



# Professional Study Committee (PSC)

## Annual Report

June 3, 2019

Mt. Pleasant Public Schools

Mt. Pleasant Public Schools, together with our community, inspires each student through exceptional educational opportunities to become and engaged citizen in a diverse, changing world.

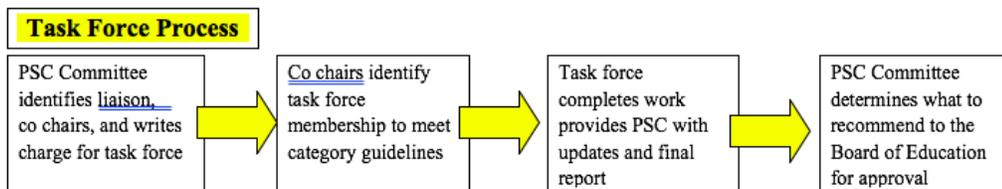
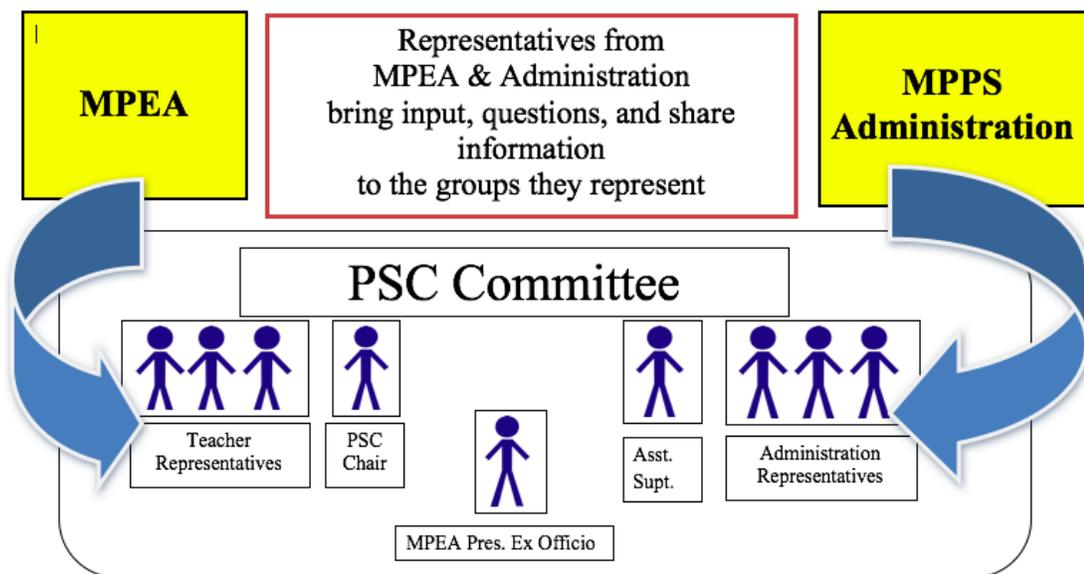


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# Professional Study Committee Members

Laurie Richards, Chair	Fancher 4 <sup>th</sup> Grade Teacher
Erin King	Pullen Title I Teacher
Julia Pepper	Mount Pleasant High School Math Teacher
Kristin Willey	MPMS 8th Grade Language Arts Teacher
Linda Boyd	Assistant Superintendent
Dana Calkins	MPMS Principal
Susan Renaud	Mary McGuire Principal
Marcy Stout	Ganiard Principal
Wendy Epple	MPEA President Ex Officio member



***There are many ways that staff and community members participate in Mt. Pleasant Public Schools' curriculum process.***

***These include:***

*Serving as a task force or study team member*

*Being a member of a building's school improvement team*

*Leading or participating in grade level or department meetings where curriculum discussions help improve teaching*

*Using best, research-based practice for instructing students*

*Basing instructional decisions on student data*

*Serving on PSC*

*Sharing ideas for PSC consideration*

*Supporting curriculum work as members of the Board of Education*

***These contributions of time and expertise benefit all Mt. Pleasant Public School students and staff.***

***Thanks to everyone who was a part of this work during the 2018-2019 school year!***

## Professional Study Committee Overview

A district-wide curriculum provides the framework for what all students are expected to know, do, and be able to perform. It is vital that the curriculum is aligned across grade levels and that it addresses the requirements identified through the State Standards and Benchmarks for teaching and learning.

