless students, and students from low socio-economics homes. Of the 550 students registered at Nachman 13% are students classified with disabilities and 13% are ESL students. The enrollment at Nachman usually fluctuates between 550 and 575. We receive Title I funding and are classified as a CEP school, which means students receive a free breakfast and lunch.

Strengths

Our bottom 25% of students outperformed our general population. Our ESL population grew on ELPT 37.7% to 45.2%. 80% of our K-3 students scored benchmark or above on EOY DIBELS screener.

Challenges/Weaknesses Identifying Demographics Needs

Challenge/Weakness	Root Cause
1 ★ Across all demographics, writing is a challenge. Students performed below grade level expectation on proficiency exams and EOY 2026 LEAP assessment.	Antiquated strategies rooted in RACES that do not allow for success as aligned in LDOE writing rubrics.

★ = Priority

Student Learning

Summary

School Accountability	Letter Grade	Average	Achieve				Grow				
			% Proficient ELA	% Proficient Math	% Proficient Science	% Proficient SS	% Grow ELA	% Grow Math	% B25 Grow ELA	% Grow Math B25	% Grow ELPT
2025-2026 Final Scores			0.0	0.0	0.0	0.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
2025-2026 May Predictions		50.6	69.5	43.4	29.8	49.4	51.7	40.3	65.2	61.0	45.2
2025-2026 QDR 3		22.4	40.0	10.6	21.9	40.1	35.6	4.3	24.6	2.5	
2025-2026 QDR 2	F	26.3	46.2	15.5	31.5	24.5	43.5	12.3	26.5	10.0	
2025-2026 QDR 1	F	10.5	8.0	17.7	16.5	8.8	1.2	16.1	0.0	5.4	
2025 - 2026 Goals	A	67.4	63.8	86.1	79.4	86.5	61.6	44.1	56.4	70.7	37.7
2024-2025 Baseline scores	B	48.3	66.3	44.3	35.9	44.7	56.0	37.5	51.3	64.3	34.3
2023-2024 Simulated scores	B	51.7	69	51.8	44.9	42.3	49.1	38.0	73.2	56.1	41.2
2022-2023 Simulated scores	B	55.7	66.4	51.1	37.4	42.3	51.4	52.1	47.3	80.0	73.0

K-3 Literacy Screener BOY to EOY

Kind.			1st			2nd				3rd			
Composite Score: Interim 1, Interim 2, Interim 3, and Interim 4			Composite Score: Interim 1, Interim 2, Interim 3, and Interim 4			Composite Score: Interim 1, Interim 2, Interim 3, and Interim 4				Composite Score: Interim 1, Interim 2, Interim 3, and Interim 4			
24-25 EOY	25-26 EOY	Growth	24-25 EOY	25-26 EOY	Growth	% Complete	24-25 EOY	25-26 EOY	Growth	% Complete	24-25 EOY	25-26 EOY	Growth
71.1%	83%	13.9%	80.2%	77%	-3.2%	100%	63.3%	87%	24%	97%	79.6%	73%	-7%

Strengths

In the 2025-26 school year, we achieved our SWP goal and were successful in growing our bottom 25% of students. Additionally, 80.5% of students in grades K-3 demonstrated proficiency or above on the DIBELS end-of-year literacy screener.

Challenges/Weaknesses Identifying Student Learning Needs

Challenge/Weakness	Root Cause
1 Writing in all grade levels	Antiquated strategies, eg. RACES, not aligned with new state LEAP grading.
2 Growing our higher performing population	Over scaffolding and teaching to the bottom 25%.
3 Math proficiency	Lack of proficiency in application and reasoning.

★ = Priority

School Processes & Programs

Summary

We implement district tier one curriculum in ELA, math, science and social studies. Teachers instruct using the adopted HQIM with fidelity and adhere to their classroom schedule to assure instructional minutes are met in each area. We conduct intensive RTI/ enrichment daily to support struggling students and challenge the others. We conduct weekly TCMs to insure teachers have the support and planning needed to be successful in growing our students.

