

## **Robison Elementary (Transition School)**

### **Goal for Non-Academically Proficient Students:**

Increase all student learning and achievement in ELA.

**ELA:** Achievement for Robison will be equal to or greater than the district average of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.

Increase all student learning and achievement in math.

**Math:** Achievement for Robison will be equal to or greater than the district average of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT Math assessment.

**910(G) or non-910(G) FTE to support Achievement Goals and Site Specific Goals. The District will assign other support staff to this site (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Instructional Data and Intervention Specialist (910G, 106)
- 1.0 FTE Technology Liaison (910G, 106)
- 1.0 FTE School Community Liaison (910G, 106)
- 2.0 FTE Teachers (910G, 106)
- 1.0 FTE Curriculum Service Provider (910G, 106)
- 1.0 FTE Teacher (Reading Recovery) (910G, other)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)
- 0.75 FTE Instructional Specialist (Title I)
- 1.0 FTE MTSSF (910G, other)

## Robison Elementary School Transition Plan 2017-18 School Year

**PURPOSE:** To serve as road map for the transition following the removal of magnet status. Schools will identify goals, objectives, and strategies to support student achievement and to promote system effectiveness. The plan will ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of the transition. This plan addresses: academic achievement, family engagement, staffing, and other related issues.

This plan includes:

Section 1: School Data

Section 2: School Goals and Measureable Objectives

Section 3: Action Plan

Section 4: Immediate Actions

Section 5: Budget

<b>Principal: Dr. Julie Laird</b>						
<b>Timeline</b>						
<b>8/25/17</b>	<b>10/5/17</b>	<b>12/21/17</b>	<b>3/15/18</b>	<b>5/18/18</b>	<b>TBA</b>	<b>TBA</b>
<b>Transition Plan Revisions</b>	<b>Quarter 1 Progress Review</b>	<b>Quarter 2 Progress Review</b>	<b>Quarter 3 Progress Review</b>	<b>Quarter 4 Progress Review</b>	<b>Review of 2018 AzMERIT</b>	<b>2018-2019 Plan Initial Submission</b>

## **SECTION 1: SCHOOL DATA**

### **School Summary:**

Robison Elementary School is a unique community. In addition to neighborhood students, Robison attracts many magnet (open-enrollment) students. Many of these students are a part of generations of families who have attended Robison.

The student population at Robison is racially and culturally diverse. Robison serves a high number of students living in poverty with a free and reduced lunch eligibility rate of 93%. Currently, 19% of Robison students are classified as English Language Learners with seven (7) languages being represented and 6% of Robison students are classified as refugees. Robison has issues with student attendance, a 13% mobility rate, and 22% of students currently have an Individualized Education Plans (IEP). All of these risk factors contribute to the necessity for programs and systems which support student achievement for all students.

### **Achievement Data: See Appendix 1, Achievement Data Monitoring.**

Appendix 1 includes data and analyses of: DIBELS achievement data (ES and K-8 magnets); 2016-17 AzMERIT achievement data; and District quarterly benchmark data (after each benchmark assessment).

**SECTION 2: SCHOOL GOALS AND MEASUREABLE OBJECTIVES**

<b>Goal 1</b>	<b>Measurable Objectives</b>
<p><i>Goal for Non-Academically Proficient Students:</i></p> <p>Increase all student learning and achievement in ELA.</p>	<p><b>ELA:</b> Achievement for Robison will be equal to or greater than the district average of proficient and highly proficient students (34.1%) in grades 3-5 on the 2018 AzMERIT ELA assessment.</p>
<b>Goal 2</b>	<b>Measurable Objectives</b>
<p><i>Goal for Non-Academically Proficient Students:</i></p> <p>Increase all student learning and achievement in math.</p>	<p><b>Math:</b> Achievement for Robison will be equal to or greater than the district average of proficient and highly proficient students (37.5%) in grades 3-5 on the 2018 AzMERIT Math assessment.</p>

**SECTION 3: ACTION PLAN**

This section includes a general description, action steps, and progress indicators for the following strategic focus areas:

1. Strengthen Instruction for All Students (ELA and Math)
2. Intervention and Supplemental Services (ELA and Math)
3. High Functioning Professional Learning Communities
4. Strengthen Family and Community Engagement

<b>Strategic Focus Area #1: Strengthen Instruction for All Students (ELA and Math)</b>			
<b>School's Priorities:</b> Highly leveraged Tier 1 literacy (ELA) and mathematics instruction consistently implemented lesson to lesson.		<b>School Leader Responsible:</b>	
<b>Desired Outcome:</b> To provide all students access to highly engaging, effective Tier I instruction that support student academic growth.		<b>Principal</b>	
<b>Action Steps (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)</b>			
	<b>Person (s) Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
1. Strengthen PD for all teachers in Tier 1 instruction that includes: communication of the learning, all teacher actions aligned to the learning, gradual release of responsibility, questioning and discussion, student engagement strategies, and checks for understanding. These strategies will be monitored through walk through observations	Principal Curriculum Service Providers MTTS Facilitator	August 2017 - May 2018	<ul style="list-style-type: none"> <li>• Funds for teachers to attend PD outside of the school day on Tier I instruction, Teaching Reading Effectively, Balanced Literacy.</li> <li>• Funds for consultants to deliver PD.</li> </ul>

from the Leadership Team with regularly scheduled feedback meetings.	Reading Recovery Teacher		<ul style="list-style-type: none"> <li>Funds for substitute teachers to cover new teachers' classrooms.</li> </ul>
1. The Data Specialist, in conjunction with the principal and the transition team, will oversee the implementation and monitoring of the transition plan. The Data Specialist will support the work of Tier 1 instruction and Professional Learning Committees by working directly with teachers and staff.	Data Specialist / Principal	2017-18 School Year	<ul style="list-style-type: none"> <li>1.0 Data Instructional Data and Interventionist Specialist</li> </ul>
2. Curriculum Service Provider's Scope of Work will focus on coaching teachers on Tier I instruction within 3rd - 5th grade classrooms.	Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> <li>1.0 Certified FTE</li> </ul>
3. Reading Recovery Teacher's Scope of Work will focus on literacy K-2 best practices.	Reading Recovery Teacher	August 2017 - May 2018	<ul style="list-style-type: none"> <li>1.0 Certified FTE</li> </ul>
4. Curriculum Service Provider's Scope of Work will focus on coaching teachers in Tier I mathematical instruction.	Curriculum Service Provider	August 2017 - May 2018	<ul style="list-style-type: none"> <li>1.0 Certified FTE</li> </ul>
5. Teachers will complete the Danielson self-review for Domain 2: The Classroom Environment and will select a goal and complete a plan for targeted improvement.	MTSS Facilitator Teachers	August 2017 - May 2018	<ul style="list-style-type: none"> <li>Goal setting template</li> <li>Rubric for Domain 2: The Classroom Environment</li> </ul>

6. Leadership team will support teachers with their Domain 2: The Classroom Environment by monitoring the plans to provide feedback and revision.	Leadership team	August 2017 - May 2018	<ul style="list-style-type: none"> <li>• Rubric for Domain 2: The Classroom Environment</li> </ul>
8. Provide training for teachers to more effectively address the needs of English Language Learners in using the Sheltered Instruction Observation Protocol (SIOP) which supports students in learning academic vocabulary thus making the curriculum more accessible.	Curriculum Service Provider TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> <li>• Curriculum Map</li> <li>• 4 hour ELL block model</li> <li>• ELP Standards</li> <li>• Avenues Curriculum</li> </ul>
9. Develop a plan with Language Acquisition to implement the inquiry cycle. This will include classroom observations on instructional practices, programs, standards and assessments expected by ADE and TUSD for student who are ELL.	Leadership team TUSD Language Acquisition Department	August 2017 - May 2018	<ul style="list-style-type: none"> <li>• ELL Observation Rubric</li> <li>• ELP Standards</li> </ul>
10. Train teachers to utilize the effective strategies for teaching and learning independence in Literacy: The Daily 5 Literacy Structure in the context of a Balanced Literacy Model.	Leadership Tem TUSD ELA Dept.	August 2017-May 2018	<ul style="list-style-type: none"> <li>• Added Duty needed for teachers and district personnel to stay beyond regular contract time to train teachers on Daily 5 Literacy Structure and Balanced Literacy.</li> </ul>