As the curriculum advisory committee for the district, the Professional Study Committee (PSC) is responsible for:

- Establishing and maintaining an ongoing framework and process for curriculum development conducted by task forces representing teachers, administrators and community members
- Collaboratively developing an aligned curriculum including outcomes, best-practice delivery, and assessment
- Evaluating current and proposed programs
- Assessing the need for recommended change and the impact the change would have on other areas
- Facilitating a process to generate (design, formulate) staff development
- Coordinating curriculum with all other district and building initiatives
- Investigating innovative and proven practices and continuing to keep current with learning theory.

## Curriculum Cycle Focus Areas

Task force work for Elementary and Secondary are defined as follows:

- Elementary task force work will be completed on a “school year” calendar concept
  - They will receive their official charge from PSC in April of the year prior to their cycle beginning. Chairs and members of the task force will be selected. The task force may choose to begin their work as “summer work” if appropriate.
  - Elementary task forces will begin/continue their work from the Fall of their designated “school year” through April/May.
  - Their work will conclude and be presented to PSC in April/May of that designated year.
  - The task force will present their final report to the Board in May/June of that designated year.
- Secondary task force will be completed on a “calendar year” concept
  - They will receive their official charge from PSC in November prior to their cycle beginning. Chairs and members of the task force will be selected.
  - The task force will begin/continue their work beginning in their designated “calendar year.”
  - Their work will conclude and be presented to PSC in November/December.
  - The task force will present their final report to the Board in December/January of that designated year.

[Curriculum Cycle Focus Areas Calendar](#)

PSC Curriculum Cycle Review					
Task Force	Elementary 2018-19	Elementary 2019-20	Elementary 2020-21	Elementary 2021-22	Elementary 2022-23
	Secondary 2018	Secondary 2019	Secondary 2020	Secondary 2021	Secondary 2022
Math	Year 1- Study	Year 2- Implement	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate
Business & Technology	Year 1- Study	Year 2- Implement	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate
World Studies	Year 2- Implement	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study
World Language	Year 2- Implement	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study
Language Arts	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study	Year 2- Implement
Fine Arts	Year 3- Evaluate	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study	Year 2- Implement
Science	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study	Year 2- Implement	Year 3- Evaluate
PE	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study	Year 2- Implement	Year 3- Evaluate
Health	Year 4- Evaluate	Year 5- Evaluate	Year 1- Study	Year 2- Implement	Year 3- Evaluate

Secondary task forces will receive their official charge in November. The Secondary task forces work in calendar years. Their final report will be presented to PSC the following November, and recommended components to the Board of Education in January to coordinate with student scheduling. Elementary task forces will receive their official charge in April. Their final report will be presented to PSC the following April, and the recommended components to the Board of Education in May. Elementary task forces work in school years with the option to begin in the summer before that school year. |

*The following terms in the “Curriculum Cycle Review” calendar are used to facilitate the concept that curriculum review will be done on a more frequent basis because we believe that curriculum is a living, breathing document:*

- **Study**— this is the term that will be used to describe the work of the task force after they are issued their charge.
- **Implement**—this term will be used to describe the work of the task force after Board approval. The task force may meet in January and again in April to review their work. The task force may issue surveys to collect information from teachers in order to help them make decisions about changes that may need to occur. If changes are needed to the Board-approved plan, the task force will need to contact PSC and plan to present this information.
- **Evaluate**—this term will be used to describe the next three years after implementation. The task force may choose to meet, if needed. They may also continue to refine things such as pacing guides and assessments. If changes are to be made, the task force should contact PSC and plan to present this information.