We team with LSUA and LC to allow their education methods students to study and observe our teachers and students. We then recruit those students as faculty. We work with district HR to obtain staff. Additionally, we support our papaprofessionals who obtain degrees and decide to become classroom teachers. We provide a rich support system for new and underperforming educators in our school. We embed professional development through TCMs. We bring in district curriculum specialists to support specific curriculums. We retain educators by providing a collaborative environment that encourages and promotes innovative instructional strategies.

We hold weekly administrative instructional leadership meetings to plan and direct instructional and coaching strategies to benefit teachers in growing students. Weekly teacher collaborative meetings are held to plan instruction and provide feedback. Quarterly ILT meetings are held with the team to discuss instructional observations and coaching opportunities.

Strengths

Students in grades K-3, showed significant growth in literacy proficiency from 71% to 80%. This can be attributed to intensive RTI, HDT, and AlrReading for our 3rd grade students.

Challenges/Weaknesses Identifying School Processes & Programs Needs

Challenge/Weakness	Root Cause
1 Growing our higher performing students in grades 3-5.	Over scaffolding and targeting instruction toward our below 25% students.
2 Addressing instructional deficiencies, our focus on writing needs revamping.	Antiquated instructional strategies and practices (RACES).
3 Students in grades 3-5 displayed significant decrease in math LEAP scores.	Absence of consistent math discourse, application and reasoning.

★ = Priority

Perceptions

Summary

Vision: J.B. Nachman believes that when our students are engaged in inquisitive learning, empowered with knowledge, and elevated with confidence, they will become lifelong learners.

Mission: The mission of J B Nachman Elementary is to ensure teaching and learning is occurring in a safe and orderly environment so all students can reach their learning potential.

Our Nachman Knight motto is Four Houses; One Family. Our house system promotes positive behavior and academic success. Daily we pledge to "Always ACT like a Nachman Knight. Always respectful, Cooperate, and Try our best." We recite this every morning and believe it sets the stage for daily learning, student responsibility, and an engaging atmosphere. We communicate with our stakeholders through DOJO, our Nachman website, and our Facebook page.

