

# Final Report 2017-2018 - Harris IN

## Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$9,043	N/A	\$8,893
Distribution for 2017-2018	\$80,689	N/A	\$80,081
Total Available for Expenditure in 2017-2018	\$89,732	N/A	\$88,974
Salaries and Employee Benefits (100 and 200)	\$61,410	\$61,410	\$43,968
Employee Benefits (200)	\$0	\$0	\$7,551
Professional and Technical Services (300)	\$10,352	\$10,352	\$7,074
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)	\$4,100	\$4,100	\$21,499
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$12,420	\$12,420	\$6,217
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$88,282</b>	<b>\$88,282</b>	<b>\$86,309</b>
Remaining Funds (Carry-Over to 2018-2019)	\$1,450	N/A	\$2,665

## Goal #1 Goal

The overall percentage of students scoring at or above a proficient level on the 2017-2018 SAGE Science assessment will increase by 2% over the 2016-2017 SAGE Science percentage.

## Academic Areas

- Science

## Measurements

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

Results from on-going common, formative assessments will be reviewed to determine students needing additional or extended learning opportunities. Mastery of essential understandings will be monitored, and if needed, students will be provided with additional targeted interventions. These data points will inform instructors if enough progress toward the goal is being made. Student proficiency on the 2017-2018 SAGE Science assessment will be used to determine the achievement of the overall goal.

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

No Science scores were shared this year because it was new curriculum and the state said they would like to get a benchmark first before sharing scores.

## Action Plan Steps

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

Science essential understandings will be assessed through the on-going use of common formative assessments. PLC Team Leaders will deepen their understanding, knowledge, and application of the PLC process via on-going training, including a Professional Learning Communities at Work Institute. PLC Teams will use the assessment data to determine students needing additional interventions or extensions. Targeted instruction will be delivered by classroom teachers, the at-risk para professional, and the Science intervention para professional. The intervention/extension coordinator will assist in planning and providing additional learning opportunities for students. Technology (desktop computers and Chromebooks) will be used to assist with interventions, extensions, and assessment. These steps will be repeated throughout the year. Students will be taught how to work in teams, take initiative, problem solve, and increase their abilities to better direct their own learning.

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

Science teachers went to all available training offered by the district. They also met with their counterparts from our sister school to create common formative assessments and common summative assessments. The Science para was invaluable in helping teachers prepare labs and lighten the workload to give teachers more time for lesson planning and collaboration.

**Behavioral Component**

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	The implementation and use of the 7 Habits of Highly Effective Teens and Mindful Schools will increase students' self confidence, teamwork, leadership, problem solving, creativity, and self-directed learning.	

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	At-Risk Intervention Para Professional, Intervention/Extension Para Professional, Science Intervention Para Professional, PLC Team Leaders	\$20,470	\$20,470	As Described
Professional and Technical Services (300)	7 Habits of Highly Effective Teens Professional Development and Resources & Mindful Schools Resources (\$5000); Registrations for the Professional Learning Communities at Work Institute	\$6,784	\$6,784	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Desktop Computers, Chromebooks	\$4,140	\$4,140	As Described
	Total:	\$31,394	\$31,394	

**Goal #2  
Goal**

The overall percentage of students scoring at or above a proficient level on the 2017-2018 SAGE Mathematics assessment will increase by 2% over the 2016-2017 SAGE Mathematics percentage.

**Academic Areas**

- Mathematics

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

Results from on-going common, formative assessments will be reviewed to determine students needing additional or extended learning opportunities. Mastery of essential understandings will be monitored, and if needed, students will be provided with additional targeted interventions. These data points will inform instructors if enough progress toward the goal is being made. Student proficiency on the 2017-2018 SAGE Mathematics assessment will be used to determine the achievement of the overall goal.

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

42% of the 7th grade students scored at or above a proficiency level on the 2017-18 SAGE Math assessment. 44% of this same class scored at or above a proficient level in 6th grade. 49% of the 6th grade students scored at or above a proficient level on the 2017-18 SAGE Math assessment. 47% of the same class scored at or above a proficient level in 5th grade. Even though the actual goal was not met, 7th grade demonstrated growth in overall proficiency. Teachers continue to refine and make improvements to 'BELS' assessments.

## Action Plan Steps

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

Mathematics essential understandings will be assessed through the on-going use of common formative assessments. PLC Team Leaders will deepen their understanding, knowledge, and application of the PLC process via on-going training, including a Professional Learning Communities at Work Institute. PLC Teams will use the assessment data to determine students needing additional interventions or extensions. Targeted instruction will be delivered by classroom teachers, the at-risk para professional, and the Mathematics intervention para professional. The intervention/extension coordinator will assist in planning and providing additional learning opportunities for students. Technology (desktop computers, Chromebooks, ALEKS licenses, and i-Ready licenses) will be used to assist with interventions, extensions, and assessment. These steps will be repeated throughout the year.

