This Final Report is currently pending initial review by a School LAND Trust Administrator.

You may unlock the Final Report to edit/update non-substantive changes without a vote.

Unlock Final Report

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)
Remaining Funds (Carry-Over to 2015-2016)	**$3,949**	**N/A**	**-$11,038**
Carry-Over from 2013-2014	$37,173	N/A	$19,418
Distribution for 2014-2015	$108,476	N/A	$112,699
Total Available for Expenditure in 2014-2015	**$145,649**	**N/A**	**$132,117**
Salaries and Employee Benefits (100 and 200)	$119,000	$66,279	$50,084
Employee Benefits (200)	$0	$0	$16,195
Professional and Technical Services (300)	$2,000	$9,190	$9,190
Repairs and Maintenance (400)	$1,000	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0	$0
Travel (580)	$5,500	$1,570	$1,570
General Supplies (610)	$300	$332	$332
Textbooks (641)	$0	$0	$6,134
Library Books (644)	$0	$0	$1,287

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Periodicals, AV Materials (650-660)	$0	$0	$0
Software (670)	$200	$7,421	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$13,700	$58,363	$58,363
Total Expenditures	**$141,700**	**$143,155**	**$143,155**

Goal #1

Goal

Increase proficiency in academic achievement and pass rates in math, language arts, and science. This goal will be reviewed after each quarter, and after state core testing.

Academic Areas

- Mathematics
- Reading
- Writing

Measurements

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

We will be using our CRT test results, Plan Test, DRP data, focusing on improvement. We are also currently looking at common and formative assessments developed and embraced by teachers in each of the designated departments. We will look at results in Math to determine the development of students and their content mastery. We will use our Professional Learning Communities and professional development time to analyze data trends and collaborate on results and how instruction can be altered and resources purchased or used to increase student learning. We will also use weekly/quarterly D,F,I progress reports and other formative assessments to determine more timely interventions to help identify struggling students and the area(s) of attention needed. Student achievement data will be determined by teacher-level assessment and brought to sessions where collaboration can occur and student achievement discussed. Teachers can and will continue to observe student progress in their content areas based on

formative assessments such as projects, quizzes, and tests. We will also examine the use of Edvisory and our RTI (Response to Intervention) efforts to determine their effectiveness in "treating" students who are struggling and helping to educate teachers and counselors on effective interventions. This may include professional development in Tier I interventions.

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

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Because SAGE is in its second year, I will not only share the
scores from last year but the comparison with the year previous.
1.    The data indicates that our SAGE Language Arts proficiency
scores are at 49%.  This is 6% higher than our district average
and 4% higher than that of the state.  It is slightly less than
last year but last year's score was 12th best in the state, so
it is still very solid.
2.    The data indicates that our SAGE Biology proficiency
scores are at 37%.  This is 4% better than last year, 1% above
the district average and 6% lower than that of the state.
Chemistry experienced a 13% increase (from 51% to 64%) and sits
12% above the district average and 11% ahead of the state.
Finally, Physics grew from 34% to 40% last year inching toward
the 48% proficiency of the district and the state.
3.    The data indicates that our SAGE Math II proficiency
scores are at 34%... 3% ahead of the WSD and 1% below the state
but an increase of 2% over last year.  Math III was tested for
the first time at Fremont and it came in 4% above the district
average and 1% below that of the state. Each of these scores
reflect consistent improvement over last year in the difference
between school and state indicating a very positive trend in the
right direction.
4.    Our school grade and UCAS score continues to trend in the
right direction as our end of level scores are higher, we also
experienced a 37% increase in AP/Concurrent classes taken as
well as a drop in negative behaviors, absences, the lowest
number of Fs in the district, and the highest graduation rate in
the district (now nearly 94%).
5.    We also had 100% of our teachers develop a 'Guaranteed and
Viable Curriculum' for at least one class.  Departments used
'School-Level PLC Grants' to buy days to better develop
curriculum that aligns with state standards and with each
other... and then generating assessments to go with this
curriculum (two per term).  This, we believe contributed to the
increases above and increase the efficiency of the PLC.
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Action Plan Steps

