

Title I School Budget Plan

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| School Code: | 444 |
| Region: | 1 |
| Grades Served | K-5 |
| Estimated Students | 551 |

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| Scott, Jesse D ES |
| 5700 N Bruce St |
| N Las Vegas, NV 89081 Phone: (702)799-1766 |

For implementation during the year:

2021-2022

Title I Allocation: \$195,880.00

1% Parent Involvement Set Aside: \$1,958.80

Members of the School Planning Team

Plan Development Meeting Dates (Submit Agendas and Sign-in sheets) : 1/20/21; 2/17/21

| Name | Position | Name | Position |
|---------------------|------------------------------------|--------------------|-----------------------|
| Dana Roseman | Principal | Lecylvi Goss | 2nd Grade Teacher |
| Deborah Faltinosky | Assistant Principal | Georgina Corbalan | 2nd Grade Teacher |
| Diane Mangum | ELL Strategist/SOT Chair | Katie Barr | 2nd Grade Teacher |
| Kerry Figgers | Behavior Strategist/SOT Vice Chair | Leanne Hammer | 2nd Grade Teacher |
| Crystal Standard | Parent- SOT Secretary | Monica Bishop | 2nd Grade Teacher |
| Brandi Floyd | Parent- SOT Parliamentarian | Maria Ipharr | 1st Grade Teacher |
| Matt Myers | Parent | Yolanda Clyaton | 1st Grade Teacher |
| Callum Hiller | Read by Grade 3 Strategist | Laura Wertheimer | 1st Grade Teacher |
| Desiree Weston | Learning Strategist | Sonya Baker | 1st Grade Teacher |
| Kaycee Pearce | 5th Grade Teacher | Karla Cieplenski | Kindergarden Teacher |
| Jordan Pearce | 5th Grade Teacher | Misty Waller | Kindergarden Teacher |
| Jacob Jacoby | 4th Grade Teacher | Kayla Palma | Kindergarden Teacher |
| Peggy Lewis | 4th Grade Teacher | Joel Hernandez | SBT |
| Trenton Brisco | 3rd Grade Teacher | Elza Camarena-Cano | Pre-K |
| April Gates | 3rd Grade Teacher | Jill Madrid | Intermediate Resource |
| Stephanie Schragren | 3rd Grade Teacher | Elza Camarena-Cano | Pre-K |

| | | | |
|-------------------|--------------------|---------------------|---------------------|
| Vincent Martell | 3rd Grade Teacher | Ryne Weir | Music |
| Charlie Cook | 3rd Grade Teacher | Amber Litke | Intermediate Autism |
| Lela Casoria | Counselor | Carla Friend | Life Skills |
| Keisha Willis | Primary Resource | Karenda Simon | Instructional Aide |
| Caroline Pankonen | Library | Ehab Hakim | Instructional Aide |
| Gloria Roe | Instructional Aide | Melanie Alvey | Instructional Aide |
| Naquita Rancher | Instructional Aide | Sasisopin Kobayashi | Instructional Aide |
| Maribel Camacho | Office Manager | Jennifer Vicente | Humanities |
| Melinda Hunter | Office Clerk | Jayna Hammericksem | Speech |
| Morgan Cook | Instructional Aide | Aza Osborne | Instructional Aide |

Reviewed / Approved By:

Title I Coordinator: _____ Title I Director _____ Region Superintendent: _____
Michelle McIntosh Greg Kramer

Budget Narrative Summary

Licensed Staffing (Class size reduction; Strategist)

| Position, Expenditure, or Activity | Quantity | Unit Description | Price (each) | Title I Budget | Description: Carefully choose the correct category and add as much detail as necessary to explain how this pertains to your School Performance Plan | Nevada STIP Goals | ESSA Level | Citation (no links, text only) | SPP Goal & Action Step(s) | Use C | |
|------------------------------------|----------|------------------|--------------|----------------|---|-------------------|------------|--------------------------------|---------------------------|------------------|--------------------------|
| | | | | | | | | | | Function | Revision #1 |
| Strategist - Teachers | 1 | Teacher | \$89,330.00 | \$90,000.00 | Learning Strategist working with teachers; Our strategist supports our SPP by providing professional development to teachers on ELL strategies, instructional technology, software, small group and differentiated instruction, curriculum enrichment, assessments (MAP), data analysis, and coaching from instructional rounds. | Goal 3: All | 2 | Dietrichson, J., B | 1.1, 2.1 | 2 2 1 3 | <input type="checkbox"/> |
| Class Size Reduction Teacher | 1 | Teacher | \$68,000.00 | \$68,000.00 | CSR Intermediate Grade, This position will reduce class sizes in order to provide more targeted assistance to students in the areas of ELA and Math. It will allow more effective and rigorous Tier I instruction and additional Tier II and III targeted instruction for identified students. It will provide additional opportunities for student inquiry and engagement. | Goal 2: All | 2 | Mathis, W. J. (20 | 1.3, 2.3 | 1 0 0 0 | <input type="checkbox"/> |
| | | | | | | | | | | | <input type="checkbox"/> |
| | | | | | | | | | | | <input type="checkbox"/> |
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| | | | | | | | | | | | <input type="checkbox"/> |
| Total Licensed Staffing: | | | | | | | | | | | \$1 |