Strengths

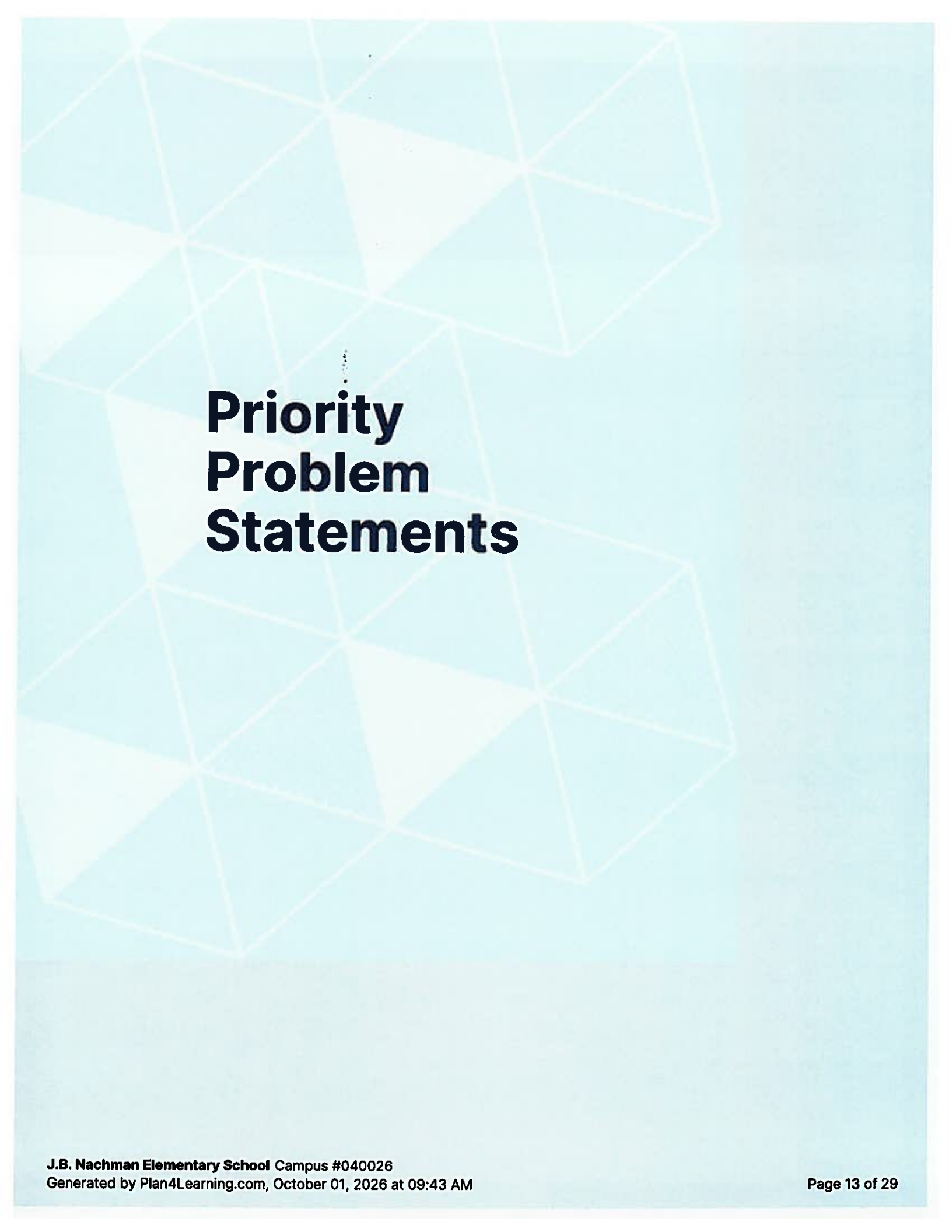
We engage our community in monthly extended activities at our school through various activities such as Family Walk Nights, choral concerts, theater productions, schoolwide art show, and seasonal celebrations.

Parents are kept abreast of their child's academic progress through student led parent/teacher conferences and parent gatherings. These events provide information appropriate to their individual child's state assessments.

Challenges/Weaknesses Identifying Perceptions Needs

	Challenge/Weakness	Root Cause
1	Our PTO meetings are underattended.	Parents perception of having to commit to specific events or task is overwhelming and does not fit in their busy schedule.

★ = Priority



Priority Problem Statements

Challenge/Weakness**Root Cause****1**
★

Across all demographics, writing is a challenge. Students performed below grade level expectation on proficiency exams and EOY 2026 LEAP assessment.

Antiquated strategies rooted in RACES that do not allow for success as aligned in LDOE writing rubrics.

★ = **Priority**



Goals

Goal 1

All students will perform on grade level in literacy and numeracy by the end of 3rd grade.

Objective 1 Targeted

Through RTI and HDT, students below grade level will work to close gaps and students performing at and above will receive instruction to extend learning. Students will utilize manipulatives, anchor charts, and other resources for instructional learning.

LDOE Commitments : Academic Alignment in Early School and Classroom

Evaluation Data Source: DIBELS/KITE

Strategy 1

Teachers will provide instruction to students in independent, small and whole group settings using various learning techniques.

Desired Outcomes: Students performing on grade level on state and district assessments.

Person Responsible: Lori Robertson

ESSA Tiers of Evidence: Strong Evidence

Funding Sources: Library books Title I, \$4,000, ELA supplies, laminating film, jumbo post-it, charts, chart markers, whiteboards Title I, \$9,666.24, Math manipulatives Title I, \$2,000

Title I Schoolwide Component: 1.3

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Strategy 2

Teachers will participate in professional development to learn, develop and share literacy and numeracy skills aligned to SOR and early numeracy.

