

School LAND Trust

Final Report 2016-2017 - Fremont HI

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

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	\$5,174	N/A	\$1,085
Distribution for 2016-2017	\$132,949	N/A	\$147,318
Total Available for Expenditure in 2016-2017	\$138,123	N/A	\$148,403
Salaries and Employee Benefits (100 and 200)	\$75,500	\$76,212	\$60,353
Employee Benefits (200)	\$0	\$0	\$15,859
Professional and Technical Services (300)	\$1,000	\$20,667	\$20,667
Repairs and Maintenance (400)	\$1,500	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$14,000	\$0	\$0
General Supplies (610)	\$1,500	\$3,293	\$3,293
Textbooks (641)	\$12,000	\$12,827	\$12,827
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$6,700	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$18,000	\$7,319	\$7,319
Total Expenditures	\$130,200	\$120,318	\$120,318

Goal #1

Goal

Increase proficiency in academic achievement and improvement for all students on SAGE tests in math, language arts, and science.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Social Studies

Measurements

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

We will be using our past SAGE test results, Interim SAGE tests results, PLAN Test data, ACT data to focus on areas that need improvement. We are also currently looking at common and formative assessments developed and embraced by teachers in each of the designated departments as benchmarks to determine direction. 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 (Failure Reports) progress reports and other formative assessments to determine more timely interventions to help identify struggling students and the area(s) of attention needed as well as attendance data to help with seat time that influences learning. 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 our new FLEX period and our connected 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.

Our SAGE data for Language Arts 10 shows 39% proficiency. This is a drop from last year's score; however, the district and state scores were comparatively lower. Our percentage remains above the district average and just 2% below the state average. Biology scores dropped from 52% to 44%. They remain above the district average by 10% and the state average by 2%. Physics scores rose by 11% and are 7% above the district and 6% above the state. Chemistry dropped 8% to 58% proficiency, which is above the district and state average of 50% and 49% respectively. Lower scores were reported in the Hispanic/Latino and Economically Disadvantaged populations. This discrepancy will need to be addressed in the upcoming year. ACT college-level coursework readiness rates are close to state averages in all areas. ACT reading scores increased slightly. Concurrent Enrollment remained above 50% and AP class enrollment increased by 4%. The graduation rate also remained consistent at 94%. The PLC focus to create common formative assessments gave teachers time to identify gaps through data and adjust instruction. Teachers met three times a month in grade level and content groups to assess data from the assessments. By identifying gaps in instruction and utilizing student advocates and departmental tutoring, we were able to provide extra opportunities for struggling students.

Action Plan Steps

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

1. We will pay for five math, language arts and science buyouts in several classes that can help reduce class size in an effort to increase learning for all students.
2. We will pay for reading and math remediation that will aide with reading and comprehension with our struggling students who have been identified through testing data and teacher recommendation.
3. 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 as well as PLC professional development and summer PLC stipends to align curriculum, use pacing, create lesson plans for direct instruction, generate formative assessments and analyze data to determine needs.
4. We will pay for materials and stipends for teachers to attend the common core academy, ACT academies, and PLC summer work.

5. We will pay for a group of teachers to see how Response to Intervention (RTI) is effectively implemented, train them on interventions, 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 SAGE pass rate. In short, we want every student to improve and to accomplish this will require increased training in the area of intervention.
6. We will increase our availability and use of technology to improve access to research that supports a students' point of view and engagement. We will purchase SMART boards, Apps, and Chromebooks to engage all learners and to compensate teachers for teaching other teachers technology and compensation for implementation of contemporary instructional strategies.
7. We will provide help for our struggling math, language arts, and science students through daily remediation and through the use of our new FLEX remediation and enhancement period (50 min period per day). We want to maximize the use of FLEX, provide professional development, and the management/execution of it to ensure all students get the maximum usage from it and teachers know how to best use it.
8. Bring in additional math support 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 as well as textbooks/software that helps with math instruction and learning.
9. We will provide materials such as Chromebooks, Computer mice, and calculators that enhance learning to perform better on the SAGE tests that they will need to improve.
10. The school will focus \$2000 on character education, demonstration of positive character virtues, classroom instruction, and posters that celebrate virtues such as hard work, overcoming, sacrifice, and grit... all qualities/virtues needed to do difficult things and improve SAGE test scores especially in areas that may be challenging for students like in science, math, and language arts. This will also help prepare for college and career readiness according to research.

