



Oak Hills Elementary

Composite School Plan
2018-2019

Principal Ruthanne Keller

SCHOOL'S PURPOSE

MISSION

Learning First!

VISION

Davis School District provides an environment where learning comes first. Students master essential learning skills, demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. Parents are invested in their student's education. Employees recognize the value of their individual contributions and commit to excellence. The community supports the educational process.

SCHOOL PURPOSE

The purpose of Oak Hills Elementary is to promote the mission of learning first for all. To accomplish our purpose, all faculty and staff work with our community to create a nurturing environment that generates opportunities that develop leaders and lifelong learners.

Commented [LT1]: Briefly describe how the school embodies its purpose through its program offerings and expectations for students. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

DESCRIPTION OF THE SCHOOL

COMMUNITY

Oak Hills Elementary is located at 1235 East Lakeview Drive in Bountiful. It serves a primarily suburban community with middle class families. Our community shows they care about the success of our school by supporting the students and staff in academics and extracurricular activities.

Commented [LT2]: Identify the location of your school and briefly describe the community. (rural, suburban, residential, military, commercial, etc.) (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

STUDENT BODY

Oak Hills has 496 students in grades pre-kindergarten through sixth. The school population consists of 456 (92%) Caucasian; 18 (.04%) Hispanic; 2 (.004%) African American; 3 (.006%) Asian; and 4 (.008%) Pacific Islander; and 13 (.03%) Multiple Races. There are 6 (0.01%) ELL students, 67 (14%) students who receive special education services. 63 (0.13%) students economically disadvantaged.

STAFF

There are 18 full time regular education teachers, along with a part time guidance counselor and part time English Language Arts Coordinator. In addition, there is a full-time principal, part time administrative intern, two special education teachers, one part-time psychologist and one part-time speech pathologist. We also have 30 dedicated classified staff members.

SCHOOL CULTURE

Oak Hills Elementary is a middle-class community that is family oriented. Parental involvement is high and the PTA is a strong influence. Parents value education. Families move into the school boundaries because of the quality of instruction and positive educational environment.

Data is used to drive instruction. Teachers use formative and summative assessments to teach and reteach. Interventions are designed to help students reach their full potential. Students collect their own data to monitor their progress toward identified goals. Teachers collaborate to identify curriculum areas that need improvement, while at the same time, celebrate successes. The school has identified nine life skills and seven habits that help to build citizenship. Students are recognized for exhibiting these skills. Collaboration is encouraged by the administration and parents to build unity and cohesiveness at the school.

UNIQUE FEATURES & CHALLENGES

Oak Hills has a 1,500-title expository text library. It is known as the Take Home Reading Library and is shared with students. Volunteers consistently work with students on reading and math skills in classrooms under the direction of the teachers. Oak Hills also has a functional skills

classroom where students with severe disabilities are taught academic and life skills. Challenges of being in a small school such as class and facility sizes are discussed and collaboratively worked on by teachers and administration. Teachers are consistently improving instruction through the application of the Davis DESK Standards.

ADDITIONAL INFORMATION

Students in sixth grade may participate in an orchestra program that is taught two days a week. The PTA purchased the Meet the Masters program and parent volunteers have been teaching the lessons to the students. Students learn about the lives and artistic styles of famous artists, as well as create art in the differing styles.

Teachers participate in grade level Davis Collaboration Teams (DCTs) to discuss student needs, develop improved instructional strategies, and create common assessments.

The PTA and Community Council at Oak Hills work closely together to ensure that communication and collaboration of goals are implemented and achieved. A sense of community is prevalent and contributes to the success of our school.

The PTA funds grade level book clubs in which 12 students from each level meet with the principal to read and discuss a book. The PTA pays for 12 books for students in each grade level and one for the principal. This activity builds student self-esteem, a love of reading, and promotes positive relationships with each member of the group.

Our SEM TA not only provides enrichment for our accelerated students, but also runs the student council. She guides the council members to perform service and teaches them leadership skills and principles.

Each classroom has a parent volunteer who teaches the Junior Achievement lessons. Our fifth grade students attend JA City each spring and many community volunteers interview students for the jobs they have while there.

