

2018 - 2019
Anser Charter School Literacy Plan

School District	# 492	Name: Anser Public Charter School
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Summary of Previous Year Program and Results (2017-18)

- As in previous years, our intervention schedule was developed to support the requirements to deliver 60 hours of intervention to students scoring a “1” on the IRI and 30 hours of intervention to students scoring a “2” on the IRI. We were able to schedule this intervention time with few issues. We also reviewed Progress Monitoring data fairly often, which allowed us to be very purposeful with our flexible groupings - especially in 1st grade.
- As part of Anser’s commitment to student achievement, we review the year’s data to see if our instruction is effective. **(See Table 1)**
- Although ANSER did not meet all of the benchmarks (both the required ones and the optional ones), we do not regret setting them high. Digging into the data, we are proud that the ‘16-’17 1st grade → ‘17-’18 2nd grade and the ‘16-’17 2nd grade → ‘17-’18 3rd grade cohorts showed growth when compared to the previous year. We saw similar gains in ISAT ELA scores in the upper grades. This helps when it comes to setting new benchmarks for this year. Setting a benchmark that targets an individual cohort’s growth seems to be more helpful than setting a standard grade-level goal.
- We note every year that the kindergarten and 1st grade students typically do not show a greater percentage of proficiency when comparing Fall to Spring IRI. These grades are unique in that the Fall IRI and the Spring IRI measure different literacy skills. The expectations change dramatically for the students during their Kindergarten year, which is to be expected. But to assure ourselves that our Kindergarten and First Grade students are indeed progressing in their literacy skills, we have been setting our own benchmark which takes a look at the growth shown in Kindergarten and 1st Grade on the benchmark skills measured on the Spring IRI. In other words, we compared growth using the same measure. Based on the Kindergarten and 1st Grade Spring IRI, non-proficient student did indeed show much growth (once we looked at the same measure.) These finding reassure us, along with the fact that historically our cohorts show increasing growth from K → 3rd Grade, that the instruction is effective.

Table 1

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2016-2017 (Yr 1)	SY 2017-2018 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)	Benchmark Met? Yes/No
# of students who scored “proficient” on the Kindergarten Spring IRI	22 / 36 students	16/36 students	-6 students	23 / 36 students	No
% of students who scored “proficient” on the Kindergarten Spring IRI	61.1%	44.4%	-16.7ppts	63.9%	No
# of students who scored “proficient” on the Grade 1 Spring IRI	19 / 35 students	20/36 students	1 student	24 / 36 students	No
% of students who scored “proficient” on the Grade 1 Spring IRI	54.2%	55.6%	+1.4ppts	66.7%	No
# of students who scored “proficient” on the Grade 2 Spring IRI	26 / 36 students	26/35 students	0 students	29 / 35 students	No
% of students who scored “proficient” on the Grade 2 Spring IRI	72.2%	74.3%	+2.1ppts	82.9%	No
# of students who scored “proficient” on the Grade 3 Spring IRI	31 / 35 students	28/37 students	-3 students	32 / 37 students	No
% of students who scored “proficient” on the Grade 3 Spring IRI	88.6%	75.5%	-13.1ppts	86.5%	No
OPTIONAL Performance Metrics	SY 2016-2017 (Yr 1)	SY 2017-2018 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)	Benchmark Met? Yes/No
Improvement in % change of <i>non-proficient</i> kindergarteners on Kdg Spring LSF IRI when compared to those same students’ LSF score on Fall IRI.	208.4% change in growth	154.7% change in growth	-53.7 ppts of %change	150% growth (LSF) Fall IRI → Spring IRI	Yes
Improvement in % change of <i>non-proficient</i> 1st Grade students on Grade 1 Spring CBM IRI when compared to those same students’ CBM score on Fall IRI.	1141% change in growth	1178.4% change in growth	+37.4 ppts of %change	600% growth (CBM) Fall IRI → Spring IRI	Yes
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	49% out of 35 students	59% out of 36 students	+10 ppts	59%	Yes
% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	66% out of 38 students	58% out of 36 students	-8 ppts	73%	Yes
% of students who scored proficient or advanced on the ELA section of the Grade 5 ISAT	86% out of 37 students	74% out of 38 students	-12 ppts	87%	No
% of students who scored proficient or advanced on the ELA section of the Grade 6 ISAT	70% out of 50 students	80% out of 50 students	+10 ppts	72%	Yes
% of students who scored proficient or advanced on the ELA section of the Grade 7 ISAT	69% out of 51 students	85% out of 51 students	+16 ppts	71%	Yes
% of students who scored proficient or advanced on the ELA section of the Grade 8 ISAT	68% out of 50 students	68% out of 44 students	0 ppts	78%	No