## **Task Force Work for 2018-2019**

*The following sections represent a summary of task force work that was completed during the 2018-2019 school year. Comprehensive reports on each area were given to board members and presented publicly at board meetings in October, December, April and May.*

### **Mount Pleasant Elementary Computer Task Force**

#### **Mount Pleasant Elementary Computer Task Force**

##### **Task Force Charge**

- Review instructional materials that are currently in use
- Inventory & recommend any resources to support curriculum
- Review current research in your task force area
- Develop course outline:
  - Pacing guides
  - “I Can” statements
  - Common assessments
- What professional development would you recommend in order to implement revised curriculum
- Consider integrating across content areas when possible
- Consider the curriculum at each grade level and consider redundancy
- Prepare a comprehensive budget document that details the costs involved in purchasing materials (new or replacement)

##### **Task Force Recommendations:**

- Change the name of the course from “Computer Class” to “Computer Science.”
  - Computer class is more than just typing and using a computer. Changing the name would reflect what we ‘actually’ teach
  - Everything taught is using computational thinking
  - Encourage creative expression and problem solving skills
- Pacing guides and common assessments for DK-5th grade

## Task Force Budget Requests

Item Name	Curriculum Type	Number of items	Cost per item	Total Cost	Building	Notes
<a href="#">Sphero SPRK+</a>	Robot- Coding	1	\$ 1,199.99	\$ 1,199.99	Fancher	12 pack offers discount
<a href="#">Dash Robot</a>	Robot- Coding	3	\$ 875.00	\$ 2,625.00	McGuire	
<a href="#">Edison Robots</a>	Coding	1	\$ 369.00	\$ 369.00		Pack of 6=18 (Pullen, Ganiard, V
<a href="#">Makey Makey</a>	Circuit/coding	1	\$ 699.95	\$ 699.95		1 pack of 10- 2/building (Fancher
<a href="#">Breakout EDU</a>	Classroom bundle	1	\$ 275.00	\$ 275.00		6 per building - Fancher/Mcguire
<a href="#">Code and Go Mouse Robot Kits</a>	Coding	4	\$ 39.49	\$ 157.96	Ganiard	Pullen has 4 already
<a href="#">Code and Go Mouse Robot Kits</a>	Coding	4	\$ 39.49	\$ 157.96	Vowles	
<a href="#">Chester- 1Click Mouse</a>	Special Needs	1	\$ 22.95	\$ 22.95	Ganiard	
<a href="#">Chester- 1Click Mouse</a>	Special Needs	2	\$ 22.95	\$ 45.90	Fancher	2 per lab
<a href="#">Chester- 1Click Mouse</a>	Special Needs	1	\$ 22.95	\$ 22.95	McGuire	
<a href="#">Chester- 1Click Mouse</a>	Special Needs	1	\$ 22.95	\$ 22.95	Pullen	
<a href="#">Chester- 1Click Mouse</a>	Special Needs	1	\$ 22.95	\$ 22.95	Vowles	
Scholastic Book money	Reading/Technology/coding books	5	\$ 100.00	\$ 500.00	All	5 Sets of Money for Books
Headphones-New Set		30	\$ 10.00	\$ 300.00	McGuire	
<b>Grand Total</b>				<b>\$ 6,422.56</b>		

## Elementary Computers Task Force Future Endeavors 2019-2020

Since technology is always changing, we will be continually looking at the best ways to pace and teach technology lessons.

- Review pacing guides as students move up a grade with previous computer science class knowledge.
- Review Pre- and Post-assessments after the 2019-2020 school year.
- Attend the MACUL conference and collaborate/share with colleagues.

## Mount Pleasant Elementary Math Task Force

### Mount Pleasant Elementary Task Force Report

#### Task Force Charge

- Review pacing guides based on essential standards
- Create & tweak common assessments K-5
- Vertically align across grade levels
- Develop a plan for advancing students that is consistent across the district
- Recommend any Professional Development needs

#### Task Force Recommendations

- DK-5th grade pacing guides
- DK-5th grade common assessments
- Each pacing guide has “prerequisite skills” that describes what the student should know before entering the grade level
- Each pacing guide includes “end of year target skills” that are expectations for all students to know prior to the end of the grade level
- Created “Math Advancement” criteria beginning at the end of third grade
- Analyzed the GIRESD Math “non-negotiable” math standards and how they align to our pacing guides

## **Task Force Budget Requests**

At this time, the Elementary Math task force is not requesting any additional funding for the implementation of the new pacing guidelines, assessments, and math advancement criteria. It should be noted that the current textbook, “Math in Focus,” utilizes an online teacher/student copy. The site license for this will be expiring in the year 2021. At that time, additional funds may need to be requested if grants are not approved.