Through a STEM grant from the DSD Curriculum Department, seven sets of Dash & Dot robot kits were purchased. Four teachers are running after school classes through the EXCEL program. Another teacher provides a chess club class as well.

Commented [LT3]: Provide any other pertinent information about your school that wasn't addressed above. (COULD BE COPIED/MODIFIED FROM PRIOR YEAR PLAN)

NEEDS ANALYSIS

NOTABLE ACHIEVEMENTS

Based on results of SAGE and CRT end-of-level assessment scores, Oak Hills was ranked in the top ten Davis School District elementary schools during the 2016-2017 school year. We were one of nine elementary schools to receive an A grade on our school report card from the state of Utah based on these same scores.

In kindergarten, first, and second grades, a reading intervention called Scatter groups was started in the 2016-2017 school year. Teachers plan interventions for students covering all academic levels to help them improve their reading skills. Reading TAs help with small groups and are paid with LAND Trust monies. Student achievement is measured using DIBELS and all students have improved reading skills. Results of the intervention were used to help determine more intensive actions for some at risk students. Additionally, many parent volunteers help in classrooms each day. These are wonderful examples of dedicated teachers, paid aides, and volunteers helping to improve student learning.

Each December, PTA volunteers organize a Christmas Choir for students in second through sixth grades. They practice singing a variety of holiday songs in November and December and perform for the school during the day and for the parents in two evening shows. PTA volunteers also direct a school musical each spring. Students try out and are divided into two casts which perform three times each for the community in March.

Besides the school choir and musical, PTA volunteers also have organized a running club that meets twice a week during the fall and spring. Additionally, teachers have organized a jump rope club for interested students that meets during recess. These activities instill a love of movement in the students and help them develop healthy exercise habits.

Finally, our Community Council and PTA join forces with the school to plan and carry out fundraising activities. Our most successful activity to date is the Dash for Cash fun run held last fall. It not only raised money that was used for new classroom projectors, it also promotes good health and fitness. Another fundraiser was held during the run of the musical in which we were able to earn enough money to purchase new plastic and metal folding chairs to replace the old, fully metal ones we currently have.

Commented [LT4]: Provide specific examples illustrating ways that your school has demonstrated excellence.

AREAS OF RECENT IMPROVEMENT

Based on data collection and the utilization of it, Oak Hills earned a place in the top tiers in academics in the district and state. Through the combined efforts of our teachers and support staff and through teacher-led professional development, we have increased student proficiency and growth scores in language arts.

Through LAND Trust monies, we funded substitutes for teachers to collaborate and align curriculum.

AREAS OF NEEDED IMPROVEMENT

Oak Hills wants to maintain and advance the proficiency levels of our students by continuing to fund teacher assistants to provide academic support to students through individual and small group instruction. We are implementing Blended Learning strategies and are studying Bold Schools by Weston Kieschnick this year, and will continue this in the 2018-2019 school year.

During ongoing PLCs, teachers will collaborate to improve math and language arts instruction and use the best instructional strategies based on research done by John Hattie.

We will continue to provide professional development to further implement the use of iPads throughout the school to facilitate student learning and assessment. We are implementing Project Lead the Way next year and are also increasing our use of PLCs and professional development to improve end-of-level language arts and math scores across grade levels. Funds will continue to be used for professional development and grade level collaboration times for teachers.

We are implementing a STEM program at Oak Hills. We were given a \$2,000 grant recently and with it purchased Dash & Dot robots. Teachers are using these in afterschool EXCEL classes for our students. We also have a chess club EXCEL class.

Commented [LT5]: Provide specific examples illustrating ways that the school has undergone improvement in the past 3 years.

Commented [LT6]: Identify and discuss areas in which your school needs improvement.

PRIOR YEAR STATUS REPORT

REPORT PROGRESS ON PRIOR YEAR (2016-2017) SCHOOL IMPROVEMENT PLAN

Goal #1:

Increase the percentage of K-3 students scoring at or above DIBELS middle-of-year composite score benchmark from 77% in 2016 to 80% in 2017 (3% increase or approximately 7 students.)