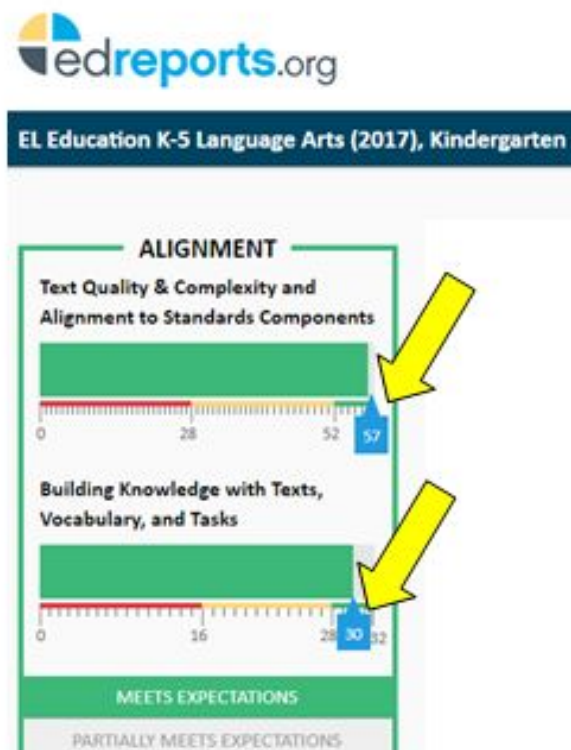
Program Summary - REQUIRED

- *Description of research-based substantial literacy interventions.*

Kindergarten – Anser Kindergarten teachers differentiate literacy activities for their students during center time. The students are placed in flexible groups based on the different skill levels that are found in the class. Additional intervention is offered during center time by the Literacy Specialist so that more direct and supplemental instruction can be given to those students who need it. This structure allows the students needing intervention to receive support in a familiar environment, and it also allows the Literacy Specialist to get to know all of the new Kindergarten students.

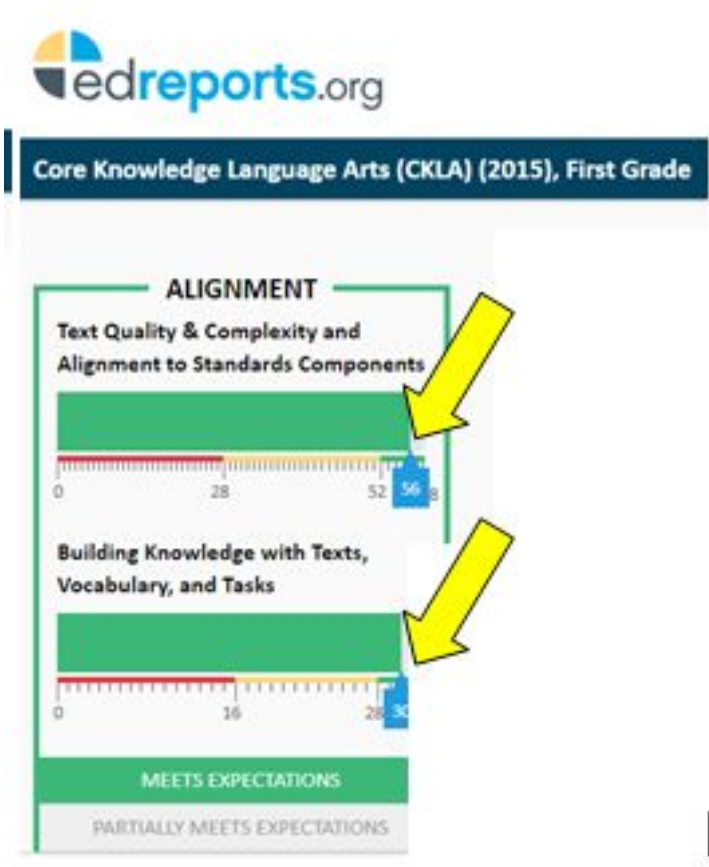
Activities in the Kindergarten classroom align with the Idaho Core State Standards and include, (but are not limited to): phonemic awareness, concepts of print, letter recognition (upper and lower case), identifying letter sounds.

