

Final Report 2018-2019 - Fremont HI

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.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$52,202	N/A	\$15,733
Distribution for 2018-2019	\$202,359	N/A	\$212,099
Total Available for Expenditure in 2018-2019	\$254,561	N/A	\$227,832
Salaries and Employee Benefits (100 and 200)	\$125,200	\$128,904	\$108,343
Employee Benefits (200)	\$0	\$0	\$21,561
Professional and Technical Services (300)	\$1,000	\$1,000	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED, DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$11,000	\$7,866	\$7,866
General Supplies (610)	\$2,000	\$959	\$959
Textbooks (641)	\$30,000	\$22,303	\$22,303
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$146	\$450	\$450
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$85,215	\$51,441	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$51,441
Total Expenditures	\$254,561	\$212,923	\$212,923
Remaining Funds (Carry-Over to 2019-2020)	\$0	N/A	\$14,909

Goal #1

Goal

Fremont High will improve student learning by developing a systematic process for students to receive effective instruction, timely intervention, support for academic success, and college and career readiness. Our goal is to increase our graduation rate to 95%, decrease failing grades, and increase the percentage of students achieving the college readiness benchmark on all four ACT subtests by a minimum of 1% by the end of the 2018-19 school year.

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.

Graduation rate as compared to previous years.
Quarterly grade distributions compared to the prior year's same quarter grades.
ACT five year trend report.
SLO and formative assessment data comparing pre and post assessment percentages.

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

The 2019 graduation rate has not yet been released; however, we anticipate that it will either remain at 94% or increase to 95% based on the number of seniors who graduated.

Failing grades were measured by percentage each term and compared to the same data from the previous year. The 2018-19 first term failing grade percentage decreased from 7.7 to 6.4, or by 1.3%. Second term increased from 6.0 to 6.3, or .3%. Third term decreased from 11.6 to 7.9, or 3.7%; and fourth term decreased from 8.6 to 6.8, or 1.8%. The total decrease in failing grades was 6.5%, with three of four terms showing a decrease in failing grades from the previous year.

More AP and Concurrent Enrollment courses were offered. Two more Advanced Placement classes were included in the schedule and 11 more Concurrent Enrollment classes were offered.

The goal of a 1% increase of students achieving the college readiness benchmark on each of the four ACT sub-tests by a minimum of 1% was achieved in three of the four sub-tests. Students who met college readiness benchmarks in English increased from 46% to 47%. The percentage of students who met college readiness benchmarks in math decreased from 33% to 29%. Students who met college readiness benchmarks in reading increased significantly from 50% to 57%, which is 16% above the state average and 22% above the district average. Students also showed gains in science college readiness benchmarks, from 28% in 2018 to 31% in 2019.

Ninety-two percent of teachers showed student growth in their yearly SLO assessment.

Action Plan Steps

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

1. We will use six teacher buyouts to decrease student/teacher ratios, allowing for more direct group, one-on-one, and small-group instruction. (\$56,200)
2. We will continue to train and work with our Collaborative Leadership Team (CLT) to support content teacher teams, conduct professional development for faculty, and assess and inform school-wide changes to improve student learning opportunities. We will pay for substitute teachers for the team for training and collaboration time and fund compensation for additional time. (\$5,000)

3. We will continue to work in Collaborative Teacher Teams (CTTs) to develop and utilize common assessments. We will use the data from these assessments to modify instruction and support student learning. We will also fund summer workshops for teachers to collaborate and create curriculum and assessments. (\$5,000)
4. We will hire an academic advocate to assist students in preparing for college readiness. (\$14,000)
5. We will hire 3 student advocates to work with struggling students for (\$40,000)
6. We will fund after-school tutoring for math students. (\$5,000)
7. Website development for communication with stakeholders and parents to increase support for students. (\$1,000)
8. We will use professional development, including conferences (UCTE, Solution Tree) and in-house workshops with paid facilitators to instruct staff on literacy, technology, and PLC strategies for increasing academic achievement. (\$11,000)
9. We will purchase textbooks for instruction including consumable math workbooks and ELA support texts which will aide in state standards instruction. (\$30,000)

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

All aspects of the action steps as described in the goal were utilized.