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

Eight teacher buyouts were given to reduce teacher/student ratios in math and science for 25945.

Substitute teachers were used for teachers who went to conferences for a total of 1743.

Summer PLC department grants and after school tutoring were paid to teachers in order to increase quality of instruction and create common testing materials, train in RTI, and to provide one-on-one time for struggling students in math and science for a total cost of 18,529.

Salaries for this goal totaled 37969

Benefits totaled 15859

We purchased a Smart Board, a document camera, and three projectors, a desk for the student advocate, as well as provided access points in several classrooms for a total cost of 6392. There was a security camera included in this category that should not have been taken out of the lands trust account. The total amount for the camera was 977. Because of a change in administration and head secretary, this was not recognized until after the new fiscal year. The mistake was reported to the state and district.

The budgeted amount of 2000. was used for the character education program at the school and included printed materials, student incentives, and printing costs. One of the biggest focuses of the character program was teaching hard work and grit. Students were encouraged to take hard classes over easy ones and to find ways to stay in the classes and get support when things got difficult. The character ed program was designed to motivate students to improve behavior and to challenge themselves to take and succeed in harder classes such as AP and Concurrent enrollment classes.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	Yes it does as this is a direct part of school culture. Research indicates that when student feel safe, a sense of belonging, and a part of the school valued, they will excel and achieve at higher levels. We build character through instruction, celebrating strong moral character, and service. These are key components to student achievement and college and career readiness. The money will be spent on character instruction materials and demonstration of prosocial virtues such as hard work, grit, overcoming, and sacrifice.	The budgeted amount of 2000. was used for the character education program at the school and included printed materials, student incentives, and printing costs.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
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.	\$42,500	\$54,828	Four buyouts in math and science, substitute teachers to cover for conference attendance, summer PLC grants, and after-school tutoring by licensed teachers. Employee benefits of 15,859 are included in the total of 54828.
Repairs and Maintenance (400)	Since we are in our third year of use of our tablets and Chromebooks as well as calculators and scales, this funding will be to repair and replace aging technology.	\$1,500	\$0	No repair costs were taken out of this year's budget.
Travel (580)	We plan to have a team of educators from our School Improvement Team travel to learning more about Response to Intervention, use of technology, improving reading, writing, and do math more effectively. Travel will include conferences travel designed to enhance FLEX remediation and extension opportunities as well and formative and summative assessment program called Mastery Connect.	\$3,000	\$0	No travel costs were entered.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Will be used to purchase Chromebooks, Calculators, and scales that further addresses 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 and the use of technology and enhance SAGE scores and help with college and career readiness and help to improve achievement. We will purchase a set of Chromebooks 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 and to increase the writing, research, and speaking/listening parts of the core. We will purchase Chromebook computers 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... and cameras and equipment can help with collaboration between our teachers and those having success at other schools/programs. Students will, through the use of technology, learn to find relevant information and sound research to support their point of view.	\$13,000	\$7,319	Smartboard, document camera, projectors, student advocate desk, and access points.
Total:		\$60,000	\$62,147	

Goal #2

Goal

Increase literacy through the use of argumentative/narrative writing, student engagement, reading comprehension, and college and career readiness for all students

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

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

We will examine our SAGE scores and also look carefully at formative assessments used to examine reading and writing proficiency and progress. We will look at 10th grade transition data (attendance and achievement scores) to assess early areas that need attention and that provide academic support for improved achievement in SAGE. 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. We will also look at the amount of money earned and number of scholarships earned and the number of students attending post-secondary schools. We will also look at the number of college credits earned while here at Fremont, AP tests taken and passed, and Concurrent Enrollment credits earned. We can also look at graduation rate as a benchmark of progress as well as ACT achievement scores.

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

Reading and writing specific SAGE data showed that Fremont students scored higher in all reported categories than the district and state averages. Although all scores were lower than the previous year, scores were reported lower state-wide, so the comparison to state and district scores provides an idea of where our students are regardless of significant test difference from 2016.

We also identified 47 at-risk sophomore students from 9th grade transition data and placed them in a FLEX support class. Data showed that 49% of these students increased in GPA and number of classes passed by the end of the 3rd term.