Intervention Programs used in Kindergarten: Anser uses a variety of programs to match with each student's instructional needs. In Kindergarten, the ISIP ER is measuring students' skills in Listening and Language Comprehension, Phonological and Phonemic Awareness, Letter Knowledge and Vocabulary. To that end, Anser classroom teachers and the Literacy Specialist are implementing the EL Education Language Arts Kindergarten materials, which is research-based and has been shown to align with early literacy skills. **(See graphic below).** More information can be found at www.edreports.org.



First Grade – First grade teachers at Anser also differentiate literacy activities to target the needs of the wide range of skills found at this grade level. They are also placed in flexible literacy groups that change several times throughout the year. First graders have centers during their Literacy Block, with the classroom teachers, parent volunteers, Boise State tutors, paraprofessionals, and the Literacy Specialist offering support. As in Kindergarten, general classroom instruction is aligned to the Idaho Core State Standards. Student received instruction in comprehension strategies (such as finding key ideas/details, noticing the author’s craft and text structure, reading different texts of various complexity), but they are still learning about print concepts, sight word recognition, phonics patterns and rules (which includes spelling), vocabulary development and are participating in phonological awareness activities.

Intervention Programs used in First Grade: First grade students in Intervention receive instruction outside of the Literacy Block (schedule is found later in the Plan) by the Literacy Specialist and a paraprofessional. Interventionists also use activities developed at the Florida Center for Reading Research. Later, as the students become more proficient in Letter Sound Fluency, they will be using materials developed by Core Knowledge Curriculum Series (Language Arts) (**See graphic below**). Depending on their readiness, and keeping the ISIP ER benchmark goals in mind, instruction will continue to support their word analysis, phonics, sound-spelling correspondences for common consonant digraphs, decoding one-syllable words and identifying sight words, and fluency.



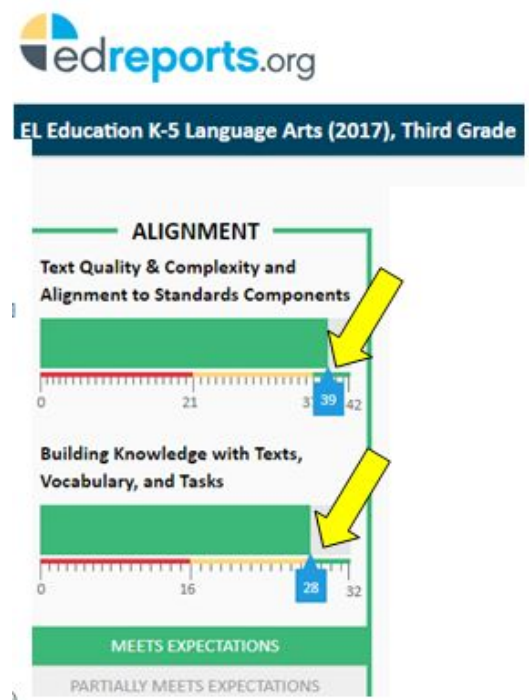
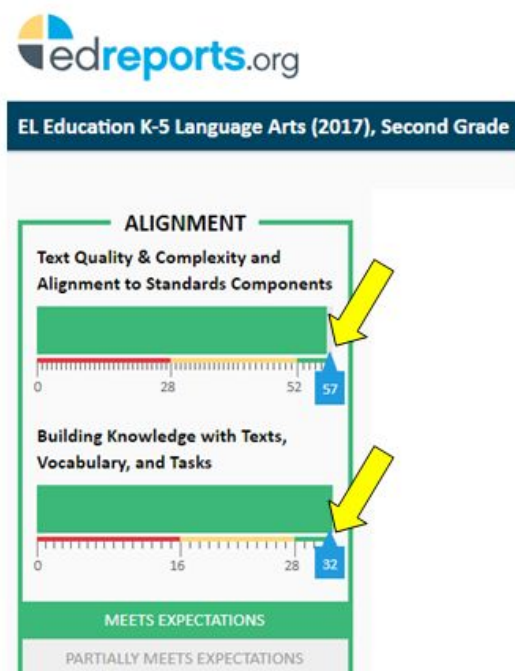
Second and Third Grades - Anser Public Charter School has blended classrooms for 2nd/3rd Grades, so the general education and Interventions are the same for both grade levels.