Desired Outcomes: Implement current strategies learned and shared through professional development.

Person Responsible: Lori Robertson

ESSA Tiers of Evidence: Strong Evidence

Funding Sources: PD for Plain Talk and Teacher Leader Title I, \$6,600

Title I Schoolwide Component: 1.3, 1.7

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Strategy 3

ILT will meet 2 hours every month after school to disaggregate data, identify strengths and weaknesses, and plan strategies to support teachers in literacy and math. This will apply for teachers in grades PK-5.

Desired Outcomes: Teacher effectiveness and student achievement will improve.

Person Responsible: Admin ILT
School ILT

ESSA Tiers of Evidence: Strong Evidence

Funding Sources: Medicare for PD stipends Title I, \$30.45, Retirement for PD stipends Title I, \$401.31, Ink for printers and posters Title I, \$2,900, PD data and strategy planning Stipends for ILT Title I, \$2,100

Title I Schoolwide Component: 1.3, 1.7

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Strategy 4

All instruction will be focused on grade level content using HQIM aligned to Louisiana State Standards.

Desired Outcomes: Through external coaching, learning walks, and TCMs, grade level instruction will be observed.

Person Responsible: Admin ILT

ESSA Tiers of Evidence: Strong Evidence

Title I Schoolwide Component: 1.3

Formative Reviews

October

January

March

May

Goal 2

Students in grades 3-5 will be proficient on LEAP in all core content areas and will meet individual growth targets in ELA and Math.

Objective 1 Targeted

Through RTI and HDT, students below grade level will work to close gaps and students performing at and above will receive instruction to extend learning. Students will utilize manipulatives, anchor charts, and other resources for instructional learning. Teachers will monitor students taking assessments to ensure students are working to the best of their ability during testing and remaining only in testing window.

LDOE Commitments : Academic Alignment in Early School and Classroom

Evaluation Data Source: Students performing on grade level on state and district assessments.

Strategy 1

Teachers will monitor students working in class on assignments and when taking assessments to ensure students are working to the best of their ability during testing and remaining only in testing window by utilizing the Go Guardian platform.

Desired Outcomes: Students remain on task when working instructionally and on assessments.

Person Responsible: Lori Robertson

ESSA Tiers of Evidence: Strong Evidence

Funding Sources: Go Guardian platform Title I, \$2,500

Title I Schoolwide Component: 1.3

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Objective 2

Students will be provided opportunities to participate in music and theater. Students in grades 3-5 will participate in weekly music class using a specific music curriculum; students will apply reading and math skills in music class. Students will also apply literacy skills in theater class, which also utilizes music skills.

LDOE Commitments : Academic Alignment in Early School and Classroom

Evaluation Data Source: Performance evaluations

Strategy 1

Students will participate weekly in music class using various instruction and practicing writing and reading music in time.

Desired Outcomes: Increased reading and math skill development

Person Responsible: Music teacher

ESSA Tiers of Evidence: Promising Evidence

Funding Sources: EE Music Class Curriculum Title I, \$300, Licenses for theater class Title I, \$1,200

Title I Schoolwide Component: 1.3, 1.5

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Goal 3 To increase parental involvement at monthly academic events.

Objective 1 ☒ Targeted

To increase parent participation by 10% monthly.

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom

Evaluation Data Source: Sign-in sheets and parent surveys.

Strategy 1

Monthly parent events promoting academics specifically literacy and numeracy. Resources will be provided to parents. Communications will be printed and mailed to parents of student progress and opportunities for parent learning.

Desired Outcomes: Increased monthly participation.