## **Future Endeavors**

- August Back to School PD - Review Pacing Guides
- January Check In - Pacing and Assessments
- Survey to receive teacher feedback
- Review Math Data looking at one grade level

# **Secondary Math Task Force**

## **Secondary Math December Board Report**

### **Task Force Charge**

- Inventory and Assess Department Resources
- Review State Standards and Best Practices
- Develop / Review / Revise for Each Departmental Course:
  - Course Guidebook Language
  - Course Syllabi
  - Course Pacing Guides
  - Power Standards
  - Course Common Assessments
- Other Departmental Work
  - Review NWEA Course Assessments
  - Vertical Curriculum Review for Redundancy/Missed Topics
  - 2% Grant Applications to Support Material Requests
  - New Courses to Consider

### **Secondary Math Task Force Results of Work**

- Departmental Agreement and Updated Documents

We have reached departmental agreement on issues such as category weighting, late work, and quiz retakes, and have created updated coordinated syllabi that reflect such agreement and coordination.

- Textbook Inventory and Needs
- Current and Recommended MPHS Courses

Created a resources of all MPHS math courses offered to students for the 2018-2019 school year and the proposed language for the new courses.

- Common assessments for all secondary math courses
- Updating syllabi and pacing guides for all secondary math courses

## **Secondary Math Task Force Recommendations:**

- Approval for new MPHS Critical Thinking courses
  - Course offering guide description found on page 11
  - Course description narrative found on page 13
  - Link to Syllabus and Pacing Guide found on page 16
- Approval and funding for MPHS core curriculum textbooks (totaling \$87,693.35)
  - After course teacher teams brainstormed multiple options, we are recommending that MPPS purchase
    - 340 Algebra 1 student editions and 8 teacher editions
    - 165 Geometry student editions and 7 teacher editions
    - 240 Algebra 2 student editions and 7 teacher editions

## **Task Force Budget Request: Submitted in December 2019**

MPMS/MPHS/MPCE	Algebra 1	Glencoe Algebra 1	340 student texts
MPHS/MPCE	Geometry	Glencoe Geometry	165 student texts
MPHS/MPCE	Algebra 2	Glencoe Algebra 2	240 student texts
Total December 2018 Request:		<a href="#"><u>\$87,693.35</u></a>	Scott Goddard <a href="mailto:scott.goddard@mheducation.com"><u>scott.goddard@mheducation.com</u></a>

## **Future Endeavors**

Curriculum work is never really finished. The ongoing work for the secondary math task force includes the following:

- Regular updates to the pacing documents to include greater detail as resources are used or improved
- Collaboration with upper elementary to review/revise guidance documents for high flyer math students
- Course comparison and document update for Practical Math use at MPCE will be completed for presentation this spring
- If approved conceptually, Critical Thinking exam documents (test and rubric) will be completed for presentation this spring.

## **Reporting to Parents Elementary Task Force**

- New grading guidelines were presented to the board in October. The scoring guidelines for each grade level will help with consistency of grading across the district.
  - The guidelines determined assessments that match what we are reporting
  - Develop supporting documents for teachers that correlate with report card reporting
  - Looked at ‘essentials skills’ in the areas of Reading and Math across the district and are reflected on the report cards
  - Enables consistency in Power Schools with reporting for grades 3rd-5th

## ***Out of Cycle Task Force Requests 2018-2019***

### **Mount Pleasant Middle School English Language Arts 6th Grade**

#### **[Mount Pleasant Middle School English Language Arts Board Report](#)**

##### **Task Force Charge**

- Finalize the pacing guide for the ELA 6
- Create a pacing guide for the ELA 6 Enrichment and ELA 6 in Action
- Create names for the classes
- Create course descriptions for all three ELA Classes
- Link the assessments to each pacing guide
- Create guidelines for how students are placed into the ELA in Action
- Be ready to present to the PSC group in April
- May 6th or May 20th present to the board
- PSC Liaison: Kristin Willey, Task Force Chair: Wendy Hoyle

