

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$10,786	N/A	\$10,927
Distribution for 2014-2015	\$44,867	N/A	\$46,613
Total Available for Expenditure in 2014-2015	\$55,653	N/A	\$57,540
Salaries and Employee Benefits (100 and 200)	\$26,000	\$41,294	\$33,384
Employee Benefits (200)	\$0	\$0	\$7,910
Professional and Technical Services (300)	\$0	\$0	\$2,100
Repairs and Maintenance (400)	\$3,500	\$1,128	\$1,128
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$2,000	\$1,311	\$1,311
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$5,000	\$1,259	\$1,259
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$15,000	\$10,684	\$10,684
Total Expenditures	\$51,500	\$55,676	\$57,776
Remaining Funds (Carry-Over to 2015-2016)	\$4,153	N/A	-\$236

Goal #1

Goal

In 2014-2015 we will focus on differentiating instruction in reading. We will allocate our resources to support individualized and small group instruction, at our students' ability levels, which will allow us to meet students at their point of need (whether struggling, advanced, or in between). Our primary goal is that 80% of our students school wide score on, or above, grade level in reading by the end of the year, as measured by DIBELS. Our secondary goal is for those students scoring below grade level to improve by 50% by the end of the year.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Representative: Dist. 8 Froerer, Gage

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Students will be targeted using data gathered through the DIBELS assessment. This data will be used to screen and progress monitor students on a regular, ongoing basis, in order to design effective interventions, adjust instructional groupings and measure student growth in identified areas. Students scoring below grade level on the DIBELS assessment will receive Tier III interventions, in addition to whole group and differentiated instruction in their classrooms. DIBELS data will also be analyzed to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed. As a part of our total school improvement initiative, teachers will be involved in professional development through the School Leadership Team, PLC teams and faculty trainings. We have developed a coaching model to ensure that teachers have the support and skills needed to effectively implement the core curriculum in their classrooms. These plans include ongoing training on topics related to literacy instruction, side-by-side coaching from our reading specialist, along with opportunities for teachers to observe other teachers as they model effective methods in their classrooms. The school will pay for supplemental aide/teacher time, as well as substitute teachers, to support teachers in differentiated instruction in reading and PLC time. In addition, we will purchase technology, both hardware (e.g. Interactive whiteboards, student response systems, tablets, other digital devices, etc.) and software (e.g. site licenses, software, apps, etc.), to support differentiated instruction in the classroom.

Please explain how the action plan was implemented to reach this goal.

Students were targeted using data gathered through common assessments in reading. These assessments were used to screen and progress monitor students on a regular basis enabling us to design effective interventions. We also adjusted instructional groupings and measured student growth in identified areas.

In reading our students scoring at the intensive or strategic range of the DIBELS assessment received Tier III interventions in addition to whole group and differentiated instruction in their classrooms. DIBELS data was also analyzed and this enabled us to determine individual and overall student growth and adjust whole group and small group reading instruction as needed.

As a part of our total school improvement initiative teachers were involved in professional development through their PLC meetings and faculty trainings. Teachers also received coaching on an as-needed basis to ensure that they had the support and skills needed to effectively implement the core curriculum in their classrooms. These plans included ongoing training on topics related to reading. Coaching from our reading specialist and district curriculum specialists occurred regularly during bi-monthly Professional Learning Community meetings.

An amendment to our plan was made and passed last year. \$3,500 was moved from Equipment to Professional and Technical Services in order to provide teachers additional training and inservice opportunities. The actual amount spent was \$2,100.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salary and Employee Benefits - Supplemental Teacher, Aide and Substitute Teacher Time	\$26,000	\$41,294	As Described
Repairs and Maintenance (400)	Repairs and Maintenance ? Repair and maintenance of technology devices, such as whiteboards, LCD projectors, tablets, etc., to support reading instruction	\$3,500	\$1,128	As Described
General Supplies (610)	General Supplies ? curriculum materials to support FAME instruction during PLC Team time	\$2,000	\$1,311	As Described
Software (670)	Software ? site licenses, software, ?apps?, etc., to support reading instruction	\$5,000	\$1,259	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Equipment ? Digital devices such as interactive whiteboards, student response systems, mobile labs, tablets, etc., to support reading instruction	\$15,000	\$10,684	As Described
Total:		\$51,500	\$55,676	

Increased Distribution

[Edit](#)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

If increased funding becomes available, we will apply it to additional aide/teacher time or we will purchase additional software/hardware, which would give us increased flexibility to differentiate reading instruction.

Description of how any additional funds exceeding the estimated distribution were actually spent.

We used all additional monies to increase aide time for reading interventions. A technology aide was also hired to assist with differentiated instruction and data collections.

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State Representative: Dist. 8 Froerer, Gage

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	1	2014-03-27