- Met Goal (*comments optional*)
 Did Not Meet Goal (*comments required*)

Comments:

We did not meet the goal of 80%, but we did improve from 77% to 78%.

Commented [LT7]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Goal #2:

Reduce the percentage of students who are chronically absent (10% or more days with unexcused absences) from 6% to 4% (2% reduction or approximately 10 students.)

- Met Goal (*comments optional*)
 Did Not Meet Goal (*comments required*)

Comments:

Commented [LT8]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Goal #3:

Increase collaboration by reading and implementing from Data Wise. We will measure by monthly sharing and presentations monthly by faculty members.

- Met Goal (*comments optional*)
 Did Not Meet Goal (*comments required*)

Comments:

Commented [LT9]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

Commented [LT10]: If goal was not met, provide an explanation as well as any needed steps in a future plan.

CURRENT YEAR PROGRESS REPORT**REPORT PROGRESS ON CURRENT YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN****Goal #1 (Student Achievement):**

Increase the percentage of K-3 students scoring at or above the DIBELS MOY composite score benchmark from 78% to 80%.

- Progressing according to plan
 Not progressing according to plan

Comments:

We maintained 78%.

Commented [LT11]: Summarize progress relative to the goal.

Goal #2 (College, Career, and Community Readiness):

Increase the percentage of 4-6 grade students scoring at or above the DIBELS MOY composite score benchmark from 85% to 87%.

- Progressing according to plan
 Not progressing according to plan

Comments:

We dropped to 81%, but the teachers are actively using the data to implement interventions and instructional strategies to improve EOY composite scores.

Commented [LT12]: Summarize progress relative to the goal.

Goal #3 (Quality Staffing):

Third through sixth grades will increase overall student proficiency by four percent on SAGE Mathematics from 66% to 70%.

- Progressing according to plan
 Not progressing according to plan

Comments:

We purchased Imagine Math licenses for students in grades 3 – 6 to use. We will know if the students using this program along with the quality instruction they have in their classes after SAGE scores come out in May.

Commented [LT13]: Summarize progress relative to the goal.

Goal #4:

All teachers will be learning and implementing the eight strategies outlined in the book Learning in the Fast Lane by Suzy Pepper Rollins.

- Progressing according to plan
- Not progressing according to plan

Comments:

Teachers read the book and have had trainings in faculty meetings provided by our ELA coordinator. Teachers will complete assignments and presentations by April 13th.

Commented [LT14]: Summarize progress relative to the goal.

Goal #5:

All classroom teachers will be learning OneNote and implementing this skill into their daily routines and lesson planning. Teachers will also utilize this skill with their students on classroom assignments, projects, and homework.

- Progressing according to plan
- Not progressing according to plan

Comments:

Teachers have participated in OneNote trainings provided by our STS and administration. They have turned in three homework assignments and are currently working on a final project to present in our April faculty meeting.

Commented [LT15]: Summarize progress relative to the goal.

Commented [LT16]: Summarize progress relative to the goal.

LAND TRUST FUNDING PROJECTIONS

CALCULATE LAND TRUST FUNDING PROJECTIONS

A - Total funding for 2017-2018.....	\$55,026.75
B - Estimated total spending during 2017-2018.....	\$51,709.20
C - Expected carryover from 2017-2018 to 2018-2019	\$3,317.55
D - Projected new funding for 2018-2019	\$48,243.00
E - Total projected funding for 2018-2019.....	\$51,560.55

Commented [LT17]: Enter the total of estimated expenses for the current school year (including to date spending and any expected spending prior to June 30).

Commented [LT18]: Subtract line B from Line A and enter result on Line C.

Commented [LT19]: Add lines C and D and enter result on line E. Also enter the result on line G of the "Additional Land Trust Questions" section at the end of the plan.

GOAL #1:

Increase the percentage of K-6 students scoring at or above DIBELS middle-of-year composite score benchmark from 81% in 2018 to 83% in 2019.