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

We will pay for math and science buyouts in several classes that can help reduce class size in an effort to help our struggling math and science students as a Tier II intervention for these students. We will pay for reading and math remediation (including software and applications for both reading and math assessment and help) that will help with reading and comprehension with our struggling students who have been identified through testing data and teacher recommendation. The software will help to better identify those in need and then monitor progress as well as improve skills. Students will be grouped by learning level and content area to be able to better teach and re teach. We will purchase materials needed to better educate, provide professional development, and enhance teacher development so that we can use best practice strategies to improve student learning. If we need to make school visits to better understand best practice, then we will do that, pay for subs to go and see best practice. We will pay for materials and stipends for teachers to attend the common core academy in the summer that will more effectively deliver instruction to students to influence student achievement in end of level testing. We will pay for a group of teachers to see how Response to Intervention (RTI) is effectively implemented and continue training going forward so that we can better address the new testing criteria (UCAS) that is more centered on improvement from ALL students, not just a higher CRT pass rate. In short, we want every student to improve and to accomplish this will require increased training in the area of intervention. We are going to pay for one buyout of five teachers (4 in each of the core areas of English, Math, Social Studies, and Science; plus 1 coordinator). They will constantly monitor failing students in each of their content areas, communicate with teachers about them, set goals with them, and follow up using the Power Hour where they call them down during a buyout and help them get caught up again. We will increase our availability and use of technology to improve access to research that supports a students' point of view. We can purchase SMART boards, clickers, microscopes, calculators, electronic flashcards, applications, and tablets to engage all learners and to compensate teachers for teaching other teachers technology and compensation for implementation of contemporary instructional strategies such as "flipping" one's classroom. Flipping the classroom is converting lecture to electronic presentation for the student to watch at home and will take time on the part of the teacher to convert their curriculum. The initiative is on student-focused technology and Tech Wednesday trainings where we have teachers present on technologies such as Google Docs, My Student, Panopto, Ipads, and other technology that engages all students in learning. We will provide help for our struggling math students through daily tutoring, math lab, and through the use of the advisory period. We want to maximize the use of advisory, so we intend to combine advisory periods and give a stipend to teachers who travel providing remediation to students who are in need of additional help. We may bring in additional math help by bringing in Gear Up, Latinos in Action, and other student tutors (including the use of our BYU Idaho student teachers) that can help our struggling students both during and after school in a session called The Learning Center. As part of these programs, we will also purchase student planners that can help with academic goal setting and organization. We need to begin focusing on building common formative and summative assessments that will give teacher common language and data to discuss student learning. This will be in the form

of stipends and other compensation for content area groups to get together and develop these independently.

