



**RESOLUTION AMENDING THE FISCAL YEAR 2021-2022 BUDGET OF
MILLINGTON MUNICIPAL SCHOOL DISTRICT
BUDGET AMENDMENT EIGHT**

WHEREAS, T.C.A. § 49-2-301(W)(i) provides that the budget shall set forth in itemized form the amount necessary to operate the schools for the scholastic year beginning on July 1, following, or on such date as provided for by charter or private legislative act; and (ii) that any change in the expenditure of money as provided for by the budget shall be ratified by the local board and the appropriate local legislative body; AND

WHEREAS, it is necessary to amend the Fiscal Year 2021 - 2022 budget and appropriate said funds as reflected as described below;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Millington Municipal School District hereby approves the Fiscal Year 2021 - 2022 amended budget and appropriates said funds, as described below, thereby amending the aggregate budget in the Federal Projects School Fund from \$6,049,363 to \$6,129,363.

Included below is a summary of the respective components of the budget amendment. A summary of the budget impacts can be found on Exhibit A herein.

1. Federal Projects Fund

- a. Early Literacy Networks - \$80,000

On this _____ day of _____, 2021.

Chris Denson, Chairman
Millington Municipal Schools Board of Education

James Griffin, Superintendent
Millington Municipal Schools Board of Education



MILLINGTON MUNICIPAL SCHOOLS
Budget Summary For Fiscal Year 2021-2022

| | Original Budget as of 1 JUL 2021 | Budget Amendment 1 as of 27 JUL 2021 | Budget Amendment 2 as of 2 AUG 2021 | Budget Amendment 3 as of 07 SEP 2021 | Budget Amendment 4 as of 07 SEP 2021 | Budget Amendment 5 as of 07 SEP 2021 | Budget Amendment 6 as of 04 OCT 2021 | Budget Amendment 7 as of 18 OCT 2021 | Budget Amendment 8 as of 06 DEC 2021 | Revised Budget as of 06 DEC 2021 |
|--|-------------------------------------|--|---|--|--|--|--|--|--|-------------------------------------|
| FEDERAL PROJECTS FUND | | | | | | | | | | |
| REVENUES / SOURCE OF FUNDS | | | | | | | | | | |
| Federal (Acct # 47301-47590) | 2,810,986 | 3,720,145 | - | - | 34,000 | 141,896 | (679,655) | 21,991 | 80,000 | 6,129,363 |
| TOTAL REVENUE/SOURCE OF FUNDS | \$ 2,810,986 | \$ 3,720,145 | \$ - | \$ - | \$ 34,000 | \$ 141,896 | \$ (679,655) | \$ 21,991 | \$ 80,000 | \$ 6,129,363 |
| EXPENDITURES | | | | | | | | | | |
| Instruction (Acct # 71100-71300) | 1,647,827 | 698,735 | - | - | 34,000 | 141,896 | (679,655) | 3,000 | - | 1,845,803 |
| Instructional Support (Acct # 72210-72230) | 1,063,842 | 397,675 | - | - | - | - | - | 16,991 | 80,000 | 1,558,508 |
| Student Support (Acct # 72120, 72130) | 48,935 | 23,699 | - | - | - | - | - | - | - | 72,634 |
| Plant Services (Acct # 72620) | 50,289 | - | - | - | - | - | - | - | - | 50,289 |
| Transportation (Acct # 72710) | - | - | - | - | - | - | - | 2,000 | - | 2,000 |
| Food Service (Acct # 73100) | 93 | - | - | - | - | - | - | - | - | 93 |
| Indirect Cost/Transfers Out (Acct# 99100) | - | 81,158 | - | - | - | - | - | - | - | 81,158 |
| Capital Outlay (Acct# 76100) | - | 2,518,878 | - | - | - | - | - | - | - | 2,518,878 |
| TOTAL EXPENDITURES | \$ 2,810,986 | \$ 3,720,145 | \$ - | \$ - | \$ 34,000 | \$ 141,896 | \$ (679,655) | \$ 21,991 | \$ 80,000 | \$ 6,129,363 |
| FEDERAL PROJECTS FUND BUDGET | | \$ 6,531,131 | \$ 6,531,131 | \$ 6,531,131 | \$ 6,565,131 | \$ 6,707,027 | \$ 6,027,372 | \$ 6,049,363 | \$ 6,129,363 | |



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Turner, Kristen

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Program Details

Millington Municipal Schools (798) Public District - FY 2022 - Early Literacy Networks - Rev 1 - Early Literacy Networks

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Partnerships with professional learning vendors can be a lever that propels change strategically and with high impact.

Which of the following activities would be most beneficial to support your district in implementation of your knowledge-building and foundational skills materials as you work with a state-approved professional learning vendor?

- ☒ Providing systematic implementation support by *collaboratively building a district literacy strategy*
- ☐ Providing *follow-up support of summer training* with application of learning to district-specific foundational skills state-approved curriculum
- ☒ Developing a *comprehensive PreK-2 ELA implementation plan* to include *ongoing, spiraled professional learning for teachers and leaders* in both strands of literacy instruction: knowledge-building and foundational skills
- ☒ Build the knowledge and skills necessary to *equip leaders to use the TN ELA Instructional Practice Guide (IPG) and TN Early Literacy IPG* (to include norming)
- ☒ *Foster teacher application of professional learning to instruction* that propels change in classroom practice resulting in increased student reading achievement
- ☐ Provide training for PreK-2 educators in sounds-based strategies for teaching foundational skills
- ☐ Provide training for PreK-2 educators in regard to *scaffolded supports, intervention programming design, and data use* for students at-risk or with a significant reading deficiency
- ☒ Facilitate *unit and lesson preparation* for knowledge building lessons and foundational skills lessons
- ☐ *Additional district and schoolwide literacy planning* as a result of baseline data

There are many benefits to becoming a member of a collaborative system intentionally designed with district needs at the forefront. Districts across Tennessee frequently partner to solve problems of practice, brainstorm, and share resources. There is strength in numbers and the Tennessee Department of Education believes that "Together We are Better".

Which of the following activities would be most beneficial to support your district in implementation of your knowledge-building and foundational skills materials as a member of a district collaborative? Select all that apply.

- ☐ Participate in quarterly virtual learning sessions focused on the implementation of high-quality materials and strategies-based support
- ☐ Participate in monthly virtual state-wide communities of practice focusing on curriculum-specific supports for both knowledge building and foundational skills
- ☒ Participate in quarterly regional sharing opportunities at which districts will share problems of practice and work toward solutions with state vendor facilitators

1. Have you selected, adopted and begun using state-adopted ELA HQIM in grades K through 2?

Yes ▼

2. Will 25% of K-2 teachers successfully complete Week One and Week Two of the TN Early Reading Training Series by the beginning of school year 2021-2022?

Yes ▼

3. Do you expect your district to have an approved FLSP plan by June 1, 2021?

Yes ▼

4. Are you committed to selecting a community of practice sequence (four sessions a year), selecting an implementation support vendor, and creating an implementation plan?

Yes ▼

5. Will you be willing to reflect on your implementation plan and share data (screener, IPG, teacher survey data, etc.) to support your success?

Yes ▼

Resources

[Click here to open the application guidance document.](#)

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