Person Responsible: Nicole O'Neal - Community Engagement Co-Ordinator

Funding Sources: Reading night books Title I, \$1,200, Parent printer and ink Title I, \$500, Stamps Title I, \$656

Title I Schoolwide Component: 1.3

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Formative Reviews

October

January

March

May

Title I Schoolwide Component Summary

Title I Schoolwide Components

1.1 Family and Stakeholder Engagement

The SWP committee is composed of administrators, one SWD teacher, one ESL teacher, upper and lower elementary teachers, the lead teacher/Title I chair, an African-American community/parent, one of our EL parents, and one parent of a regular education student. We pride ourselves on working with our diverse population of families at Nachman to ensure we include all stakeholders with the opportunity to have input in the ongoing development of our School-wide Improvement Plan. Currently at Nachman, approximately 14% of our population is categorized as SPED, 11% english language learners, and 3% homeless. We provide various occasions/events throughout the year where we gather insight and/or needs of our students and their families.

For example, at the start of each school year, we invite our parents to participate in our Back-to-School orientation meeting. We will host this meeting on July 20, 2026 and an additional meeting for those who could not attend on August 18, 2026.. During this meeting, we share our EOY academic data from the previous spring (2026) data along with the mission, vision, and goals of our school and the district. Additionally, we share the curriculum and how to access student information in OnCourse. We also discuss the various assessments that will take place during the school year. Finally, parents are encouraged to complete and submit a digital survey allowing our stakeholders a voice.

Throughout the school year, we provide our K-2 families with BOY, MOY, and EOY data on their child for the DIBELS and iReady math assessments. These reports include information about their student's assessment along with strengths and weaknesses. To keep parents abreast of their child's weekly academic progress, papers are sent home to K-2 parents each Wednesday. Parents must sign the papers and return them noting any concerns about their child's academic progress. This is a two-way type of communication. Additionally, parents may access their child's academic record at any time through OnCourse. A change we are implementing this year is meeting with K-2 parents at the beginning of the school year to discuss the district's reading curriculum, Imagine Learning, and assessment tool, DIBELS, in depth. We want our parents to be knowledgeable about academic expectations, and therefore become actively engaged in their child's learning and current on their progress.

Just like our K-2 students, we keep the parents of our 3rd-5th grade students informed about the results of the STAR, LEAP, and iReady math and reading tests throughout the year.. We also hold LEAP Test Prep meetings with parents in February to ensure they understand the assessment. We usually have 25+ parents in attendance. Generally, the attendees are parents of 3rd grade students because this is their first encounter with the state-mandated test. We hope to increase this number this school year.

In order to encourage students to take ownership of their learning, we conduct student led parent/teacher conferences twice a year. Students prepare for these conferences by identifying and tracking their academic strengths and needs as well as track their AR achievements, iReady diagnostics, DIBELS assessment, PE results, and quarterly grades.

We have a large population of ELL students who take the ELPT assessment each year. ELPT scores are sent home with our ELL students once scores are released in May. Although our ELL teachers spend time staying in contact with our ELL parents, the results from this year's ELPT assessment were low. In grades 1 & 2, 13 out of 25 student (52%) met their trajectory. In grades 3-5, 7 out of 17 students (41%) met their trajectory. This reflects a 32% increase in Grades 1 & 2, and a 9% increase occurred in graded 3-5. Our students improved in writing as targeted last year, and went down in speaking. One change we are making this year based on parent requests and evidenced by our test scores, is hosting a Parent ELPT testing night in January once we return to school, prior to the test. This would give teachers an opportunity to share information with parents and answer questions. In the past we have addressed this individually, but these meetings resulted in interaction with very few parents.

Like our ELL teachers, our teachers who work with our SWD and do a great job keeping parents abreast of their child's progress or lack thereof. Teachers, who instruct SWD, send home a quarterly progress report sharing with parents the progress toward their child's IEP goals.

Test results for ELPT, LEAP Connect, DIBELS, STAR are sent home to parents. For our ELL students, printed communication or forms sent home are translated into the appropriate home language.

To further encourage parental involvement within our school, our parent/teacher conferences each semester include the student. Each student sets goals within the classroom environment and shares those goals and progress made toward them with their parent or guardian during their conference further strengthening the bond between home and school.