Paraprofessional Staffing (Teacher Family Assistant; Inst. Assistant.; CTT)

| Position, Expenditure, or Activity | Quantity | Unit Description | Price (each) | Title I Budget | Description: Carefully choose the correct category and add as much detail as necessary to explain how this pertains to your School Performance Plan | Nevada STIP Goals | ESSA Level | Citation (no links, text only) | SPP Goal & Action Step(s) | Use C | |
|------------------------------------|----------|------------------|--------------|----------------|---|-------------------|------------|--------------------------------|---------------------------|------------------|--------------------------|
| | | | | | | | | | | Function | Revision #1 |
| Certified Temporary Tutor | 1236 | Hours | \$22.00 | \$27,192.00 | CTT hours will support nonproficient students in the area of ELA and math utilizing differentiated instruction and small group interventions to improve ELA and math proficiency. | Goal 3: All | 2 | Lee, L., Hughes, | 1.3, 2.3 | 1 0 0 0 | <input type="checkbox"/> |

Budget Narrative Summary

| Parent Involvement - Set Aside | | | | | | | | | | | Title I Use Only | |
|--|----------|------------------|--------------|----------------|---|-------------------|------------|--------------------------------|---------------------------|----------|--------------------------|---|
| Position, Expenditure, or Activity | Quantity | Unit Description | Price (each) | Title I Budget | Description: Carefully choose the correct category and add as much detail as necessary to explain how this pertains to your School Performance Plan | Nevada STIP Goals | ESSA Level | Citation (no links, text only) | SPP Goal & Action Step(s) | Function | Revision #1 | Revision 1 Only: Update, Delete or Create |
| Extra duty - Licensed - PISA | 47 | hours | \$23.00 | \$1,081.00 | For licensed extra duty hours to translate parent communications, for planning, facilitating, and to support parent training events throughout the year. | Goal 6: All | 2 | Castro, M., Expó | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| Graphics - PISA | 1 | banner | \$100.00 | \$100.00 | Banner, CCSD Graphics; Banner to be used for parent trainings to support school-to-home parent communication, increase parental involvement and engagement, encourage increased attendance and participation, as well as increase student achievement. | Goal 6: All | 2 | Castro, M., Expó | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| Refreshments - PISA | 4 | events | \$89.25 | \$357.00 | Assorted refreshments to provide basic necessities during family trainings to encourage increased attendance and participation. | Goal 6: All | 4 | To provide basic | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| Supplies/Materials - PISA | 3 | cases | \$38.80 | \$116.40 | Paper, SAP, For use with parent communication regarding parent training and school wide activities/information. | Goal 6: All | 2 | Castro, M., Expó | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| Supplies/Materials - PISA | 50 | units | \$4.11 | \$205.50 | Markers, pens, highlighters, post-it notes, easel pads, folders, pencils. SAP for Make and Take materials to be used for Parent Academies where we teach the parents how to support their hybrid students at home. We teach them how to create instructional resources for home supports. Some materials will be used in their homes as we model. This supports our SPP family engagement goals of increasing family knowledge of our school's current status and needs and identifying tools and tricks for home use to boost achievement. | Goal 6: All | 2 | Castro, M., Expó | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| Supplies/Materials - PISA | 1 | unit | \$98.90 | \$98.90 | Easel Pads, SAP, to be used for Parent Academies where we teach the parents how to support their hybrid students at home. We teach them how to create charts for home supports. Some materials will be used in their homes as we model. This supports our SPP family engagement goals of increasing family knowledge of our school's current status and needs and identifying tools and tricks for home use to boost achievement. | Goal 6: All | 2 | Castro, M., Expó | 1.2, 2.2 | 3300 | <input type="checkbox"/> | |
| | | | | | | | | | | | <input type="checkbox"/> | |
| | | | | | | | | | | | <input type="checkbox"/> | |
| Total Parent Involvement - Set Aside: | | | | | | | | | | | | \$1,958.80 |

| Title I Budget Summary | | |
|------------------------|--|---------------|
| Total Allocation | | \$ 195,880.00 |
| Funds Designated | | \$ 195,880.00 |
| Remaining Balance | | \$- |
| | | |
| PISA Allocation | | \$ 1,958.80 |
| Designated PISA Funds | | \$ 1,958.80 |
| Remaining PISA Balance | | \$ (0.00) |
| | | |