In grades 2 and 3, the teachers use a Word Study model. Based on assessments (such as the ISIP ER, STAR Reading Assessment, and CORE Phonics), the teachers form homogeneous groups of students from all three homerooms for a chunk of time to teach the basic skills of reading - such as phonemic awareness, phonics/spelling, vocabulary and text fluency. After this Literacy time, the students return to their regular classrooms, thus forming heterogeneous groups where classroom teachers give instruction of comprehension strategies.

Data drives these original groupings, as well as any movement of students from one group to another as the year progresses. If a student shows growth or shows he/she needs additional intervention based on formative assessment, progress monitoring, the STAR Reading assessment, CORE Phonics, Words Their Way spelling inventories; then adjustments will be made as to where they are placed.

The Literacy Specialist has her own Word Study group, which serves 2nd/3rd grade students who were identified as needing small-group instruction. This small Word Study group does not supplant any Interventions, but it does provide the students a more supportive environment in which to focus instruction to these striving readers.

Beginning with the 2018-2019 school year, Anser's 2nd/3rd grade classrooms have adopted the EL Education Language Arts materials, which is research-based and aligned to the Idaho Common Core Standards. (See graphic below). As with the other grade levels, more information on the research of these programs can be found at www.edreports.org



Along with this explicit instruction, teachers provide other rich literacy experiences for their students. Read-alouds and subsequent discussions about these shared stories allow for students to “go deeper” in their understanding of a topic than they could do reading on their own. The read-aloud texts also connect with other subjects they are studying, which helps to build background knowledge and make cross-curricular connections.

Each day, students have the opportunity to practice reading independently from books of their own choosing. Some students, who are unable to sustain their reading on their own, read during this time with the Literacy Specialist; who supports their independence with mini-lessons on comprehension, strategies for decoding unfamiliar words and building stamina. (These reading behaviors are also incorporated in the classrooms and are based on Gail Boushey and Joan Moser’s *The Daily Five*.)

In addition, word sorts from *Words Their Way* that hit upon the phonics focus, and word building activities found in the book *Making Sense of Phonics* by Isabel L. Beck are integrated into the general education literacy program.

Intervention Programs used in Second and Third Grades: Second and Third grade students receive Intervention is a variety of ways. Based on the ISIP (IRI), students needing interventions will be placed in groups and receive instruction targeting specific literacy skills (such as vocabulary, phonics, text fluency...) All of the intervention times are scheduled outside of the general education instruction and will be delivered by the Literacy Specialist and/or the classroom teachers.

The intervention instruction is focused on providing students with additional support in the areas of phonemic and phonological awareness, alphabetic decoding, vocabulary development and comprehension/fluency. The materials at the beginning of the school year will be ones developed by the Florida Center for Reading Research and will primarily focus on phonemic awareness. Later, the students will continue to receive support with decoding and fluency. Once their skills have allowed them to decode accurately and fluently, the instruction will focus on comprehension strategies they will use during independent reading. (Comprehension strategies are already being taught during other literacy times with the whole class, but Intervention instruction will allow students to have support in knowing how to apply those skills independently.) The Core Knowledge Curriculum Series (Language Arts) – First/Second Grades – will be used for intervention materials (the level will depend on each groups’ skills and we will adapt the lessons to “meet” the students where they are in their progress. Additionally, the EL Education Language Arts Skills Block materials will be used during interventions.

- **Clear information demonstrating how the intervention strategies address students' needs related to phonemic awareness, decoding, vocabulary and fluency.**

As noted above, Intervention programs used from K-3 will include materials developed by the Florida Center for Reading Research (www.fcrr.org). FCRR has many partners in their efforts to promote literacy, including the National Reading Panel, the Florida Reading Initiative, the National Institute for Literacy and the United States Department of Education.