To meet the 10% proficiency goal in all reportable content areas, we will increase parental opportunities throughout the school year to inform them about curriculum and data analysis of student work.

At our end-of-year SWP stakeholder meeting, it was brought to our attention by parents that students missed some of the “fun” activities we’ve hosted in years past. Our 4th and 5th grade teachers plan to host a back-to-school dance for their students to bring some “fun” to our campus. Additionally, we did allow for more of an “Open House” vibe this year with no structured activities and allowed parents and students to leisurely visit with their child’s teachers and drop off supplies before the first day of school. This ‘meet and greet’ was extremely successful and appreciated by families.

1.2 Comprehensive Needs Assessment

Our out-of-school suspensions dropped 51% from 43 in 2024/25 to 23 in 2025/26.

Our retention rate decreased for the 2025 - 2026 school year. Eleven students were retained at the end of the 25/26 school year compared to the twenty-three students who were retained in 24/25.

1.3 Strategies for Improvement

All classes will implement district Tier 1 curriculum and high quality instructional materials in accordance with state and district mandates in all core content classrooms.

During weekly TCMs, administration and teachers will assess student work, planning preparation aligned to HQIM and pacing guides to assure grade level instruction, and will utilize the LER and 5 essential practices to ensure research based strategies are used in every classroom to strengthen academic instruction in order to increase student achievement. Materials to be used to facilitate best instruction include:

The master schedule has been designed to align with all pupil progression mandated minutes as well as allow a one hour daily planning block to ensure teachers have adequate time to plan for instruction, review student work, and provide feedback.

Nachman schedule supports a well-rounded education for all students. We have multiple opportunities for students to develop interest and opportunities that enrich and accelerate our curriculum: theater, music, STEM, library, daily PE, art. Additionally we offer outside activities for students such as: Fitness Team, Girls on the Run, BETA, cheerleading team, basketball team, and choir.

For students not meeting grade level expectations including the bottom 25% in ELA and math we provide various interventions in order to increase student achievement such as: RTI, HDT, AirReading, small group instruction. Enrichment is provided for those students who meet and exceed grade level expectations including: Accelerate, writing extensions, book club, and gifted and talented. We continuously monitor student progress through iReady diagnostics, teacher recommendation, and STAR Reading.

1.4 Student Support Services

Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost
All students have access to our in-house school clinic - Trinity Health Clinic. Parents must give permission for their child to access both mental and medical services.	Roster of students with parental permission.	Grant outside of the district
We also have a school nurse that oversees medical assistance to our	RPSB assigned nurse to our school	District
		Outside district source

students with minor issues. She oversees the administration of daily medicines as directed by a medical doctor for students.	List of approved providers from the district	J.B. Lafargue
Approved outside mental health agencies are granted access to their clients who are students at our school.	School SBLC committee members	Outside grant
Our SBLC committee meets weekly to review referrals from teachers and parents about students with possible disabilities, behavioral, and academic problems.	PE teachers	Outside funding
The Healthy Behaviors Initiative grant focuses on helping students, faculty, and staff make healthy lifestyle choices. The goal is to provide individuals with information about drugs, alcohol, vaping and healthy behaviors that will ensure a good quality of life.	5th grade teachers DARE Officer	
5th grade students participate in DARE during the fall semester to learn strategies to avoid drug abuse and violence.		
Various supplies will be provided to ensure students have necessary materials to succeed.		

1.5 Student Opportunities

In order to ensure our students are exposed to a variety of opportunities in order to build outside interests, we have incorporated several extracurricular activities into our schedule: DARE, robotics, cheerleading, boys and girls basketball, fitness team, choir, Girls on the Run, BETA Club, theater, performing arts, and art.

Title IV funds will be used to pay a theater teacher to work with students to produce a theater production each semester.

