

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2019-2020)	\$899	N/A	\$44
Carry-Over from 2017-2018	\$891	N/A	\$754
Distribution for 2018-2019	\$28,686	N/A	\$30,366
Total Available for Expenditure in 2018-2019	\$29,577	N/A	\$31,120
Salaries and Employee Benefits (100 and 200)	\$28,678	\$31,076	\$27,057
Employee Benefits (200)	\$0	\$0	\$4,019
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$28,678	\$31,076	\$31,076

Goal #1

Goal

Given the BEPPA and BEPAST skills assessments 80% of our students will be proficient on all the skills in the BEPAST, and on skill #1-5 on the BEPPA by the end of the 2018-19 school year.

Academic Areas

- Reading
- Writing

Measurements

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

District created BEPPA and BEPAST assessment tools

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

At the end of year, Kindergarten had 125 out of 132, or 95% students proficient on BEPAST. 1st grade had 92 out of 126, or 73% of students proficient on BEPAST and BEPA skills. Total with both grades, we have 217 out of 258 students, or 84% of our student proficient in BEPAST and BEPA skills. As a school, we met our goal!

Action Plan Steps

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

Students will be pre assessed on the BEPPA and BEPAST skills assessments. They will be divided into skill based reading groups, working on independent levels of reading. Skills will be reassessed every 10 days and group alignments will take place every 2 weeks based on students needs.

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

Plan was followed as outlined.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	\$24,640	\$31,076	
Salaries and Employee Benefits (100 and 200)	3 para educators at 4.5 hours a day for approx. 120 days to support skill based reading groups focused on BEPPA and BEPAST skills including guided reading	\$24,640	\$31,076	3 para educators worked 4.5 hours a day most of the time, but were given extra hours and days in January because the former principal determined they would not use the money set aside for a behavior para.

Goal #2

Goal

We will have less than 2% of our students on specific behavior intervention plans by the end of the school year.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

This will be measured by the number of office referrals and loss of instructional time in reading, math, and writing per student referred. The number of students on behavior interventions will be less than 4 students out of 265.

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

The former principal chose not to implement this goal.

Action Plan Steps

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

Training of the Para Educator in behavioral management, academic supports, and social emotional needs of students.

Identify students based on office referrals who need extra behavioral supports.

In class support working with teachers to reduce the amount of instructional time lost due to inappropriate behaviors.

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

The former principal chose not to implement this goal.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	A para educator will work with individual students in the classrooms to support successful behavior choices, interventions and social skill supports. The Para will support academic needs as well in working with the students based on their individual needs, focusing on the root of the behaviors.	The former principal chose not to implement this goal.

Category	Description	Final Explanation
	Including attention seeking, escaping, avoidance, anxiety, and impulse control. All of these components are needed to help a students academic progress. A para Educator 4.5 hours a day 2 days a week from Oct.-April. Cost is \$4038.26 The para educator will need quality instruction in behavior management and effective strategies to support the student. As well as academic training to support the academic needs as well. This may include reading training, math training's, and social emotional training's.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		\$4,038	\$0	
Salaries and Employee Benefits (100 and 200)	Para Educator 4.5 hours a day 2 days a week Oct. - April 2018-19.	\$4,038	\$0	The former principal chose not to implement this goal.

Funding Changes (and Unplanned Expenditures)

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

If there are increased funds, the funds will be spent on increased para educator time. We will include a testing team of trained Para Educators to assist in biweekly testing, and progress monitoring. Extra funds will be spent on a floating para educator to help in the classrooms in academic areas of reading, math and writing.

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

Additional money was put towards reading para time.

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):

- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-09-23**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	1	2018-03-15