The graduation rate remained at 94%. Scholarship offers increased 84% with the dollar amount increasing from \$2,538,978 to \$4,671,098. In addition, there were over 6000 college credits earned. Students taking AP exams increased from 432 to 464 and 2% more students passed. Concurrent enrollment classes have increased 60% in the past five years.

Action Plan Steps

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

1. Professional development will focus on writing and point toward college writing, ACT level writing and reading proficiency to prepare students for post-secondary work.
2. Increase the number of computers throughout the school where writing and research can occur as well as scholarship application can be filled out and application for college.
3. Teachers will attend professional development opportunities 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. They will also attend workshops helping them to better teach ACT prep and to prepare them for post-secondary education.
4. We will provide tutoring/remediation academic support for those who are struggling with writing are offline or skill deficient as identified through formative and summative assessments and grades through the use of an Academic Student Advocate where students who struggle can have additional time and academic attention. In addition, this advocate will help to improve ACT performance and scholarship availability school wide.
5. Pay for writing lab leases that, when used effectively, enhance literacy and writing and research and support the push for college and career readiness and increase access to technology that enhances learning, inquiry.
6. 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.
7. We will continue to train teachers on AP, concurrent enrollment, ACT prep and concurrent highly rigorous coursework and how to get less proficient students to take on that challenge. We will also promote these programs with flyers, mailers, classroom visits by both junior high and high school teachers in order to bridge this gap preparing them for post-secondary education, teaching grit, and exposing more students to rigorous work.
9. We will enhance and grow our AP offerings as well as our Concurrent Enrollment offerings in order to provide additional opportunities for greater rigor and challenge and this may require additional textbooks.

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

Professional development and conferences included UCTE (45), UTOPSS (150), USTA (250) ASL (209), UMTSS (80), Foreign Language (240) and Solution Tree (11,443) for a total of 12,417. These conferences and professional development gave teachers opportunities to learn best practices that focused on writing, argumentative writing in various content areas, college prep, ACT prep, and PLC development.

Three student advocates and an Options Aide were hired to help identify and work one-on-one with struggling students for a cost of 21,384 and 1000 was spent on a teacher stipend for website development.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We will pay 3 Academic Student Advocates to work with students who are struggling. The person will provide support for students who need academic support as well as provide support for our AP/CE students who strive for additional rigor. We will pay our School improvement team and Academic Student Advocate to identify who need help and to see that schoolwide academic goals are met. The student advocates will help to run our FLEX program and provide daily one on one student remediation, support, and communication that enhances remediation opportunities for all learners, accurate placement for students in areas of study, and individual student goal setting and monitoring.	\$33,000	\$21,384	Two student advocates were paid through this category and one (AmeriCorps aide) was paid through Professional and Technical Services. The website manager was also paid through this category (1000) as he is an employee and teacher at the school rather than through Professional and Technical Services as described.
Professional and Technical Services (300)	Website enhancement and improvement and management to build it as a learning resource for students and parents. It will be a learning source and academic resources for scholarships, enhance college and career readiness, and remediation for struggling students.	\$1,000	\$20,667	Website development was actually paid through salaries and employee benefits. Conferences attended by teachers as described in action steps totaled 12417, AmeriCorps aide was hired for, 8250 as described in Action Step 4.

Professional and Technical Services (300)	Website enhancement and improvement and management to build it as a learning resource for students and parents. It will be a learning source and academic resources for scholarships, enhance college and career readiness, and remediation for struggling students.	\$1,000	\$20,667	Website development was actually paid through salaries and employee benefits. Conferences attended by teachers as described in action steps totaled 12417, AmeriCorps aide was hired for, 8250 as described in Action Step 4.
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Travel (580)	We will use funds for PLC professional development seminars, summer collaboration opportunities, conferences, ACT preparation training, 10th grade transition programs, curriculum alignment and literature as well as substitutes on the days that teachers are at these professional development opportunities. The teachers that go will then return and teach other staff members in our PLC meetings and late starts what they learned and how we can implement these ideas and strategies into the curriculum seamlessly to prepare students to be successful in postsecondary pursuits. The 10th grade focus is to get students on a 'winning streak' so that they understand what they need to do and have the support necessary to get off to a good start and to keep it going.	\$11,000	\$0	Summer collaboration was paid out of employee salaries and benefits. Conferences attended by teachers was described in Goal 2 and paid out of Professional and Technical Services. No expenditures were taken out of travel.
Textbooks (641)	We will need to purchase textbooks and text materials for AP and an increasing demand for math classes (since this is the most critical area of need after high school in post secondary education) to provide quality instruction for students who are taking the courses. As our AP classes have grown and demand increased, we need to provide text support for these teachers and students to be successful.	\$12,000	\$12,827	Textbooks were purchased for AP classes and consumable texts for math.