Additionally, Title IV funds will be used to pay for art supplies needed for art lessons via Library/STEM enrichment classes. All PreK - 5th grade students will have access to these classes. The purpose of the art program is to support a well-rounded education by enhancing the visual arts curriculum with upgraded materials that allow for more complex, culturally relevant, and skill-building projects. Through hands-on, creative experiences in painting, sculpture, printmaking, and design, students will strengthen fine motor skills, express themselves artistically, and make cross-curricular connections that support cognitive and social-emotional growth. This contributes to our SWP focus on engagement, equity, and achievement for all learners, as well as having a profound impact on social and emotional skills by interacting with the different forms of media.

1.6 Multi-Tiered Systems of Support for Behavior

Members of our SBLC committee, teachers, and administration continuously work to identify and support students struggling academically, emotionally, and behaviorally.

RTI and HDT are incorporated into our schedule to assist students who are struggling academically. Students who are "high flyers" receive various types of enrichment opportunities such as BETA Club, Book Club, and Talented art, music, and theater

Behavioral help services are available to students struggling emotionally and behaviorally through the Trinity Health Clinic. Our school behavioral strategist also works with students who have behavioral issues. Parents are referred to outside resources when needed.

We use PBIS and our House System to encourage and support ALL students. We conduct quarterly behavior and academic celebrations that include ALL students.

1.7 Professional Development

Our lead teacher participates in quarterly PD through the district. This information is redelivered during weekly TCM meetings.

The district has embedded professional development days covering various topics throughout the school year for our teachers and administration. Some of the dates already scheduled are:

August 5 & 6, 2026

September 21, 2026

October 19, 2026

January 4, 2027

March 8, 2027

Teachers attend and engage in weekly Teacher Collaborative Meetings (TCM) focusing on the depth of standards, student work, progress monitoring, data digs to ensure students maximum potential is reached. Additionally, during TCMs teachers will plan collaboratively utilizing the Louisiana Tier 1 curriculum.

ILT members meet quarterly to report on their area of focus in order to increase each reporting category by 10%. We use Title I funds to provide substitute teachers for our core content teachers in order for them to provide support for all teachers on our campus.

Administration and teachers to be determined will participate in content, leadership, and various professional development opportunities/trainings hosted by LDOE's yearly Teacher Leader Summit held in New Orleans, LA in May.

Funding through Title I will also be used to allow teachers to be determined to attend Plain Talk in 2027.