District Goal Area:

Commented [LT20]: Type goal text here.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Commented [LT21]: Describe the goal area.

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

DIBELS MOY composite benchmark scores.

Commented [LT22]: Describe measures that will be used to determine goal progress/successful completion.

Commented [LT23]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

Students in grades K-6 will be identified by their teacher through the use of BOY DIBELS benchmark. K-2 students will be identified and placed in a scatter group. Scatter groups are part of an intense intervention program. The following are the steps that will be implemented to improve reading difficulties in K-2.

- Six academic teacher assistants will be hired and trained in running successful scatter groups in each grade level
- Data will be collected by the reading assistants using DIBELS
- Reading assistants will also be trained to administer DIBELS
- Students below benchmark standards will be identified
- Students will be grouped during scatter group time, 30 minutes, Monday-Thursday (20 min. groups in kindergarten)

- All groups will be fluid and grouping will be modified as needed
- Reading assistants will meet weekly to discuss data and progress
- Administration will participate in scatter group meetings

Students in grades 3 - 6 will be identified by their teachers through the use of BOY DIBELS benchmark. These students will be identified and given one-on-one or small group support by reading assistants. Teachers and academic support assistants will collect data by using DIBELS as well as discuss data in DCT meetings. (same as above)

Commented [LT24]: Outline the steps of the action plan to reach the goal.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
 No (*skip the budget section below*)

Commented [LT25]: Outline the steps of the action plan to reach the goal.

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
 No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Commented [LT26]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #1

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$27,484.16	4 TAs @ 12 hrs/wk for 32 weeks (3 hrs/day 4 days/wk) = \$20,613.12 2 TAs @ 8 hrs/wk for 32 wks (2 hrs/day, 4 days/wk) = \$6,871.04
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$27,484.16	

GOAL #2:

First through sixth grades will increase overall student proficiency by 1.5% on SAGE Mathematics from 64.5% to 66% and CRTs from 87% to 88%. |

Commented [LT27]: Type goal text here.

Commented [LT28]: Type goal text here.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Commented [LT29]: Describe the goal area.

Academic area(s) addressed by the goal:

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Teachers will use common pre and post assessments to measure progress of math standards. They can also use SAGE Benchmark and CRT Interim assessments to guide instruction.

Commented [LT30]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

- Weekly DCT meetings to identify below benchmark students
- Use common, formative assessments within grade levels to determine the need for additional support or enrichment
- Teachers will reteach standards or provide enrichment lessons with small group instruction
- On at least a quarterly basis, inter-grade levels will collaborate to look at student data
- With the data, they will plan small group interventions targeted at needs whether high or low
- We will purchase math intervention software to help with small group instruction; some students with teacher and some on devices using purchased software

- Teachers will be provided with four half day collaboration times in which substitutes will be paid with LAND Trust funds
- Teachers in 4th – 6th will use Go Math to help data collection for DCT and individual student growth
- Teachers will continue to use ST Math and ALEKS to supplement curriculum, and can use the academic support aides funded in the previous goal, as needed based on student data.

Will LAND Trust funds be used to support the implementation of this goal?

Commented [LT31]: Outline the steps of the action plan to reach the goal.

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Commented [LT32]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #2

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$7,500.00	Go Math
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$5,000.00	Math licenses

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$12,500.00	

GOAL #3:

All teachers will be learning about and implementing the 11 instructional strategies outlined in the book *Bold Schools* by Weston Kieschnick. Teachers will then use one of the strategies as a PD goal in Evaluate Davis.

Commented [LT33]: Type goal text here.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input type="checkbox"/> STEM | <input checked="" type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Commented [LT34]: Describe the goal area.

Academic area(s) addressed by the goal:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input checked="" type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input checked="" type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Evaluations will be determined as part of each teacher's goal setting process in Evaluate Davis and approved by school administration. Teachers instructing each other and reporting about successful implementation of strategies in faculty meetings.

Commented [LT35]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

Each teacher will select at least two of the 11 instructional strategies to implement during the upcoming school year. Each teacher will write a goal in Evaluate Davis based on his or her choices.