<b>Progress Indicators (Strategic Focus Area #1): Strengthen Instruction for All Students (ELA and Math)</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Position Responsible</b>	<b>Potential Adjustments</b>
10/2017 12/2017 3/2018 5/2018	-Evidence of walk-throughs and documentation in <i>My Learning Plan</i> data to identify strengths and refinement with Tier I classroom lesson delivery. -The Leadership Team will do walk-throughs using Title I protocol and computerized tracker during the first week of each month to strengthen inter-rater reliability among the leadership team. -Walk-through team will analyze and address instructional trends (challenges and weaknesses with regard to implementation of TUSD curriculum 4.0, PLC fidelity, and the usage of highly effective instructional strategies and posting objectives).	Principal	
10/2017 12/2017 3/2018 5/2018	Trend data from district walk-throughs (Supervision and Instruction Dep't and Language Acquisition) to identify areas for PD regarding Tier I instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Danielson Evaluation data for teachers on Tier I instruction.	Principal	
10/2017 12/2017 3/2018	Danielson goal sheet and action plan on Domain 2: The Classroom Environment	Leadership Team	



5/2018			
10/2017 12/2017 3/2018 5/2018	Calendar of Scope of Work for ELA and Math Service Providers regarding the quality of Tier 1 instruction.	Principal	
10/2017 12/2017 3/2018 5/2018	Calendar, PLC agendas, MTSS documentation, Reading Recovery Documentation including online IDEC data.	Reading Recovery Teacher	

<b>Strategic Focus Area #2: Interventions and Supplemental Services (ELA and Math)</b>			
<b>School's Priorities:</b> Highly leveraged Tier II targeted literacy and mathematical interventions.		<b>School Leader Responsible:</b>	
<b>Desired Outcome:</b> <ul style="list-style-type: none"> <li>• Decrease the number of students needing Tier II instruction.</li> <li>• The achievement gap between racial groups will decrease.</li> <li>• Decrease the number of students of scoring minimally proficient by at least 10% as measured by AzMERIT.</li> <li>• Decrease the number of students of scoring partially proficient by at least 10% as measured by AzMERIT.</li> <li>• Increase the number of students scoring proficient or highly proficient as measured by AzMERIT.</li> </ul>		<b>Principal</b>	
<b>Action Steps (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)</b>			
	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
1. Highly functioning PLCs with clear MTSS model built into the cycle to identify specific highly leveraged instructional strategies for Tier II intervention groups utilizing flexible groupings and differentiated instruction based on analyzing student work protocol. (This will be monitored by review of PLC logs).	Curriculum Service Providers & MTSS Facilitator	8/2017 - 5/2018	<ul style="list-style-type: none"> <li>• PLC Facilitators</li> <li>• Enrichment teachers</li> <li>• Schedule weekly PLCs within school day</li> <li>• PLC training or consultant</li> </ul>

2. Designate in school time for Imagine Language and Literacy and Imagine Math Facts to allow for daily Tier II individualized instruction. Students who are in the L50 will be scheduled according to their needs to receive intervention support using these programs.	Technology Liaison	8/2017 - 5/2018	<ul style="list-style-type: none"> <li>Classified Personnel</li> <li>Subscription to computer programs</li> </ul>
3. Further training on balanced literacy practices and effective guided reading strategies for teachers.	Leadership Team	8/2017 - 9/2017	<ul style="list-style-type: none"> <li>Certified Personnel</li> <li>District K-5 ELA Professional Academic Trainer</li> <li>Added duty</li> </ul>
4. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers	Quarterly	<ul style="list-style-type: none"> <li>Embedded weekly PLCs</li> </ul>
5. Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> <li>Walk-throughs</li> </ul>
6. Manage the technology infrastructure and facilitate the use of computer based intervention programs in our computer lab.	Technology Liaison	8/2017 - 5/2018	<ul style="list-style-type: none"> <li>Technology Liaison</li> </ul>

