







Glendale SD 7 - Strategies, Activities, and Budget






Activity Number	Activity	2021-22 (Y1) Budgeted Cost	Total Spent 2021-22	Allowable Use Category	Object Code	FTE
1	Total	\$299,438.54	\$199,086.60			
2	1 Admin Costs	\$10,000.00	\$1,520.86	ADMIN	ADMIN	
	2 Hire a School Counselor	\$99,719.27	\$77,235.43	H&S	111	1
3						
	3 Hire a Title I teacher	\$99,719.27	\$102,203.15	WRE	111	1
4						
	4 Hire Additional Instructional Assistants	\$54,000.00	\$15,123.36	WRE	112	0.5
5						
	5 Substitutes	\$3,000.00	\$0.00	WRE	12x	
6						
	6 Instructional Services/PD	\$15,000.00	\$0.00	WRE	111	
7						
	7 Travel	\$0.00	\$0.00			
8						



FTE Type	Q2 Progress Notes (7/1/21-12/31/21)	Q2 Progress Rating (7/1/21-12/31/21)	Q2 Amount Spent (7/1/21- 12/31/21)
			\$48,469.75
			\$360.12
Guidance/School Counselor	Being able to find and hire a school counselor has been a three-year venture. We were finally able to hire one this year. We have split her time between the elementary school and the high school. Since Covid, started, we have no access to mental health for our students. Having a counselor on staff is now allowing us to begin meeting students' social and emotional needs, as well as meet with students to keep them on-track to graduate on time. This has freed up our administrator to also meet with students in an attempt to keep them on-track. We are finding our needs for a counselor at the secondary level are much higher than those at the elementary level.		\$16,232.04
General Education Teacher	Being able to hire a Title I teacher has also been a three-year venture. We were fortunate to be able to hire one in August. The instructor works with students by providing intervention services, and she also works with staff to train them on how they can assist students through differentiated instruction and interventions. We have also implemented the iReady assessment model in 2021. We will use that data to drive our instruction and interventions. Our Title I teachers plays a major role in this process.		\$31,106.10
	We have also been able to hire some additional IA support with this grant. We now have an IA in every class in grades K-6. We are hoping this will have a big impact on student learning. We also added IA support at the secondary level. One thing this allowed us to do is to begin using intervention groups. While it is early in the year, we are optimistic by what we are seeing in the area of progress towards the goals and outcomes we set for this area.		\$419.32
	We budgeted money in this area so instructional assistants could pull students out for kindergarten assessment, and to make up iReady assessments if students had missed class. We are on target in this area.		
	Professional development plays a key role in making change happen. Our Title I teachers is working with staff on formal and informal assessments, and providing staff training on interventions, and small group instruction. We are also working with staff to fine tune the use of our school counselor in an effort to keep students in class so learning takes place.		
	No travel associated costs		

Q3 Progress Notes (1/1/22-3/31/22)	Q3 Progress Rating (1/1/22-3/31/22)	Q3 Amount Spent (1/1/22-3/31/22)	Q4 Progress Notes (4/1/22-9/30/22)
		\$46,329.94	
		\$683.40	
<p>Quarter: 3 1/1/22-3/31/22</p> <p>What has been the impact of the implementation of the activities in your SIA plan so far on the behavior, actions, policies, or practices in your school community? Reflect on the Progress Markers as you develop your response.</p> <p>Having the iReady assessment fully implemented at the elementary level this year has made a big difference in how our teachers teach. Teachers are seeing the power of using data to drive their decision making and instruction. The faculty at the elementary now has rich discussions about the data from iReady and what it means for their teaching and instruction. This is now passed down to our instructional assistants. Intervention groups are in place at this level.</p> <p>We are not nearly as far along as the elementary at the secondary level. We had a change of principals in mid-September which caused a set-back at that level. Staff were not able to administer the iReady assessment in the fall as we had hoped.</p>		\$15,987.87	The adjustment we made to move the counselor to the secondary campus three out of our four days of school has made a big difference. While it created more work for the elementary principal, it is making a big difference on the secondary campus. In addition, the graduation coach is able to take some pressure off the counselor, by meeting with students about staying on-track to graduate.
Title 1 teacher making huge strides with staff and students at the elementary. We continue to work on interim assessments and fine tuning our intervention groups.		\$22,115.43	We are clearly making a difference with this position when it comes to the ability for an instructor to go into classrooms and work one-on-one with teachers and IAs in the area of effective instruction, student and teacher engagement, and using interventions with struggling students.
The faculty at the elementary now has rich discussions about the data from iReady and what it means for their teaching and instruction. This is now passed down to our instructional assistants. IAs have worked with the classroom teachers and the Title I teacher to determine the intent of interventions, and how to deliver them. Teachers can work with students on specific skills while their instructional assistant works with other or targets specific students to work on deficits outlined in the iReady interim assessments.		\$6,890.63	The additional IAs have allowed us to provide more students with interventions, and direct instruction. We are seeing a direct correlation between the work we are doing in this area, and the results we are seeing on formal and informal assessments.
Have not used subs			
No costs as of yet.			
No travel costs incurred.			

Q4 Progress Rating (4/1/22-9/30/22)	Q4 Amount Spent (4/1/22-9/30/22)	Unspent Funds 2021-22
	\$104,286.91	\$100,351.94
●	477.34	
●	45015.52	
●	48981.62	
●	7813.41	
●	0	
●	0	
	0	

Activity Number	Activity	2021-22 (Y1) Budgeted Cost	Total Spent 2021-22	Allowable Use Category	Object Code	FTE
9	8 Supplies	\$3,000.00	\$3,003.80	WRE	4xx	
10	9 Ongoing Community Activities	\$15,000.00	\$0.00	OCG	4xx	
11			\$0.00			
12						
13						
14						
15						
16						
17						
18						

FTE Type	Q2 Progress Notes (7/1/21-12/31/21)	Q2 Progress Rating (7/1/21-12/31/21)	Q2 Amount Spent (7/1/21- 12/31/21)
	On track with supply spending		\$352.17
	Have not spent in this area yet.		
			

Q3 Progress Notes (1/1/22-3/31/22)	Q3 Progress Rating (1/1/22-3/31/22)	Q3 Amount Spent (1/1/22-3/31/22)	Q4 Progress Notes (4/1/22-9/30/22)
On track with supply costs.		\$652.61	
With the decline in Covid infections, we are finally to the point of inviting parents back into our schools to be a partner with us in their child's education. Additional activities have been planned to increase parent and community involvement.			

Q4 Progress Rating (4/1/22-9/30/22)	Q4 Amount Spent (4/1/22-9/30/22)	Unspent Funds 2021-22
	1999.02	
	0	