Professional and Technical Services (300)	Website enhancement and improvement and management to build it as a learning resource for students and parents. It will be a learning source and academic resources for scholarships, enhance college and career readiness, and remediation for struggling students.	\$1,000	\$20,667	Website development was actually paid through salaries and employee benefits. Conferences attended by teachers as described in action steps totaled 12417, AmeriCorps aide was hired for, 8250 as described in Action Step 4.
Software (670)	Software that can be used for ACT preparation to enhance academic achievement and college and career readiness during FLEX time and with science, math, and English teachers.	\$1,000	\$0	ACT software was purchased and used during the school year, but was not debited to the lands trust account.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Leasing of writing labs that can enhance access, improve literacy, increase engagement, and help both struggling students and increase rigor among our college bound students but overall helping students with post secondary education on every level.	\$5,000	\$0	Writing lab computers were leased for the school year, but the expense was not debited to the lands trust account.
Total:		\$63,000	\$54,878	

Goal #3

Goal

Increase the number of students reading and writing at grade level by implementation of the common core, reading comprehension programs and strategies, and focus on reading and writing competency in all of our students. Teacher effectiveness in this area is the focus. We will increase the College and Career readiness among our students.

Academic Areas

- Reading
- Writing
- Science
- Social Studies

Measurements

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

We will use the SAGE assessment data to evaluate reading comprehension as well as our own reading assessment tools. We will use the Language Arts and Science SAGE 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 pretests and posttests. 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. We will measure effectiveness and achievement in this area by looking at formative assessments and ACT achievement scores.

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

As reported in the previous goal, reading specific SAGE data showed that Fremont students scored higher in all reported categories than the district and state averages. Both reading literature and informational text average scores were reported lower on the 2017 SAGE than the previous year; however, the AP students' scores increased in both areas to 578 and 548. The state average is 441 and 457. The effort to get more students to take AP and concurrent classes has increased enrollment by up to 60% and students in these classes are performing better on the SAGE tests and in-class specific formative and summative tests. Students who were below proficient were given opportunities to work one-on-one with student advocates, FLEX, and Options teachers. Teachers of these students reported improvement of reading goals and grade-level mastery through their SLO reports.

Action Plan Steps

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

1. 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 build a fully engaged faculty and staff, high performance on observations, and teacher effectiveness.

2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. PLC grants where teachers get together in the summer to align and write common curriculum, generate formative and summative assessments, and to plan vertically alignments for the coming year.
8. Get professional development training on assessment, feedback, evidence of learning and even look at purchasing Mastery Connect as an assessment resource.
9. Introduce a school-wide focus on ACT Prep and curriculum alignment to improve ACT scores across the school and pay for ACT prep programs, Professional Development for teachers in this area, as well as ACT practice tests such as ASPIRE, the practice version for the ACT test.
10. The expenditures below will aide greatly in addressing the assessment needs of teachers and students. This way, teachers can see who is 'getting it' and who is not and then inform instruction accordingly. This will also help with student engagement through effective use of reading and writing strategies that focus instruction on outstanding and struggling students alike. PLC training will be necessary to effectively utilize formative assessment from our School Improvement Team and Mastery Connect will be a valuable resource to assess learning through reading and writing to prepare students for College and Career.

