

# Final Report 2015-2016 - Freedom EL

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## Print Instructions

Please use the print option in your browser.

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$0	N/A	\$3
Distribution for 2015-2016	\$46,019	N/A	\$56,722
Total Available for Expenditure in 2015-2016	\$46,019	N/A	\$56,725
Salaries and Employee Benefits (100 and 200)	\$36,286	\$47,075	\$39,403
Employee Benefits (200)	\$0	\$0	\$7,672
Professional and Technical Services (300)	\$3,500	\$3,500	\$3,500
Repairs and Maintenance (400)	\$2,000	\$489	\$489
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$1,000	\$331	\$331
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$1,000	\$1,198	\$1,198
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$4,000	\$3,665	\$3,665
<b>Total Expenditures</b>	<b>\$47,786</b>	<b>\$56,258</b>	<b>\$56,258</b>
Remaining Funds (Carry-Over to 2016-2017)	-\$1,767	N/A	\$467

## Goal #1

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### Goal

Our primary goal is that 80% of our students school wide score on benchmark in reading by the end of the year, as measured by DIBELS.

## Academic Areas

- Reading

## Measurements

**This is the measurement identified in the plan to determine if the goal was reached.**

We will use DIBELS scores to determine if students are making progress towards our school reading goal. Baseline and completed measures will be determined by DIBELS scoring norms.

**Please show the before and after measurements and how academic performance was improved.**

Our primary goal was that eighty percent of our students school-wide score at or above benchmark in reading by the end of the year, as measured by DIBELS. We began the school year with sixty-nine percent of our students at or above benchmark. We came close to reaching our goal with seventy-

Category	Beginning of Year	End of Year	Description	Estimated Cost	Actual Cost	Actual Use
	percentages					
	percentages					
K	61	91				
1	58	66				
2	73	75				
3	70	82				
4	74	79				
5	65	73				
6	85	83				

## 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, faculty trainings and additional off-campus professional development. 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. Teachers will meet weekly in collaborative teams to review student data, adjust instruction, and discuss placement of students in small groups for reading/language instruction. This collaborative time will be created when students attend computer, P.E., FAME and library. In addition, we will purchase technology, both hardware (e.g. Interactive whiteboards, 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 who scored below grade level on the DIBELS assessment at the beginning of the year received Tier III interventions provided by trained paraprofessionals. Grade level teaching teams were provided time for collaboration while students participated in P.E., computers, library, music and art classes. Teachers were involved in professional development.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Supplemental Teacher, Aide and Substitute Teacher Time	\$36,286	\$47,075	As Described
Professional and Technical Services (300)	Workshops and Professional Development for teachers	\$3,500	\$3,500	As Described
Repairs and Maintenance (400)	Repair and maintenance of technology devices, such as Smart Boards, LCD projectors, tablets, etc., to support reading instruction	\$2,000	\$489	As Described
General Supplies (610)	curriculum materials to support instruction	\$1,000	\$331	As Described
Software (670)	site licenses, software, ?apps?, etc., to support reading instruction	\$1,000	\$1,198	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Digital devices such as interactive whiteboards, student response systems, mobile labs, tablets, etc., to support reading instruction	\$4,000	\$3,665	As Described
	Total:	\$47,786	\$56,258	

**Increased Distribution**

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

Number Approved	Number Not Approved	Number Absent	Vote Date
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.

All additional funds were used for aide/teacher time.

### Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School newsletter
- School website

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

- 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. 12 Schultz, Mike

### Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

### Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
10	0	0	2015-03-05

#### Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

#### No Comments at this time

#### Required for Submission

**Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.**

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

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