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

The community council identified, through data, the needs of Fremont High School. We used CRT, UCAS, PLAN and ACT data to identify academic trends to help understand the need for next steps. We used trustlands money to buy out a teacher who would serve as our 'student advocate' for math, science, social studies, and language arts. We determined that 70% of our failing grades were coming from core subjects and most of those were from our 10th graders. We had those teachers gain access to student data that allowed them to view failing grade reports and then to respond with timely and frequent interventions. These teachers increased communication with their peers, contacted parents more often, and began to create and analyze common assessment data to determine whether the struggle for the student was AIM... Attendance, Instruction, or Motivation. We streamlined our Edvisory program to make it more frequent and did not involve 'passes' so that the risk of students getting help was lessened. We 'bought out' three teachers for math help and put students in these classes that needed math every day. We helped to buy our core teachers 'days' so that they could generate units, common assessments together, and draw it all back to the common core standards SAGE tests. We increased the frequency of computer-based testing, SAGE Interim, and opportunities to take interim tests to prepare students better. We also helped to purchase materials that helped math teachers to not only draw on best practice but to reduce teacher-student ratios and to get struggling math students in front of teachers more often. We paid for daily tutoring and also increased the use of 'clickers' that are a terrific resource for teachers to get formative data and to further inform instruction. We bought white boards to provide for frequent and timely feedback. In addition, we addressed the need for training on Response to Intervention with training for all teachers to understand better the Tier I strategies that they can all use to ensure learning happens for all students. We also used and trained more teachers on technology that will help student engage in the learning process. Weekly trainings on various types of technologies that are most effective in education were used. We also gave teachers more time and tools to examine student data before the summative piece. We put our BYU Idaho Team Teachers into 10th grade classrooms to provide a stronger teacher to student ratio. The purchasing of Chromebooks enabled students to complete more writing assessments.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total: $110,000	**$71,158**	
Salaries and Employee Benefits (100 and 200)	The salary for these activities will be for math lab instructors and science instructors' buyouts as well as tutoring services to be able to remediate the struggling students in these content areas. We intend to buy-out 12 teachers. This will also reduce class size and allow teachers to focus on students in a better student-teacher ratio. In addition, we intend to pay for tutoring from our teachers and other entities.	$97,000	$53,153	5 teachers were bought-out (4 math, and 1 social studies). Since 70% of our failing grades come from core subjects, we are trying to decrease the failing students in these areas. We spent less because we decided that reducing class sizes was not the most effective way to address the learning chasm (see Hattie's research). Tutoring was paid for with this money also.
Repairs and Maintenance (400)	Since we are in our second year of use of our tablet computers, there may be a need to repair and replace some of these tablets as the need arises.	$1,000	$0	We anticipated paying for repairs to our tablets, but this year, they were thrown away because they were outdated and we bought new ones, therefore, we did not need to spend in this area.
Travel (580)	We plan to have a team of educators from our School Improvement Team travel to see how Response to Intervention is most effectively implemented so that it gives our students a better chance at earning credit, improving their learning, improving the use of technology, and learning to read, write, and do math more effectively. This will include conferences and other workshops connected to the common core academies and other	$3,000	$1,570	We anticipated more travel expenses at greater distances but this year's travel was closer and did not require as much funding as anticipated.

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	trainings related to the common core which will also improve instruction. We will purchase relevant applications, hardware for educational technology, SMART Boards, clickers, and web cams that will allow students to better develop their ability to do research, collaborate with other teachers, use technology, and collect applicable information so that they can form effective arguments using secondary data. Students will, through the use of technology, learn to find relevant information and sound research to support their point of view.	$9,000	$16,435	We used this to enhance the use of student-level technology in the classroom... SMART boards, clickers, upgrades in hardware were all a part of this goal and the ability to utilize technology in the classroom to enhance learning was implemented.

Goal #2

Goal

Increase literacy through the use of argumentative/narrative writing, student engagement, reading comprehension, and real world application for ALL students. This goal will be reviewed after each quarter, and after state core testing.

Academic Areas

- Reading
- Writing

Measurements

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

We will examine our DRP and CRT scores and also look carefully at formative assessments used to examine writing proficiency, progress, and good argumentative

writing. This can be on a department level or on a teacher level. We will use our PLC discussions, RTI Team meetings, and faculty collaboration to determine progress and where students could use help in specific areas. Discussions will be driven by summative and formative assessments that are common within the department and through teacher-led assessment.

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

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Once again, because SAGE testing is in its second year, the data
that I will provide will be taken from a number of different
sources to indicate progress with schoolwide goals.
1.      First, we had a significant increase in our Concurrent
Enrollment Students (37%) over the last year.  A huge boon to
our UCAS score statewide.
2.      Next, we had an increase of 29% in test takers and 30%
increase in students who took AP classes here at Fremont.
3.      This year, we are already up 33% in AP Enrollment, so we
are seeing a culture change of students who are willing to take
the more challenging academic courses.
4.      The result of all of this was a 4% increase in College and
Career Readiness numbers provided by ACT for all students at FHS
5.      We experienced an increase of 12% in scholarship
recipients (students awarded scholarships), a 19% increase in
scholarships awarded, and a remarkable increase of $800,000 in
scholarship dollars for our students.  We believe that all of
the above data indicates higher academic prowess, support, and
achievement resulting in more students who are college bound.
6.      Finally, we saw our graduation rate grow yet again to
nearly 94% despite sending fewer students to the alternative
school within our district.
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Action Plan Steps