##### **Task Force Recommendations**

###### ELA 6th Grade Course

- [Syllabus](#)
- [Course Description](#)
- [Pacing Guide](#)
- [Common Assessments](#)
- [Literature Series Textbook](#)

###### ELA 6th Grade Enrichment

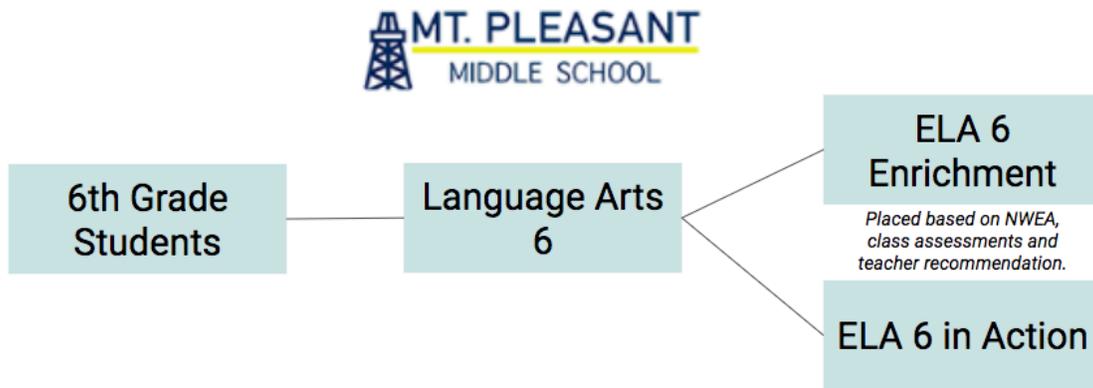
- [Syllabus](#)
- [Course Description](#)
- [Pacing Guide](#)
- [Common Assessments](#)

- [Literature Series Textbook](#), Scholastic in Action, IXL

ELA 6th Grade in Action

- [Syllabus](#)
- [Course Description](#)
- [Pacing Guide](#)
- [Common Assessments](#)
- [Literature Series Textbook](#), Scholastic in Action, IXL
- [Entrance and Exit Procedure](#)

**Mount Pleasant Middle School English Language Arts Course Offerings Flowchart**



**Task Force Budget Request**

	6th Grade ELA	6th Grade ELA Enrichment	6th Grade ELA in Action
Textbooks	Same Book 	Scholastic in Action SCOPE and 	Scholastic in Action SCOPE 
Online Subscription	Not Needed	Grant Submitted	Grant Submitted
Technology	Grant for a Team Chromebook Cart has been submitted	10 Chromebooks paid for by a grant (already have)	10 Chromebooks paid for by a grant (already have)

## **Future Endeavors**

- All ELA Classes should be named Language Arts to be consistent
- Provide Training- (w/in dept) using Scholastic in Action
- Review and Adjust Pacing Guides
- Adapt Assessments as Needed
- Provide Training- Google Classroom
- Provide Training-IXL Analytic Reports
- Provide Training-NWEA MAP Skills
- Provide Training for Support Classes for 7th and 8th grade ELA

## **Mount Pleasant Middle School Encore “STEAM” Class**

### **Mount Pleasant Middle School Encore STEAM Class Board Report**

#### **Task Force Charge**

- Review Instructional materials that are currently in use
- Inventory and recommend any resources to support curriculum
- Review current research in your task force area- consider best practice and alignment
- Develop course outline:
  - pacing guides
  - common assessments
  - course description for the course guidebook
  - syllabus
- What professional development would you recommend in order to implement revised curriculum?
- Consider integrating across content areas when possible
- Consider the curriculum at each grade level and how we can better support what we’re already doing in our science & math classes.
- Prepare a comprehensive budget document that details the costs involved in purchasing materials
- Prepare a comprehensive report

### **Mount Pleasant “STEAM” Class Recommendations**

- Course Description: “The goal of STEAM is to foster a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, arts, and technology. The mission of the course is to grow students' capacity for creativity, fun, and back-loaded learning in a STEAM context.”
- [Syllabus](#)
- [Pacing Guide](#)
- [Assessments](#)