<b>Progress Indicators (Strategic Focus Area #2): Interventions and Supplemental Services (ELA and Math)</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Position Responsible</b>	<b>Potential Adjustments</b>
8/2017 - 5/2018	PLC Agenda & Minutes	Curriculum Service Providers	
8/2017 - 5/2018	Diagnostic Program data from Imagine Language and Literacy- Imagine Math Facts	Technology Liaison	
8/2017 - 5/2018	Weekly running records during guided reading groups	Teachers	
8/2017 - 5/2018	Common Formative Assessments to support intervention action plans.	Teachers	
8/2017 - 5/2018	Evidence of Walk-throughs with teacher "My Learning Plan" data for best practices.	Principal	
8/2017 - 5/2018	Data from district walk-throughs rubric.	Principal	
10/2017 & 3/2018	School City Benchmark Data	Testing Coordinators and Tech. Liaison	
8/2017 - 5/2018	Instructional leaders will monitor the implementation of data analysis action plans and will provide feedback.	Leadership Team	

<b>Strategic Focus Area #3: Develop High Functioning Professional Learning Communities</b>			
<b>School's Priorities:</b> Robison teachers will participate in PLCs to refine instructional practices to support a consistent proficient level of performance across all grades and subject according to Danielson's Framework for Teaching and Leadership walk-through protocols.			<b>School Leader Responsible:</b>  <b>Principal</b>
<b>Desired Outcome:</b> Teachers will participate in PLCs to improve instruction.			
<b>Action Steps (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities</b>			
	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
1. Solution Tree will provide professional development on Professional Learning Communities at Work. This professional development will provide practical knowledge based on the three big ideas that drive a PLC (Ensuring that Student Learn, A culture of Collaboration, and A Focus on Results).	District Provided PD offered to all Robison faculty members.	Summer 2017 – Make-up session Fall 2017.	<ul style="list-style-type: none"> <li>District Funds/ Solution Tree Vendor to provide PD.</li> </ul>
2. Training and development of highly effective Professional Learning Communities to focus on student learning.	Consultant	July 2017 - May 2018	<ul style="list-style-type: none"> <li>Added duty stipends</li> <li>Consultant fees.</li> </ul>
3. Teachers will create common formative assessment at least every 3 weeks and will analyze the data collaboratively to inform instruction, to	Teachers Curriculum Service Providers	August 2017- May 2018	<ul style="list-style-type: none"> <li>School City</li> <li>Embedded weekly PLCs</li> </ul>

share effective teaching strategies, and to address specific student needs.			
4. Teachers will use assessment in their daily lessons aligned to the learning target.	Teachers Principal	Daily	<ul style="list-style-type: none"> <li>• Planbook.com</li> <li>• Weekly plan checks</li> </ul>
5. Teachers will develop targeted intervention action plans that respond explicitly to the data analysis.	Teachers Curriculum Service Providers MTSS Facilitator	Weekly	<ul style="list-style-type: none"> <li>• Embedded weekly PLCs</li> </ul>
6. Instructional leaders will monitor with feedback and observe implementation of action plans.	Leadership Team	Starting in October and ongoing through the year	<ul style="list-style-type: none"> <li>• Walkthroughs</li> </ul>

<b>Progress Indicators (Strategic Focus Area #3): Develop High Functioning Professional Learning Communities</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Position Responsible</b>	<b>Potential Adjustments</b>
Summer 2017 Make-up Session Fall 2017	Attendance Sheets for Solution Tree Professional Development on Professional Learning Communities.	Admin.	
July 2017	Agenda and sign in sheets of PLC training	Consultant	
Weekly	PLC agendas	Curriculum Service Providers/Teachers	
Ongoing	Common Formative Assessments created during highly leveraged PLC's	Math and ELA CSP	
Weekly	Action Plans (re-teaching) based on quarterly benchmark data analysis	Teachers & Curriculum Service Provider	
Quarterly	School City Benchmark Assessments	Testing Coordinators & Technology Liaison	
District determined windows	DIBELS (K-3)	Testing Coordinators & Technology Liaison	