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

Expend resources on upper level courses and increased rigor to prepare college bound students to take more AP and concurrent classes, make students and families aware of these courses, and help prepare them through entrance exam preparation classes to achieve academically at a high level. Print materials, website development, conferences for teachers to increase rigor and improve in their curriculum. Teachers will attend seminars and workshops to learn best practice when it comes to argumentative and narrative writing across the content areas. They will have a toolkit of writing strategies they can use anytime. We will provide tutoring/remediation for those who are struggling with writing (among other things) as identified through formative and summative assessments through the use of an Options aide where students who struggle can have additional time and academic attention. We will also utilize our RTI Coordinators in

each of the content areas to identify struggling students in a timely manner and get them the Tier II help they need. Other programs for struggling students that may be funded if required include our Adopt a Student program where teachers pay special attention and provide mentoring for a struggling student all year round. We may need additional funding for an RTI secretary to send letters, notification, make home calls, and teacher coordination for Mandatory Tutoring to improve the RTI process. We can pay for writing lab leases that, when used effectively, enhance literacy and writing. Build our school website through the use of school level "content managers" who can make web pages into a valuable educational resource used for remediation and links that can be educational tools aiding in increasing student learning. Make stakeholders more aware of educational offerings and study skills that can help them. Teacher teams meeting during the summer to create common assessments to improve curriculum.

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

We had a weekly presentation from the book 'Classroom Instruction that Works' the use of common assessments and focus on best practice in instruction. We spent a considerable amount of time and resources on best practice as a part of professional development and how to build common assessments. Weekly meetings PSTs with counselors are helpful to struggling learners. Some of our students struggled to write at the same pace and required additional academic help and resources to ensure academic improvement and achievement. We paid a licensed teacher to be in the writing lab all day long and had classes of under 20 students to work with them on their writing and literacy. She communicated weekly with these students and set goals with them to prepare for post secondary training. Students were able to use more computers and get more help from teachers who provided additional resources for students to become proficient at writing. This is not solely for struggling learners but for students who need help to move on with additional postsecondary training (university). This is designed to be a significant piece for College and Career Readiness. We asked each student who was planning to attend college to take at least one AP and/or Concurrent Enrollment course. We had a focused promotional effort to identify students we felt were capable of high level academic work. We looked at PLAN test scores, had teachers share who was performing well, and even targeted our first-generation college students who may need an emotional boost to not only take the class but take and pass the test. Our focus was to provide each student with the support needed to achieve success. We continued to add to our wealth of instructional resources/helps online and to have each teacher frequent the writing labs so that they can ensure students have several opportunities to write and receive feedback on their writing to inform instruction and an

opportunity to improve their writing skills as this is such a
critical part of postsecondary education, the ACT, the common
core, and SAGE testing. Our emphasis on Winning Streaks, GRIT,
Mindsets (Dweck) every teacher a champion for students was
remarkable in their belief in kids who struggle and those who
are high achievers to do even better was extremely effective.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Total:		**$17,200**	**$58,744**	
Salaries and Employee Benefits (100 and 200)	We will pay an options aide to work with students who are struggling. He/she will be paid for 6 hours daily.	$8,000	$7,626	Options Aide is to be able to support students, develop study skills, help them with goals, an opportunity to provide support during the school day. The aide helps to build the academic confidence of each of the students and then helps them with follow through among other things in all subjects.
Professional and Technical Services (300)	Website enhancement, improvement and management team to build it into a learning resource for students and parents.	$2,000	$9,190	APEX is credit recovery to ensure students are online for graduation and looking ahead to college and career. Guest speakers that spoke on GRIT and sticking with hard things helped to promote AP and Concurrent and help students to be successful in college and career.
Travel (580)	We will use funds for professional development seminars, conferences, and literature as well as substitutes on the days that are teachers are at these workshop opportunities. The teachers that go will then return and teach other	$2,500	$0	This area was overstated as needed for staff development and was adequately used in Goal #1 above and not needed in this area effectively.

Category	Description	Estimated Cost	Actual Cost	Actual Use
	staff members in our professional development meetings.			
Equipment (Computer Hardware, Instruments, Furniture) (730)	Leasing of computer writing labs that can enhance literacy and increase engagement among students.	$4,700	$41,928	Chromebooks were purchased because of the state initiated SAGE testing and the importance of Interim tests and computer-based writing and the limited accessibility of computer labs given the sheer size of the school and increase in enrollment. We purchased three new sets of these computers.