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

Several of our 6th graders really struggled with foundational math standards taught in 6th grade. They were provided with additional learning opportunities during WIN time and after school. During this time, teachers were able to offer differentiated instruction and assistance to student who did not master the concepts taught during whole class instruction. Our math instructors have a better understanding of 'depth of knowledge' and are implementing teaching strategies to help students expand their thinking.

## Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	At-Risk Intervention Para Professional; Intervention/Extension Para Professional; Mathematics Intervention Para Professional; PLC Team Leaders	\$20,470	\$20,470	As Described
Professional and Technical Services (300)	Registrations for the Professional Learning Communities at Work Institute	\$1,784	\$1,784	As Described
Software (670)	6th Grade ALEKS Licenses, 7th Grade i-Ready Licenses	\$4,100	\$4,100	An amendment was written to the Board requesting these funds be used as audio enhancements instead of the software. Software used was a free demo from a start-up company. The Board approved the amendment.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Desktop Computers; Chromebooks	\$4,140	\$4,140	As Described
	Total:	\$30,494	\$30,494	

## Goal #3 Goal

The overall percentage of students scoring at or above a proficient level on the 2017-2018 SAGE ELA assessment will increase by 2% over the 2016-2017 SAGE ELA percentage.

## Academic Areas

- Reading
- Writing

## Measurements

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

Results from on-going common, formative assessments will be reviewed to determine students needing additional or extended learning opportunities. Mastery of essential understandings will be monitored, and if needed, students will be provided with additional targeted interventions. These data

4/7/2018 https://nces.ed.gov/ipeds/data/collegesearch/collegesearch.asp?selected=1&plan=1&code=000016&year=2018 points will inform instructors if enough progress toward the goal is being made. Student proficiency on the 2017-2018 SAGE ELA assessment will be used to determine the achievement of the overall goal.

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

42% of the 7th grade students scored at or above a proficiency level on the 2017-18 SAGE ELA assessment. 44% of this same class scored at or above a proficient level in 6th grade. 49% of the 6th grade students scored at or above a proficient level on the 2017-18 SAGE ELA assessment. 47% of the same class scored at or above a proficient level in 5th grade. Even though the 7th grade goal was not met, 6th grade demonstrated growth in overall proficiency. Teachers continue to refine and make improvements to 'BELS' assessments.

**Action Plan Steps**

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

Language Arts essential understandings will be assessed through the on-going use of common formative assessments. PLC Team Leaders will deepen their understanding, knowledge, and application of the PLC process via on-going training, including a Professional Learning Communities at Work Institute. PLC Teams will use the assessment data to determine students needing additional interventions or extensions. Targeted instruction will be delivered by classroom teachers, the at-risk para professional, and the Language Arts intervention para professional. The intervention/extension coordinator will assist in planning and providing additional learning opportunities for students. Technology (desktop computers and Chromebooks) will be used to assist with interventions, extensions, and assessment. These steps will be repeated throughout the year.

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

Our students continue to show improvement in their reading and writing skills. Throughout the year, several students were provided with reading/writing small group interventions during our school wide WIN time. During this time, teachers were able to offer differentiated instruction and assistance to students who did not master the concepts taught during whole class instruction.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	At-Risk Intervention Para Professional; Intervention/Extension Para Professional; LA Intervention Para Professional; PLC Team Leaders	\$20,470	\$20,470	As Described
Professional and Technical Services (300)	Registrations for the Professional Learning Communities at Work Institute	\$1,784	\$1,784	As Described
Equipment (Computer Hardware, Instruments, Furniture) (730)	Desktop Computers Chromebooks	\$4,140	\$4,140	As Described
	Total:	\$26,394	\$26,394	

**Increased Distribution (and Unplanned Expenditures)**

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

If Harris Intermediate School receives any increased funding, additional Chromebooks will be purchased. Chromebooks are identified in goals 1, 2, and 3 of the plan.

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

As described.

**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 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 **2018-10-20**

**Council Plan Approvals**

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	3	2017-04-11

**Plan Amendments  
Approved Amendment #1**

**Number Approved:**

7

**Number Not Approved:**

0

**Absent:**

3

**Vote Date:**

2018-03-06

**Explanation for Amendment:**

Some of the monies set aside for professional development and software were covered by another source. Our needs had changed, therefore we wanted to be able to use the funds elsewhere. We moved \$1465.03 (PD) and \$4100.00 (Software) to Equipment.