Quarterly	NSGRA Running Records	Classroom Teachers	
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<b>Strategic Focus Area #4: Strengthen Family and Community Engagement</b>			
<b>School's Priorities:</b> To increase opportunities for input from families and the community, as well as the necessity for effective communication and access to community services.			<b>School Leader Responsible:</b>  <b>Principal</b>
<b>Desired Outcome:</b> To develop parent, family, and community involvement that has a direct correlation with academic achievement and school improvement.			
<b>Action Steps (Strategic Focus Area #4): Strengthen Family and Community Engagement</b>			
	<b>Person Completing Action</b>	<b>Timeline</b>	<b>Resources Needed / Source</b>
1. Hire or maintain a School Community Liaison (Classified) to plan, implement, and oversee all family and community engagement activities.	Principal	By August 2017	<ul style="list-style-type: none"> <li>Funding to pay for 1.0 FTE</li> <li>Space for Liaison</li> </ul>
2. Coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.	Liaison	By end of Quarter 1, 2, and 3	<ul style="list-style-type: none"> <li>Family Engagement Added Duty for certified staff members as needed</li> <li>Family Engagement Supplies as needed</li> </ul>
3. Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.	Liaison, Principal,	By end of each Quarter	<ul style="list-style-type: none"> <li>FACE point-of-contact</li> </ul>



	and Data Specialist		
4. Actively and regularly involve Site Council in review of Transition Plan implementation	Liaison, Site Council	Monthly	<ul style="list-style-type: none"> <li>• Site Council point-of-contact</li> </ul>
5. Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.	Principal, Liaison	Monthly	<ul style="list-style-type: none"> <li>• Principal</li> </ul>
6. Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, and clearly defined systems that allows for home-school communication)	Principal, Liaison, Teachers, Parents	August 2017-May 2018	<ul style="list-style-type: none"> <li>• Webmaster</li> <li>• Office Manager</li> </ul>

<b>Progress Indicators (Strategic Focus Area #4): Strengthen Family and Community Engagement</b>			
<b>Indicator Date</b>	<b>Evidence to Determine Progress Toward Achieving Desired Outcome</b>	<b>Position Responsible</b>	<b>Potential Adjustments</b>
By Sept. 2017	Position Control for Liaison	Principal, Office Manager	
By the end of Quarters 1, 2, and 3	Advertisements/Fliers documenting three family and community events Sign-in sheets documenting attendance during three family and community events	Liaison	
May 2018	Log: Maintained by Liaison, documenting communication with FACE representative	Liaison	

May 2018	Site Council agendas documenting transition plan progress	Site Council Secretary, Liaison	
May 2018	Sign in sheets documenting Site Council (and other school committee) participation Agendas documenting items relevant to family and community engagement	Liaison	
May 2018	Samples of communication with family and community	Liaison, Webmaster, Office Manager	
April 2018	Letters of support from family, community, and partners (updated annually)	School Community Liaison Data Specialist	

## SECTION 4: IMMEDIATE ACTIONS

### Teacher Vacancies

To ensure efforts to staff the school with enough permanent and experienced teachers, the District will take the following steps:

1. Principals will have priority access to potential candidates at magnet-only job fairs
2. Principals will have priority access to potential candidates at all school job fairs
3. The District will offer a one-time financial incentive to recruit potential candidates to fill existing (or projected) vacancies

### Other Related Issues

The chart below describes other immediate actions the school will initiate between the spring of the 2016-17 school year and the fall of the 2017-18 school year.