Goal #3

Goal

Increase the number of students reading at grade level by implementations of the common core, reading comprehension programs and strategies, and focus on reading competency in all of our students. We will use the Language Arts core testing data to examine the areas of difficulty among our students and then allow that to drive our remediation and instruction.

Academic Areas

- Reading

Measurements

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

We will use the DRP and CRT assessment data to evaluate reading comprehension as well as our own reading assessment tools. We will use the Language Arts core testing data to examine the areas of difficulty among our students and then allow that to drive our remediation and instruction. Student achievement will also be measured by teacher-led pre and post tests. Teachers can also use formative assessments to examine the

progress each student is making in their reading and reading comprehension. This can be discussed during our professional development time or department PLCs.

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

We have targeted improvement among some of our failing students and also, the effort to support our College and Career Ready students. The following data is an indicator that this is working...
1.   We have seen an increase in conferences with the student by 39% and contact with the parent is up 41% as well as school referrals are down 13%. We are keeping our students here at Fremont and working with parents, teachers, and students to ensure learning and achievement happens.
2.   We have also seen our graduation rate go up from 88.8% in 2011-12 to 92.3% in 2012-13, and this year, it is 94%! This is a trend we want to continue to see.
3.   Finally, we saw a decrease in our F's from 2nd to 3rd term of 30%. We have experienced an overall drop of 2% in our failing students here at Fremont! We are proud of this because of the increase in our SAGE (end of level) scores that show a drop in Fs is not solely just changing grades, rather, it is centered in providing support for students and holding them to rigor common core standards. The indicator for this is in our decidedly higher SAGE scores. We are sending fewer students away, calling home more, and they are doing better on standardized tests, and graduating at a higher rate. This is the circle of academic life so to speak.
4.   We have seen an increase in math, science, and language arts SAGE scores that vaults our students ahead of the other schools in our district and in two cases, higher than the state. We even saw an increase in our AP passrates of nearly 3% while awarding 300 more credits to 30% more students who not only took the class but took the test... up from 314 testtakers in 2014 to 2015. All of this accomplished through a more systematic PLC process of communicating college and career ready students through the PLCs and then building in them the GRIT to not only DO hard things but to accomplish/complete them.
5. Finally, there has been a significant and tangible decrease in negative behaviors (namely disruptive behavior, insubordination, cell phone misuse, fights, etc). The character education program and frequent communication with stakeholders that is a part of Fremont High School has significantly impacted the climate and increased the learning climate of the school. They have decreased by 28% over three years and teachers are committed to teaching the 'whole child.'

Action Plan Steps

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

Professional development will focus on literacy in the common core and will include reading strategies that deal with predicting text, comprehension, and issues that affect readers that are below grade level. We will provide students with incentives that are academic to be able to get them on a ?winning streak? so that we can once again demonstrate our commitment to ensuring ALL students learn. We will spend more time with our professional development talking about and forming common formative assessments that are given so that we can see where students need help in a timely manner. This may require training in terms of books, workbooks, PLC conferences. This is an important emphasis that we feel will get us closer to using data in our classes on a frequent and timely basis. As we work with students who are struggling with their reading, we acknowledge all stakeholders including parents and why we would gather with them occasionally for "Success Nights" where we can work with parents to help them with the skills they and their children need to increase their reading comprehension. We also plan several workshops taught by our faculty that will be taught during advisory to increase these skills. School Improvement Team is a best practice team that will brainstorm, look at reading data (among other areas) and determining the best direction for our school in addressing these needs. This group will help to identify the pockets of students who need help and the best way to help them. This is also a team that will lead us into accreditation in the coming year(s). In the event that students do fail courses (and that we are trying to dramatically reduce), we will pay for a credit recovery program (APEX) that will ensure that students are able to make up credit in core areas before it affects graduation adversely. This may require us to pay a teacher and a counselor to oversee the program. We will also offer the option of summer school to make up these courses.