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

Stakeholders, including Community Council, PTSA, School improvement team and department heads reviewed data from SAGE tests, common formative assessments and AP and Concurrent data to give input and plan for implementation of common core strategies in professional development. Departments selected specific reading strategies and focused on incorporating them into their instruction. Language Arts teachers and student advocates tracked reading scores of lower level students to monitor improvement and gaps. Departments also worked on incorporating ACT prep and curriculum alignment into their instruction. They were able to identify gaps by looking at ACT standards compared to their own curriculum and made adjustments. PLC training focused on using formative data to inform curricular instruction and best practices. While the school looked into Mastery Connect, it was not a viable option because of the expense.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
General Supplies (610)	Assessment and reading materials to better deliver instruction and examine progress in literacy is critical. Supplies to provide additional community support and to teach reading skills and to provide basic resources and training for struggling students.	\$1,500	\$3,293	Supplies for student advocates and FLEX teachers working with remediation, 865. Locks for Chromebook docking stations so they could be portable for any class that needed them, 47. Conference materials from Mar Ledbetter conference on improving reading and writing instruction, 162. Character Ed materials cost, 2000.
Software (670)	We may need to purchase versions of benchmark tests through resources like Mastery Connect and help teachers understand the opportunities to assess more frequently and in a more timely manner so that it can inform future instruction. This can help inform students, enhance engagement, and focus instruction.	\$5,700	\$0	No software purchases were submitted through the account.
Total:		\$7,200	\$3,293	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$28,085 to the 2017-2018 school year. This is 19% of the distribution received in 2016-2017 of \$147,318. Please describe the reason for a carry-over of more than 10% of the distribution.

The plan was written to include an additional 10681 in Equipment to purchase a Chromebook lab. The district received a grant and was able to purchase a Chromebook lab for each Language Arts teacher in the school, giving us an additional 10 labs this year. The plan also included 1000 reserved to purchase ACT prep software for student use. After our assistant principal wrote to the company detailing how the software would be used, the company (Shmoop) donated the software to the school to use for the 2016-17 school year. The plan included 5000 for lab leases. These leases were paid by the school, but because of a change in administration and a new head secretary who helped oversee the expenditures, the fee was not debited to our lands trust account. If these funds had been spent as planned, the carryover would have been 11,404 or 7.7%.

Increased Distribution

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

Some years the distribution is larger than the estimate. The 2016-17 distribution in this plan is an estimate and if they are larger than anticipated, we plan to hire an additional academic student advocate who can track struggling students and who will help set goals, provide data for PLCs and enhance the RTI experience for struggling learners. We will also use additional funds to pay for

additional PLC training for new teachers. We also have provided for PLC 'grants' as we call them that allow current teachers to come together in the summer and plan for the coming year by working with curriculum alignment, assessment creation, and talk about ensuring learning for all students in teacher content or grade-level teams. This is a part of both goals 1, 2 and 3. We want to help students with post-secondary scholarship opportunities and to prepare them for academic opportunities. This further bolsters our effort to move toward common assessment and a guaranteed and viable curriculum. It also addresses the need for timely and decisive action for intervention when students do not get it by paying for a student advocate to track struggling students.

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	4	2016-03-09
11	0	0	2016-03-10

Plan Amendments

Approved Amendment #1

Submitted By

Paula Plant

Submit Date

2017-03-01

Admin Reviewer

Paula Plant

Admin Review Date

2017-03-01

District Reviewer

William Grilz

District Approval Date

2017-03-01

Board Approval Date

2017-03-01

Number Approved

7

Number Not Approved

0

Absent

0

Vote Date

2017-02-27

Explanation for Amendment

Under estimated the cost of our student advocates, summer PLCs, FLEX startup and maintenance because electronic organization was not completed as of yet, so we need to increase the amount for Salaries in Goal #2 from \$33,000 to \$64,000. The need for these services has increased exponentially with the number of students here at the school to provide support. In addition, we had 10 new teachers to train on PLCs this summer and FLEX had to be done by hand rather than electronically, hence, we paid more for these services. At the start of the year we wanted to look at doing more formative assessments, so Mastery Connect was a good product for this. In Goal #3, we will not be needing to spend the \$5700 on Mastery Connect because the state provided some great formative assessments with SAGE that our teachers are using and are helping a great deal. This will enable us to use this money to on the aforementioned student advocates and salary-related information in the first paragraph. \$11,000 was in Goal #2 for travel to be used for 10th grade transition and ACT training, however, we did all of our own training here at the school and were able to save that cost and do so more effectively and efficiently here at Fremont. This will enable us to use this money for salaries as mentioned above the first paragraph.