Kindergarten – First Grade

Book One - Phonemic Awareness and Phonics	
Introduction & Contents	
Phonemic Awareness	
Part One	Part Two
• Phoneme Matching	• Phoneme Blending
• Phoneme Isolating	• Phoneme Segmenting
Part Three	
• Phoneme Manipulating	
Phonics	
Part One	Part Two
• Letter-Sound Correspondence	• High Frequency Words
Part Three	Part Four
• Variant Correspondences	• Syllable Patterns
Part Five	
• Morpheme Structures	
Book Two - Fluency, Vocabulary, and Comprehension	
Introduction & Contents	
Fluency	
Part One	Part Two
• Letter-Sound Correspondence	• Words
• Word Parts	
Part Three	Part Four
• Phrases	• Connected Text
• Chunked Text	
Vocabulary	
Part One	Part Two
• Word Knowledge	• Morphemic Elements
Part Three	Part Four
• Word Meaning	• Word Analysis
Part Five	
• Words In Context	
Comprehension	
Part One	Part Two
• Narrative Text Structure	• Expository Text Structure
Part Three	Part Four
• Text Analysis	• Monitoring for Understanding

Second – Third Grade

Book One - Phonological Awareness and Phonics	
Introduction & Contents	
Phonological Awareness	
Part One	Part Three
• Rhyme	• Phoneme Matching
• Alliteration	Part Four
Part Two	• Phoneme Isolating
• Sentence Segmentation	• Phoneme Segmenting
• Syllables	Part Five
• Onset and Rime	• Phoneme Segmenting and Blending
	• Phoneme Manipulating
Phonics	
Part One	Part Five
• Letter Recognition	• High Frequency Words
Part Two	Part Six
• Letter-Sound Correspondence	• Variant Correspondences
Part Three	Part Seven
• Onset and Rime	• Syllable Patterns
Part Four	• Morpheme Structures
• Encoding and Decoding	
Book Two - Fluency, Vocabulary, and Comprehension	
Introduction & Contents	
Fluency	
All Parts	
• Letter Recognition	• High Frequency Words
• Letter-Sound Correspondence	• Oral Reading
Vocabulary	
All Parts	
• Word Identification/Words in Context	• Words That Describe/Word Meaning
• Word Categorization/Word Knowledge	• Word Structure/Word Analysis
Comprehension	
All Parts	
• Sentence Structure and Meaning	• Story Structure
• Monitoring for Meaning	• Main Idea/Summarizing

As can be seen from the above figures, the FCRR materials include the required phonemic awareness, phonics/decoding, vocabulary, comprehension and fluency instruction.

Anser is also using the Core Knowledge Curriculum Series (Language Arts). According to reviews found at www.edreports.org, the Core Knowledge Language Arts curriculum has met expectations for materials developed for Grades K-3 (<http://www.edreports.org/ela/core-knowledge-language-arts-ckla/index.html>)

The review is extensive, but the following excerpts from the above review show specifically how the materials meet the Idaho requirement for providing instruction in phonemic awareness, decoding, vocabulary, fluency and comprehension. It should be noted that the Program is a comprehensive one intended to be used for general instruction, however Anser is using the Skills Strand/Foundational Skills to meet the needs of the students needing intervention.

“Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.... Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.... Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.... Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently”.

As noted in earlier in the Narrative, Anser is also using the EL Education Language Arts materials. According to www.edreports.org, the EL Education K-5 Language Arts materials “meet the criteria for materials supporting ongoing and frequent assessment to determine student development of foundational skills. The materials support building knowledge and academic vocabulary.”

- **Clear information regarding how the school will ensure students receive the minimum hours of intervention required by law (60 hours for students who have a score of Tier 1 on Fall IRI; 30 hours for students who have a score of Tier 2.)**

Schedule for 30 and 60 Hours of Intervention

In Kindergarten, the Literacy Specialist spends 120 minutes a week in each classroom - working with students who need intervention during their center time. (The center time for the non-intervention students is an independent time, so the time spent on intervention is outside of the general instruction). Based on our calendar, there are 50 hours of intervention time allotted to the kindergarten. After progress monitoring and ongoing assessments, if it is determined by the instructional team that any students need further interventions, we will provide that instruction outside of the kindergarten literacy block.