	Action	Person Responsible	Timeline
1	School Vision and Mission: Clearly communicated to all stakeholders and aligned with Magnet Transition Plan and posted throughout the school, including website.	Principal	Fall 2017
2	PLC Collective Commitments:	Principal	Fall 2017

	Faculty collaboratively creates commitments and is driven by communicating and reflecting on collective commitments.		
3	Family Engagement Specialist who will develop a plan to support family and community engagement, attendance, home visits, serve on the MTSS team	Family Engagement Specialist Principal	First two weeks of school 2017
4	All teachers serving in long-term substitute assignments need to receive training on restorative practices, PBIS, PLCs, and TUSD disciplinary policies.	District Personnel	October 2017

**SECTION 5: BUDGET**

<b>Robison Transition Plan Budget</b>				
<b>Description</b>	<b>Deseg Amount (including benefits)</b>	<b>Purpose</b>	<b>Reference Strategy # &amp; Action Step #</b>	<b>Source of Funding</b>
1.0 FTE - Curriculum Service Provider	\$57,700	Cognitive Coaching, ELA PLC Facilitator	Strategy 1 Action Steps 2, 3, 8, 9 Strategy 2 Action Steps 1, 3 Strategy 3 Action Steps 1, 2, 4, 5	Deseg
1.0 FTE Instructional Data and Interventionist Specialist	\$53,500	Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.	Strategy 1 Action Step 3 Strategy 2 Action Steps 1, 4, and 5	Deseg

			Strategy 3 Action Steps 2,3,4, and 5 Strategy 4 Action Step 6	
1.0 Technology Liaison	\$32,000	Maintain school's technology infrastructure. Manage technology based interventions during PLCs.	Strategy 1 Action Step 10 Strategy 2 Action Step 2	Deseg
1.0 FTE - School Community Liaison	\$34,000	Support Family and Community Engagement	Strategy 4 Action Steps 2-6	Deseg
2.0 FTE - Enrichment Teachers	\$115,000	Support and enrich Tier I instruction during PLC's.	Strategy 3 Action Steps	Deseg
Planbook.com Subscriptions	\$240	Manage and monitor lesson planning	Strategy 1 Action Steps 2, 3, 8 Strategy 2 Action Steps Strategy 3 Action Steps	Deseg
Consultant	\$20,000	Improving Tier I Instruction in ELA and math and PLC work to support Tier I	Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2	Deseg

			Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	
Added Duty Curriculum	\$12,000		Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2 Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	Deseg
<b>Total: 6.0 FTE</b>	<b>\$324,440</b>			

<b>Components of the Title I Budget that Specifically Support the Robison Transition Plan</b>				
<b>Description</b>	<b>Other Amount</b>	<b>Purpose</b>	<b>Reference Strategy #</b>	<b>Source of Funding</b>
.75 Instructional Specialist	\$19,688	The support of an Instructional Specialist will allow grade level teams to meet during the school day to address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention.		Title I
<b>Total: .75 FTE</b>	\$19,688			



<b>Robison Deseg, Other</b>				
<b>Description</b>	<b>Other Amount</b>	<b>Purpose</b>	<b>Reference Strategy #</b>	<b>Source of Funding</b>
Imagine Language and Literacy	\$29,728	Support ELA interventions.	1, 2 ,3 and 4	Deseg Central
Imagine Learning - Imagine Math Facts		Support MATH interventions.	1, 2 ,3 and 4	Deseg Central
1.0 FTE - MTSS Facilitator	\$53,500	Cognitive Coaching, MTSS PLC Facilitator PBIS Facilitator	Strategy 1 Action Steps 1, 2, 6, 9 Strategy 2 Action Steps 1, 3, 4, 5 Strategy 3 Action Steps 1, 5	Deseg Central
1.0 FTE - K-2 Reading Recovery Teacher	\$57,700	Tier III Interventionist, K-2 Reading Coach	Strategy 1 Action Steps 2, 4, 9 Strategy 2 Action Steps 1, 5	Deseg – Language Acq.
<b>Total: 2.0 FTE</b>	<b>\$140,928</b>			
<b>Robison</b>				
<b>Budget</b>		<b>FTE</b>	<b>Amount</b>	
Deseg Transition		6.0 FTE	\$324,440	
Title I		.75 FTE	\$19,688	

Deseg, Other	2.0 FTE	\$140,928
<b>Total</b>	<b>8.75</b>	<b>\$485,056</b>