1. We added six teacher preparation period buyouts in math, science, and English to reduce large class sizes and allow for more one-to-one and small group instruction (\$56,943).
2. Our teacher collaborative leadership team (CLT) attended trainings in PLC process sponsored by the district and attended the Solution Tree PLC Conference in Salt Lake City. We paid for the conferences and compensated extended day time (\$4,207). The CLT trained the staff in whole faculty professional development training, and also worked with individual departments to improve PLCs. They set and achieved the goal of having each department develop a guaranteed and viable curriculum on which to base common formative assessments. The team met weekly after school throughout the year. We paid for substitutes to cover classes for teachers who were at conferences or trainings (\$3,042).
3. Teacher teams extended their PLC work by collaborating in the summer on curriculum, common formative assessments and data. Teachers also had the opportunity to attend two technology conference days at the school in the summer. Over half of the faculty became Google Certified Educators and all received training in Google Classroom, Canvas, and Chromebook use (\$2,540).
4. We hired an academic advocate who assisted students to prepare for college. This advocate held FAFSA workshops for students and parents, helped students find and apply for scholarships, and brought college information and guests into the school for students (\$13,470)
5. We hired three student advocates, who worked one-on-one with struggling students to assist with instruction, remediation, and organizational skills (\$23,651).
6. Math teachers provided weekly after-school math tutoring (\$3,490).
*Employee benefits for all of the above totaled (\$21,561).
7. We received training and assistance to improve our website, linking it with the counseling website and offering more communication and assistance for parents and students (\$1,000).
8. We provided professional development of best practices for teachers with a focus on content area writing, classroom technology, and PLCs. Conferences the teachers were able to attend using these funds included Solution Tree PLC Conference, UCTE, UTSTA, Advanced Placement Conferences, and a Financial Literacy curriculum conference (\$7,866).
9. We were able to supplement textbooks and consumable workbooks in math, Financial Literacy, English, ProStart, Health, Science, Foreign Language, music, and dance classes (\$22,303).

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	We will build a positive climate for learning by promoting good character. Instruction, incentives and recognition of good character examples will help encourage positive behavior. (\$2,000)	Character development lessons are built into the FLEX curriculum. Individual students were highlighted for strength in character. They were featured on the school announcements, PACK TV, and were given a shirt with a character quote from their area of strength printed on it. All students were able to earn prizes for receiving a character card. Incentives were given to these students (treats, movie or food cards). We also helped district student services to provide an assembly for our students on suicide, depression, and social media by Colin Kartchner. Expenditures totaled (\$959).

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Six buyout periods to reduce class sizes (56,200), collaborative leadership team training and compensation to support teacher improvement (5,000), summer workshops for teachers (5,000), one academic advocate (14,000), three student advocates for struggling students (40,000), math tutoring (5,000).	\$125,200	\$128,904	Six teacher buyout periods (\$56,943), extended day time for teacher leadership team (\$4,207), substitutes for CLT and teachers attending conferences (\$3,042), summer workshops for teacher teams (\$2,540), academic advocate (\$13,470), three student advocates (\$23,651), after school math tutoring (\$3,490), employee benefits (\$21,561).
Professional and Technical Services (300)	Website development for increased stakeholder communication.	\$1,000	\$1,000	As described.
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	Professional development including conferences (UCTE, Solution Tree) and workshops on literacy, technology, best practices, and PLC strategies for increasing academic achievement.	\$11,000	\$7,866	As described.
General Supplies (610)	Character Education promotion, incentives, teaching materials and assembly costs.	\$2,000	\$959	As described.
Textbooks (641)	Textbooks, consumable math workbooks, ELA support texts to support student learning.	\$30,000	\$22,303	As described.
	Total:	\$169,200	\$161,032	

Goal #2 Goal

Fremont High will enhance student learning opportunities for research, writing, and hands-on experiences through an increase in available technology and classroom equipment. We will also continue to maintain current technology and leases and replace outdated equipment in order to provide optimal learning experiences for student growth. New equipment and Chromebooks will be purchased and available for use by the first term of the 2018-19 school year.