The Intervention schedule for 1st grade is below. For each grade level, the hours of intervention are recorded for both the students who scored a “3” and a “2” on the Fall IRI.

1st Graders	Literacy Specialist	Total Intervention Hours
“3” on Fall IRI (non-proficient)	30 min x 5 days/wk	30 min x 128 days = 3840 minutes/60 = 64 intervention hours
“2” on Fall IRI	30 min x 4 days/wk “pull-out”	30 min x 113 days = 3390 minutes/60 = 56.6 intervention hours (Due to flexible grouping, students will be adjusted between the two groups to make sure that they receive appropriate instruction as they either respond to interventions and show growth, or need additional time/instruction.)

With the ISIP, we are gaining more information than simply text fluency rates of 2nd and 3rd grade students, which is extremely helpful to know what literacy skills to target with interventions. The ISIP data will give us the information to provide the necessary interventions in the most thoughtful and purposeful way. If a student receives a score putting him/her into Tier 2, we are looking at the subtests. If s/he was proficient in all subtests except text fluency, we will follow up with a traditional CBM. If the student can demonstrate text fluency proficiency (by using previous IRI benchmarks), then we will share those results with parents and make a decision as to whether or not to provide formal interventions and what those interventions will look like. This plan ensures that we are in compliance with state regulations, while also giving us some flexibility as we (and the students) learn the mechanics of taking the ISIP.

2 nd / 3 rd Graders	Literacy Specialist	Total Intervention Hours
"3" on Fall IRI	30 min x 3 days/wk "pull-out"	30 min x 131 days = 65.5 hours
"2" on Fall IRI	20 min x 3 days/wk "pull-out"	20 min x 131 days = 2620 min/60 = 43.6 hours (Due to flexible grouping, students will be adjusted between the two groups to make sure that they receive appropriate instruction as they either respond to interventions and show growth, or need additional time/instruction.)

- ***Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures***

A portion of the salary and benefits of the Reading Specialist (\$16,450 of \$65,131) is allocated from this Literacy Intervention funds but the majority of this salary is allocated to the general fund. The Reading Specialist takes the lead on the Literacy Intervention Program at Anser.

Comprehensive Literacy Plan Alignment - REQUIRED

- ***Clear demonstration that the Literacy Intervention Plan is aligned to the State Board of Education approved Idaho Comprehensive Literacy Plan.***

Collaborative Leadership

Anser Public Charter School works hard to provide teachers time to be collaborative leaders in our school. Grade level teams spend one afternoon each week together to develop curriculum, which integrates literacy throughout social studies, science and even mathematics. A Literacy Specialist position was created in 2015 to further support teachers and students with intervention support. Our school strives to communicate these efforts to our parent community.

Anser's Administrative department has consistently been supportive of the community of learners (both students and educators) by providing relevant staff development opportunities; being liaisons between parents, school board and staff for the purposes of promoting best practices in literacy (among other things); all for the purpose of cultivating common values in the area of literacy that are shared with parents, the community, the state agencies, the staff and other schools.

Developing Professional Educators

Anser staff have been provided with many sharing opportunities to collaborate with one another and with other educators within the EL Education network. Many of Anser's teachers have earned Master's Degrees in Reading and/or have participated in the Boise State Writing Project. The affiliation of Anser with the EL Education network ensures that teachers and staff are continually receiving professional development whether someone is a new teacher or has been in the classroom for years.

Effective Instruction and Interventions

As noted elsewhere in this document, Anser's Literacy Intervention Program uses research-based materials and strategies to instruct students in the area of Literacy.

Assessment and Data

Anser uses a variety of assessments – from screening the whole school (using the IRI, STAR and AIMSweb probes) to using a diagnostic assessment (such as CORE Phonics and Words Their Way spelling inventories) to determine what skills need to be either taught or reinforced, to progress monitoring students in order to make decisions as to the effectiveness of the intervention, to summative assessments (including ISAT) which informs us about the progress of individual students, as well as each grade level as a whole.

We have a standards based report card, and the teachers use assessments to report to parents regarding their child's academic growth.

