

Fremont HI Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$1,657	\$17,424
Distribution for 2013 - 2014	\$84,826	\$109,749
Total Available for Expenditure in 2013 - 2014	\$86,483	\$127,173
Salaries and Employee Benefits (100 and 200)	\$60,500	\$56,944
Professional and Technical Services (300)	\$4,000	\$3,441
Repairs and Maintenance (400)	\$2,000	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$3,500	\$7,941
General Supplies (610)	\$700	\$1,964
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$300	\$15
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$14,000	\$37,450
Total Expenditures	\$85,000	\$107,755
Remaining Funds (Carry-Over to 2014 - 2015)	\$1,483	\$19,418

ITEM A - Report on Goals

Goal #1

Increase proficiency in academic achievement and pass rates in math, language arts, and science. Identified academic area(s).

Mathematics
Reading
Science
Writing
Technology

This was the action plan.

- 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.
- We will pay for reading and math remediation (including software 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 reteach.
- 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 and the common core and instruction in general. If we need to make school visits to better understand best practice, then we will do that.
- We will pay for materials and stipends for teachers to attend the common core academy in the summer.
- 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 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, apps, 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.
- 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 look at additional math help by bringing in Gear Up, a tutoring arm of Weber State University where we pay university student tutors to help our struggling math students both during and after school.

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 Advisory 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 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. 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...

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 look at results in Math, Science, and Language Arts to determine the development of students in these areas, 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 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 advisory 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.

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

Because SAGE data is in its first year, I am going to explain rather than demonstrate with a chart, how academic performance was improved.

1. The data indicates that our SAGE Language Arts proficiency scores are at 53%. This is 12% higher than our district average and 14% higher than that of the state. It is a 12% change over last year in the difference between school and state.
2. The data indicates that our SAGE Science proficiency scores are at 33%. This is right on our district average and 5% lower than that of the state. It is a 6% positive change over last year in the difference between school and state.. a very positive trend.
3. The data indicates that our SAGE Math proficiency scores are at 32%. This is 6% higher than our district average and 4% higher than that of the state. It is a 17% change over last year in the difference between school and state indicating a very positive trend in the right direction.
4. We are waiting on our UCAS score for this year but if the trend continues, we will see a positive increase over the 10% increase in the score from last year, the 20% increase in UCAS proficiency for ALL STUDENTS and a 23% increase in proficiency for below proficient students.
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. This, we believe contributed to the increases above.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category

Description

49000	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. 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.
2000	Professional and Technical Services (300)	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 trainings related to the common core which will also improve instruction
2000	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 well as upkeep of document cameras and SMART boards, as the need arises.
1000	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 trainings related to the common core which will also improve instruction
9000	Equipment (Computer Hardware, Instruments, Furniture) (730)	We will purchase Asus Tablet computers, relevant applications (Apps), and software as well as SMART Boards, clickers, and webcams that will allow students to better develop their ability to do research, use technology, collaborate, 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.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Goal #2

Increase literacy through the use of argumentative/narrative writing, student engagement, reading comprehension, and real world application for ALL students.
Identified academic area(s).

This was the action plan.

- Professional development will focus on the ability to teach argumentative and narrative writing.
- Teachers will attend seminars and workshops to learn best practice when it comes to argumentative 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 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 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.

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

We had a weekly presentation from the book "Teach Like a Champion" and this focused on engagement and implementation of writing (argumentative and narrative) through the creation of writing rubrics (PLC led activities) and low risk writing activities. We spent a considerable amount of time and resources on best practice as a part of professional development. 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 post secondary 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 marketing 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 on line 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 post secondary education, the ACT, the common core, and SAGE testing.

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.

Once again, because SAGE testing is in its first year, the data that I will provide will be taken from a number of different sources to indicate progress in these areas.

1. First, we had a significant increase in our Concurrent Enrollment Students (9%) over the last year.
2. Next, we had an increase of 15% in test takers and 17% increase in students who took AP classes here at Fremont.
3. This year, we are already up 32% 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 6% increase in College and Career Readiness numbers provided by ACT for all students at FHS
5. We experienced an increase of 17% in scholarship recipients, an 11% increase in scholarships, and a 60% increase 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 98% of our AP Calculus students pass the AP test because we bought out our math teacher's prep so that she could work with these students, in still academic confidence in them, and provide the support they need to be successful.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount Category

8000 Salaries and Employee Benefits (100 and 200)

Description

We will pay an options aide to work with students who are struggling... he/she will be paid for 6 hours daily.

2000	Professional and Technical Services (300)	Website enhancement, improvement and management team to build it into a learning resource for students and parents.
2500	Travel (580)	We will use funds for professional development seminars, conferences, and literature as well as substitutes on the days that our teachers are at these workshop opportunities. The teachers that go will then return and teach other staff members in our professional development meetings.
5000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Leasing of writing lab and math lab computers that can enhance literacy and increase engagement among students.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Goal #3

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.

Identified academic area(s).

Reading

Writing

This was the action plan.

- 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 a weekly informational text reading piece so that teachers can implement informational text into their daily work and students can better read and comprehend this type of text.
- We will spend more time with our professional development talking about common formative assessments that are given so that we can see where students need help in a timely manner.
- Focus more on the common core and the strategies that help to bolster that new curriculum so that readers can get back to grade level.
- 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 determine 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.

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 many require reading comprehension (especially 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.

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 27% and contact with the parent is up 38% as well as school referrals are down 16%. 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 92.9% in 2012-13, and this year, it is above 93% at 93.4%! 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 3% 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.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
3500	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.
700	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, an opportunity to teach reading skills and to provide basic resources and training for struggling students.
300	Software (670)	We may need to purchase software, Apps, 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.

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$19418 to the 2014-2015 school year. This is 18% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

As a community council, we identified a significant need in the coming year for both professional development and planned intervention so that teachers can develop strategies, teachers can have time during the school day, and they can be trained on research-based strategies to help all students learn. Teachers have requested additional hours together in collaboration to put together common and formative assessments that will help teachers determine (together) student achievement and next steps. In addition, with an increase in testing (SAGE, PLAN, and more), there is an increased use of 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 want to save up and get all of the same computers/technology instead of piecing this together each year. Do it all right the first time. This can also help our core teachers to 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. By holding back some of these funds, instead of trying to spend this money down, it allows the council to generate a plan of action that will ensure success and maximum use of these funds in the coming year.

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

The additional funds will be used to further address the achievement gap between high achieving learners and those who are struggling to gain mastery and earn credit toward graduation. We have identified several areas where students are struggling and we feel if we can mitigate the academic slide before it is habitual, we will have created a culture of success that will carry over to other academic areas in the life of the student. We will use additional funds to "buyout" a certified teacher's prep for remedial work with students who are struggling in any of the above content areas. This would, in turn, reduce class sizes so that more individualized instruction may occur. We may also attend additional training/workshops, etc. so that we can see and develop best practices for the development of our students and their achievement. We may also increase the number of Asus Tablets in an effort better serve the needs of an entire school, providing for the technological needs of our students who learn best from the frequent interaction with technology.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

Not applicable.

ITEM D - The school plan was advertised to the community in the following way(s):

- School newsletter
- School website
- School marquee

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

U.S. Senators

State Senators

U.S. Representatives

State Representatives

District School Board
Rick Favero

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?

Not required for Charter Schools.

10/20/2014