## **Task Force Budget Recommendations**

<b>Item</b>	<b>Cost per item/needed items</b>	<b>Total Cost</b>
Rigamajig- building kit	\$350.00 X 6	\$2100.00
Spheros bot	\$50.00 X 15	\$750.00
Cubelets	\$280 X 12	\$840.00
Littlebits	\$300 X 10	\$3000.00
Recycled Consumables	Recyclable items-donated	\$0
Makerspace	Grant submitted	\$0
Chromebooks	Grant submitted	\$0
Total Cost		\$6,690.00

## **Future Endeavors**

- Allow teachers who are familiar with the content to share expertise with the incoming instructors
- Allow for time to meet in the future to re-evaluate the curriculum and maintain classroom supplies and materials
- Allow for professional development to further advance our knowledge base on STEAM theory, activities, development, and best practice

## ***Gratiot Isabella Technical Education Center Health Science - MPPS Science Credit***

An out-of-cycle request was brought forward by Lisa Gatti, Health Science instructor, at the Gratiot Isabella Technical Education Center this past year. Much study was done throughout the year related to how the State recognizes technical center classes in regards to the required Michigan Merit curriculum. We also contacted districts throughout the State in order to see what their current practice was. The results of the study this year are as follows:

- A student may fulfill their third year of science credit as required by the Michigan Merit Curriculum, by completing a formal career and technical education (CTE) program or curriculum.
- The counselor may review a student's graduation progress and their career pathway. Upon review, the counselor may determine if the completion of the CTE program will exchange the requirement of the Earth Science course.

# *Task Force Work Still in Progress*

## **Secondary Business and Technology - Reporting January 2020**

### **Task Force Charge**

- Submit 2% grant requests (Fall/Spring) or other types for any items that would be purchased (books, software, etc.)
- Email a copy of the 2% grant submitted to Linda Boyd.
- Review Instructional materials that are currently in use
- Inventory and recommend any resources to support curriculum
- Review current research in your task force area - consider best practice and alignment to CCSS, GLCE, HSCE
- Develop course outline:
  - pacing guides
  - common assessments
  - course description for the course guidebook (MPMS/MPHS)
  - create syllabus
- What professional development would you recommend in order to implement revised curriculum?
- Consider integrating across content areas when possible
- Consider the curriculum at each grade level and consider redundancy (6th-12th)
- Are there any changes recommended (time, courses, electives, honors, AP etc)?
- Prepare a comprehensive budget document that details the costs involved in purchasing materials (new or replacement)
- Prepare a comprehensive report – see example of report
- Coordinate DK-12 to ensure alignment - Work with Elementary Computer Task Force

## ***Implementation/Evaluation Task Force Work***

### ***Elementary Science Task Force***

- Ordered and distributed the investigation materials at each building
- Made/distributed a survey for future needs/suggestion
- Determined next year's team for task force work
- Meeting this summer to discuss results from the survey
- Determined future taskforce work for 2019-2020 school year

## ***Elementary English Language Arts Task Force***

The study of writing and utilizing our Board adopted Journeys textbook was a focus this year. This is the highlight of their work:

- Rationale for the blended concept [Crosswalk of MAISA and Journeys](#) -This is the why we made the decision to blend the two writing programs. *This idea is “major” and “minor” lessons-building curriculum to teach all levels of writers. There will be one pacing guide.*
- For our next unit of study, please use the “Teacher’s Edition of the Writer’s Handbook” to teach that genre. For example, if you are moving into non-fiction writing MAISA unit, you would find that section in your “Teacher’s Edition of the Writer’s Handbook” to teach that series of mini lessons.
- We can do this together. Encourage your grade levels to utilize their PLC time to work through the planning and teaching of this unit. Reflect together at PLC and record ideas on our “pacing DRAFT document”.
- In the summer, our task force will meet to look at the shared “pacing DRAFT document” to construct “Tri 1”.
- During the 2019-2020 school year, teachers will utilize the pacing DRAFT document. Multiple opportunities will be provided to offer feedback to the task force after each trimester.
- All kids will produce the three pieces of writing (persuasive, informational, narrative) required by the Common Core .
- Journeys offers many [professional development videos](#) for free to support our teaching.