Parent Involvement - REQUIRED

- ***How the LEA involved parent input in developing the Literacy Intervention Program Plan.***
- ***How parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.***

When a student is identified as needing additional intervention (based on the IRI), parents are given an opportunity to give input about their child's intervention plan. Parents are contacted by the child's teacher and are given information about the intervention and how it will be scheduled into their day. We make available to parents their child's interventions, the schedule and the instructor(s), and also communicate their child's progress and the conditions under which a child may not need additional intervention support.

Celebrations are also a part of the communication as the children show growth. If the growth is not enough to "close" the achievement gap, a meeting is arranged with parents, the teacher, the Literacy Specialist - and as needed, the Education Director and/or the Student Support Specialist. During the meeting, a more formal plan may be put into place, which could include additional interventions and possible future testing if the interventions are not felt to be sufficient.

Anser's Literacy Intervention Program is communicated to the Anser Board and Family Council in the annual Board Report we must submit to the Boise School District, Anser's charter authorizer. It is also featured on our website, which is accessible by any member of our community.

A draft of Anser's Literacy Intervention Plan will be shared with the Anser Board and Family Council each school year as part of the annual Continuous Improvement Plan work time in order to get feedback from the parent community.

Other Notes / Comments

Literacy Program Plan Metrics

District # 492 District Name: Anser Charter School

METRICS

Reading Readiness Performance Metrics (required)

Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# proficient	# tested	# proficient	# tested		
# of students who scored "proficient" on the Kindergarten Spring IRI	22	36	16	36	Not Required	Not Required
% of students who scored "proficient" on the Kindergarten Spring IRI	61.11%		44.44%		-16.67 percentage points	50%
# of students who scored "proficient" on the Grade 1 Spring IRI	19	35	20	36	Not Required	Not Required
% of students who scored "proficient" on the Grade 1 Spring IRI	54.29%		55.56%		1.27 percentage points	56%
# of students who scored "proficient" on the Grade 2 Spring IRI	26	36	26	35	Not Required	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	72.22%		74.29%		2.06 percentage points	72%
# of students who scored "proficient" on the Grade 3 Spring IRI	31	35	28	37	Not Required	Not Required
% of students who scored "proficient" on the Grade 3 Spring IRI	88.57%		75.68%		-12.9 percentage points	72%

Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
% of students scoring proficient or advanced on the 8th grade ELA ISAT.	68%	85%
% of students scoring proficient or advanced on the 7th grade ELA ISAT.	85%	85%
% of students scoring proficient or advanced on the 6th grade ELA ISAT.	80%	75%
% of students scoring proficient or advanced on the 5th grade ELA ISAT.	74%	60%
% of students scoring proficient or advanced on the 4th grade ELA ISAT.	58%	65%
% of students scoring proficient or advanced on the 3rd grade ELA ISAT.	59%	59%

Literacy Program Plan Budget

2018-2019 Literacy Funding - Budget Estimator

Instructions: Fill in the number of students who scored Below Basic/1/Intensive and Basic/2/Strategic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2018-19 Proposed Budget.

	2015-2016 FALL IRI Results	2016-2017 FALL IRI Results	2017-2018 FALL IRI Results
# Students who Scored BELOW BASIC / 1 / INTENSIVE	18	17	22
# of Students who Scored BASIC / 2 / STRATEGIC	33	28	23
TOTAL Students Below Proficient	51	45	45

3 Year Average # of Students Below Proficient	47
ESTIMATED Funding Per Student	\$350.00
ESTIMATED 2017-2018 LITERACY FUNDING	\$16,450.00

LITERACY INTERVENTION PLAN (2018-2019)

PROPOSED BUDGET - TEMPLATE PART 3

District Name and Number:		402-Anser				
Estimated Total Literacy Funding for 2018-2019 :		\$16,450.00				
PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
				0.00		0.00
Reading Specialist	1 reading specialist, 40 hours per week	1.0	58,518.96	58,518.96	16,450.00	42,068.96
Benefits	PERSI	1.0	6,812.64	6,812.64		6,812.64
Personnel Subtotal				65,131.60	16,450.00	48,681.60
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
Programs / Curricula Subtotal				0.00	0.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$65,131.60	\$16,450.00	\$48,681.60