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

Our community council, PTSA, department heads, and instructional leaders have spent significant amounts of time identifying the need to align curriculum with the common core, improve reading proficiency, and to increase the academic confidence in our students through a more rigorous academic experience and through the providing of the support needed to ensure success for all students. The School Improvement team indicated that there are students who, as they continue to fail, are convinced it is all-encompassing and that they cannot or will not be successful in any other content area. The goal of getting them on a 'winning streak' and helping them to gain 'grit' so that they will continue on was a challenge. We held 'Success Nights' and listened to many focus groups about the services needed and the procedures that could be cleaner, stronger, and more resolute. We implemented a process of notifying parents, identified (through data) students that may be more at risk than others.

The process that we put into place included more parent and
student meetings with the teachers. It also included more
timely interventions during the school day and to analyze data
that showed areas where we were lacking. We helped students to
gain more confidence with their reading and this, in turn,
helped students to do better in ALL content areas so so many
require reading comprehension (especiall in the core subjects).
We used more professional development to focus on literacy
assessment (rubrics, etc.) and implementation. We used
different types of text to teach the same concepts and began the
long and arduous journey of formative assessments. This helped
them get back to grade level using all stakeholders. We also
paid for the ISQ to be given (Indicators of School Quality) to
better assess what needs teachers, parents, and students have to
ensure learning success. We also paid for some of our
underrepresented populations (Latinos in Action) to help them
provide a strong academic connection with the students and to
help them become mentors and to get the training necessary to
attend college. Language arts data indicates a need to employ
more writing and because of the lack of assessment schoolwide,
it may take a year or two to develop the formative assessments
that are needed to aide collaboration and a spirit of teamwork
among the content area teachers. In addition, we have purchased
multiple sets of Chromebooks with the intent of using them to
increase access to formative writing and research (evidence-
driven writing). In order to accommodate this need, we are
increasing our infrastructure and wiring to each room to get
faster startups and connection speeds.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
		Total: $14,500	$13,253	
Salaries and Employee Benefits (100 and 200)	We will pay a School Improvement Team to be able to identify pockets of students who need additional help with literacy and to see that school wide goals are being met and best practice can be found and applied.	$14,000	$5,500	School Improvement Team is a valuable resource that helps to identify instructional direction of the school. They have been instrumental in helping to form policies and procedures and programs that can aide school improvement. They have also helped with implementation of the programs and the direction

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Assessment and reading materials to better deliver instruction and examine progress in this area are critical. We may also need some financial backing for our Success Nights which is an opportunity to teach reading skills and to provide basic resources and training for struggling students. This may include nominal student incentives.	$300	$332	of the instruction schoolwide. ISQ survey is a survey that helped to identify critical needs of the school on six different areas including: Instructional safety, school quality, resource management, student commitment, parent support, and teacher excellence. Parents, students, and faculty are able to determine the effectiveness of each of these factors and this helps administrators to better understand the important factors surrounding school improvement and determine a direction. AP tests for struggling students to become more college and career ready were also provided.
Software (670)	We may need to purchase software, applications, or textbooks to enhance the reading curriculum. If it is determined that the instructors can better deliver this instruction through the use of more contemporary software or text, then we want to have the most effective resources available to enhance reading comprehension in across all content areas.	$200	$7,421	Textbooks and books to enhance literacy and comprehension in the classroom were purchased to be housed in media center and textbooks to promote higher level reading skills for advanced courses were purchased as literacy was a major need.

Increased Distribution [Edit](#)

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

Additional funds will be used to organize a group of teachers to meet during the summer to implement curriculum development and create common assessments. This will allow the teachers the time needed to develop a plan for the upcoming school year, and present it to the faculty. The goal is to be able to get a clearer picture of how struggling students are improving, and where further help is needed by using these established common assessments.

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

Given the increase in testing (SAGE, PLAN, and more), there is an increased need or demand on our computer labs in the school and an ever increasing demand for more roving labs using laptops that can be moved from lab to lab. We purchased three sets of these computers/technology instead of piecing this together each year so that there could be one for each of our Core subjects (math, science, and language arts). This is designed to help our core teachers use the formative assessments created by SAGE and our non-core subjects to generate assessments and writing opportunities that will make students more proficient, increasing student achievement.

Publicity

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

- School marquee
- School website

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

- School newsletter
- School website
- School marquee

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 **2015-10-31**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	2	2014-03-24

No Comments at this time

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