Commented [LT36]: Outline the steps of the action plan to reach the goal.

Will LAND Trust funds be used to support the implementation of this goal?

Yes (*complete the budget sections below*)

No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

Yes (*answer the next question*)

No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Commented [LT37]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #3

Budget Category <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$3,600.00	Substitutes for 4 half day collaboration days for 17.5 teachers
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$3,600.00	

GOAL #4:

All teachers will be trained and will implement Project Lead the Way. 100% of the students will participate in one PLTW module.

Commented [LT38]: Type goal text here.

District Goal Area:

- | | |
|--|--|
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Ready for Success at the Next Level |
| <input checked="" type="checkbox"/> STEM | <input type="checkbox"/> Teaching for Learning |
| <input type="checkbox"/> School Identified Area: | |

Commented [LT39]: Describe the goal area.

Academic area(s) addressed by the goal:

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Mathematics | <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> World Languages |

Measures to determine progress/successful completion of the goal:

Project Lead the Way success will be determined by teacher trainings and student participation in a single module.

Commented [LT40]: Describe measures that will be used to determine goal progress/successful completion.

Action Plan:

- Two teachers will be trained at a Project Lead the Way Training provided by the District
- Two teachers will then train the faculty during a half day training
- District collaboration about grade level modules during a half day training
- Teacher implementation of one grade level module

Commented [LT41]: Outline the steps of the action plan to reach the goal.

Will LAND Trust funds be used to support the implementation of this goal?

- Yes (*complete the budget sections below*)
 No (*skip the budget section below*)

Does this action plan include behavioral/character education/leadership efforts?

- Yes (*answer the next question*)
 No (*skip the next question*)

Explain how these efforts directly affect student achievement.

Commented [LT42]: Provide an explanation on the behavior/character education/leadership efforts for this goal. Expenses can't exceed 5,000.

Planned LAND Trust Expenses for Goal #4

Budget Category	Expenditures <i>Behavior, Character Education, Leadership</i>	Expenditures <i>Academic</i>	Description
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$5,000.00	PLTW fee
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Online Curriculum	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Technology Equipment	\$	\$	
Equipment	\$	\$	
Total	\$	\$5,000.00	

ADDITIONAL LAND TRUST QUESTIONS

SUMMARY OF PLANNED EXPENDITURES

F - Projected new funding for 2018-2019	\$48,243.00
G - Total projected funding for 2018-2019.....	\$51,560.55
H - Total planned expenditures for 2018-2019	\$48,584.16
I - Planned carryover into 2019-2020	\$2,976.39
J - Is planned carryover more than 10% of projected new funds?	

Yes

No

Commented [LT43]: Obtain this number from line E in the LAND Trust Funding Projections section above.

Commented [LT44]: Add the total planned expenditures from each goal and enter the result here.

Commented [LT45]: Subtract line H from line G.

Commented [LT46]: Divide line I by line F. If the result is 0.10 or larger, then "Yes".

PLAN FOR CARRYOVER IN EXCESS OF 10% (*Skip if answer to prior question was "No"*)

Commented [LT47]: Explain the reason for excessive carryover. Carryover should be planned for a specific future need and not used as a savings account.

PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

Buy more math licenses if needed and/or iPads to ease implementation of PLTW.

Commented [LT48]: If the school receives more than the projected funding, how will the school use the additional funds?

PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- | | |
|--|---|
| <input checked="" type="checkbox"/> Letters to policy makers | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Labels to identify LAND Trust purchases | <input checked="" type="checkbox"/> School website |
| <input type="checkbox"/> School assembly | <input type="checkbox"/> School marquee |
| <input type="checkbox"/> Other (please explain): | |

Commented [LT49]: Explain "other"

SCHOOL COMMUNITY COUNCIL APPROVAL

Date of council approval vote:

Commented [LT50]: Enter date that the community council voted to approve this plan.

Number who approved:

Commented [LT51]: Enter number who approved.

Number who did not approve:

Commented [LT52]: Enter number who did not approve.

Number who were absent or abstained:

Commented [LT53]: Enter number who were absent or abstained.