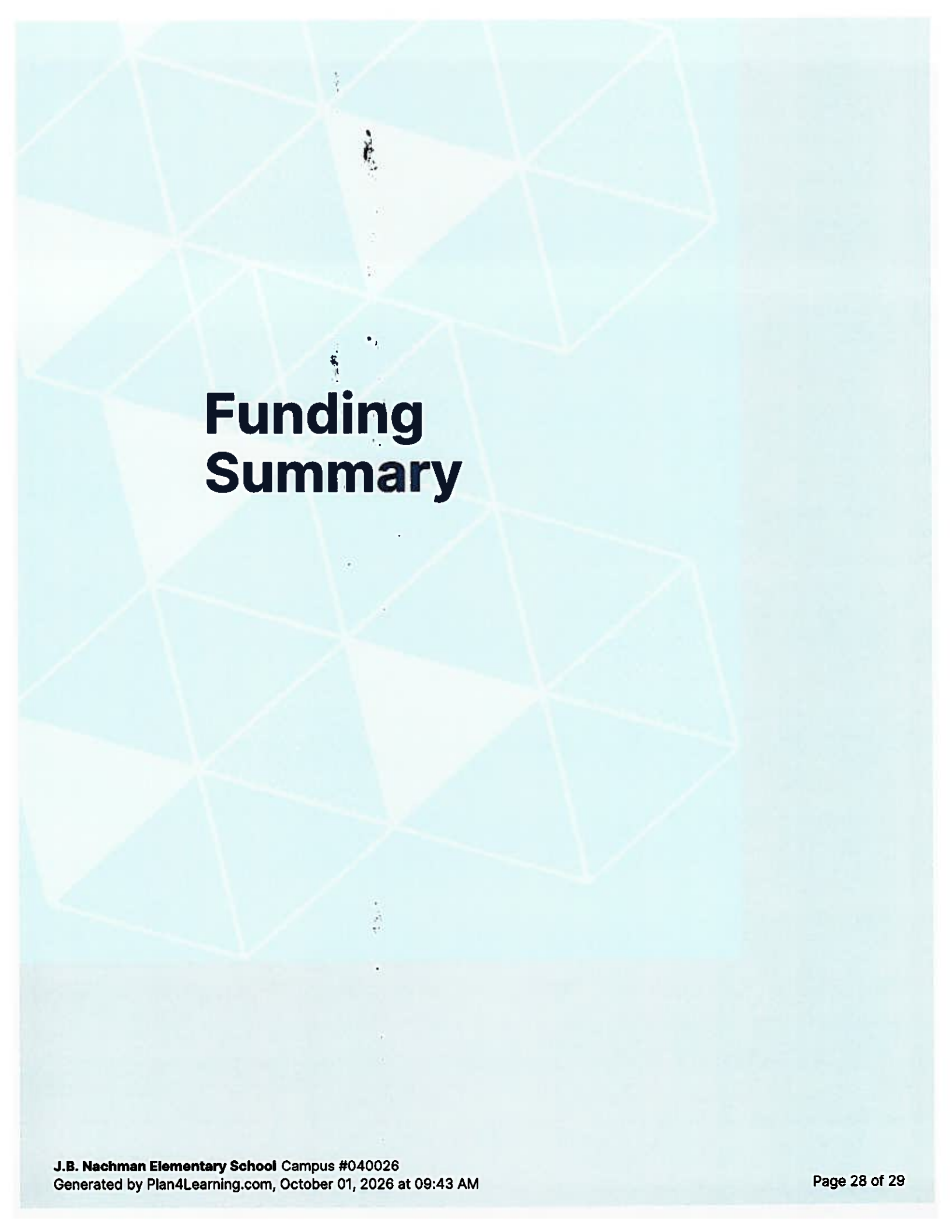
1.8 Student Transition

The school will host an open house before school begins for parents, families, and students to meet teachers and explore school based student involvement opportunities.

Each year, in the spring students in the 5th grade take a field trip to Brame Middle School to tour the school, meet the administration and staff, in order to be introduced to all the clubs, classes, and extracurricular activities that will be offered to them when they transition to middle school the following year.

AMMS will visit Nachman's 5th grade students in the spring of 2027 to ensure the smooth transition

of those students attending their school. The admin team, various club members, and select students will provide an assembly for all 5th grade students.



Funding Summary

Funding Summary

Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library books	641	\$4,000.00
1	1	1	ELA supplies, laminating film, jumbo post-it, charts, chart markers, whiteboards	610	\$9,666.24
1	1	1	Math manipulatives	610	\$2,000.00
1	1	2	PD for Plain Talk and Teacher Leader	2214.582	\$6,600.00
1	1	3	Medicare for PD stipends	225	\$30.45
1	1	3	Retirement for PD stipends	231	\$401.31
1	1	3	Ink for printers and posters	615	\$2,900.00
1	1	3	PD data and strategy planning Stipends for ILT	150	\$2,100.00
2	1	1	Go Guardian platform	2214.530	\$2,500.00
2	2	1	EE Music Class Curriculum	2214.530	\$300.00
2	2	1	Licenses for theater class	610	\$1,200.00
3	1	1	Reading night books	2180.610	\$1,200.00
3	1	1	Parent printer and ink	2180.615	\$500.00
3	1	1	Stamps	2180.530	\$656.00
				Sub-Total	\$34,054.00
				Budgeted Fund Source Amount	\$34,054.00
				+/- Difference	\$0.00