## *Points of Pride*

- In order to better communicate with the Mount Pleasant Public Schools staff, PSC released a summary email after each meeting. We highlighted what happened at the meeting in order to share the work of our group. We also offered some resources/articles for the staff to utilize for their own professional learning this past year.
- As part of our PSC budget, each member of the team receives a subscription to ASCD. As part of the subscription, we receive the magazine, Educational Leadership. This magazine offers our members the ability to focus on important issues in education. We would like to offer you a look at what we studied this past year. The links provided will give you the opportunity to learn with us as well.
  - Focus book- "[The Importance of Simplicity, Clarity and Priority](#)," How do we look at what we teach and highly effective practices?
  - "[Getting Consistent with Consequences](#)," "Tear Down the Behavior Chart"- Focus on how to support our MTSS process for behavior expectations.
  - "[Escape from the Zero-Learning Zone](#)" educators turn away from opportunities to learn and what we can do about it.
  - [Year-Round Education, ERIC Digest](#)- This article looked at why schools were adopting a different calendar and some beginning research on its effectiveness.
  - "[Learning Together, Learning on Their Own](#)"- This article explores how districts are enabling teachers a combination of approaches to professional development.
- Organization of Curriculum Resources: This year we reviewed the process of how we organize all of our curriculum documents. We started to construct a framework for teachers to utilize to find their pacing guides, assessments, and resources for their classroom. Over the summer, we will continue to create the drives where all of our resources will be housed.

## *Meeting Schedule for 2018-2019*

In general, PSC meets the second Thursday of each month in the Mt Pleasant Education Association Office and Central Office. Our meeting schedule for this past year.

**August 30th, 2018-Organizational Meeting**  
**September 20th, 2018**  
**October 25th, 2018**  
**November 29th, 2018**  
**December 13th, 2018**  
**February 21st, 2019**  
**April 25th, 2019**  
**May 16, 2019**  
**June 3, 2019- Board of Education Presentation**

## ***MPPS Board of Education Recommendations for Approval June 3, 2019***

***The Professional Studies Committee would like to recommend that the Board approve the following curriculum updates/changes:***

- Approve Mount Pleasant Middle School “STEAM” encore class recommendations
  - New class request for 6th graders
  - Budget requests
- Approve Mount Pleasant Middle School 6th grade English Language Arts recommendations
  - Restructure of English Language Arts for 6th graders
  - Name change for courses (6th grade ELA, 6th grade Enrichment, 6th grade ELA in Action)

## ***MPPS Board of Education Recommendations for Approval June , 2019***

***The Professional Studies Committee would like to recommend that the Board approve the following curriculum updates/changes:***

- Approve Elementary Computer Task Force recommendations
  - Name change- Computer Science
  - Curriculum (pacing guides, common assessments)
  - Budget requests
- Approve Elementary Math Task Force recommendations
  - Curriculum changes (pacing guides, common assessments)
  - Math Advancement criteria beginning in 3rd grade
- Approve the CTE program guidelines for MPHS
  - By completing a formal career and technical education (CTE) program or curriculum, a student has fulfilled their third year of science credit required by the Michigan Merit Curriculum.
  - The counselor may review a student’s graduation progress and their career pathway. Upon review, the counselor may determine if the completion of the CTE program will exchange the requirement of the Earth Science course.

## PSC Budget Summary Requests 2018-2019

<b>Task Force</b>	<b>Items Needing Approval</b>	<b>Funding Source</b>	<b>Cost</b>
Secondary Math	Approved in Jan- already expended from budget	PSC Budget	<a href="#"><u>87,693.35</u></a>
MPMS 6th Grade ELA	Seeking Approval 6/3	Grant Request	\$0
MPMS STEAM class	Seeking Approval 6/3	PSC Budget	<a href="#"><u>\$6,690.00</u></a>
Elementary Math	Seeking no funding	Grant Request	\$0
Elementary Computers	Seeking Approval 6/3	PSC Budget	<a href="#"><u>\$6,422.56</u></a>
Total Cost Needing Approval 6/3/18			\$13,112.56