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.

- Increase in the number of computers available for student use.
- Teacher survey on the use of equipment and technology in the classroom related to content areas.

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

We increased the available computers for student use to a 1-1 ratio. All students were assigned a personal Chromebook to use while enrolled at the school. Teachers responded to a survey on the use of equipment and technology in their classroom. The results showed that 96.7% utilize school and Lands Trust funded technology in their classrooms. Eighty-eight percent of the teachers responded that they use Chromebooks at least weekly. Other technology they use weekly includes projectors (63.8%), Smart Boards or Smart TVs (44.9%), content specific equipment such as lab equipment, tools, or calculators (50%). Only two teachers, both teaching PE, responded that they don't use Lands Trust purchased technology in their classes. When asked if the technology helps the individual teacher increase student academic achievement. 63.3% said they strongly

agree, 28.3% said they agree, and 8.3% said they slightly agree. None said they disagree. In addition, 71.7% strongly agreed, and 28.3% agreed that the technology purchased by Lands Trust funds is a valuable instructional tool for them.

Action Plan Steps

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

1. We will purchase software as needed for curriculum support. (\$146)
2. We will allocate money for purchase of classroom technology, equipment, and instruments including STEM equipment and competition fees, science and lab equipment, math calculators, and music equipment. (\$29,000)
3. We will purchase, maintain, and continue to update classroom technology, including 3 mobile Chromebook lab leases (\$7,600), 3 mobile Chromebook lab purchases for the new classrooms in the building addition (30,615), LED projector replacements (\$15,000), smartboards and/or other classroom technologies such as SWIVL recorders (\$3,000) to support student growth and proficiency.

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

1. We purchased Shmoop software to support curriculum and help students prepare for the ACT (\$450).
2. We used funds for classroom technology such as science lab and science fair equipment, a 3-D printer, science probes, headphones for the English department, and calculators for math (\$26,077).
3. The three Chromebook lab lease payments we planned for were converted to lease payments for the one-to-one Chromebook adoption. We paid the same portion and the district technical services department used grant money to supplement what we had reserved. All students in the school received a personal Chromebook for their use (\$7,730). We upgraded and replaced projectors and sound systems and added access points for increased Wi-Fi capability (\$4,183). We purchased document cameras for teacher use and installed one Smart Board and three Smart TVs in classrooms. We also purchased computer hardware that was needed, which included monitors, keyboards, DVD drives, and LCD panels for classroom computers (\$13,451).

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Software (670)	Software and apps for curriculum support.	\$146	\$450	Shmoop software for ACT prep (\$450).
Equipment (Computer Hardware, Instruments, Furniture) (730)	STEM equipment and fees for competition, science and lab equipment, math calculators, and music equipment (29,000), Three Chromebook lab leases (7600), LED projector replacements for classroom instruction (15,000), Smartboards or additional classroom technologies such as SWIVL recorders (3,000), three Chromebook lab and cart purchases for classrooms in the new building addition (30,615).	\$85,215	\$51,441	STEM equipment, science and lab equipment, math calculators (\$26,077), Chromebook leases (\$7,730), LED projector replacements for classroom instruction (\$4,183), Smartboards, Smart TVs, document cameras, access points, classroom sound systems and speakers (\$13,451).
	Total:	\$85,361	\$51,891	

Funding Changes (and Unplanned Expenditures)

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

If an increased distribution occurs, funds would be used to purchase software or equipment/technology for classroom as outlined in Goal 2. We would also consider hiring an additional student advocate to help achieve Goal 1.

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

No additional funds were available. Funds were used as planned.

Publicity

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

- Letters to policy makers and/or administrators of trust lands and trust funds.
- School newsletter
- School website

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

- School newsletter
- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
14	0	2	2018-03-09

No Comments at this time

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