

Green River 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	\$2,547	\$1,909
Distribution for 2013 - 2014	\$8,492	\$10,695
Total Available for Expenditure in 2013 - 2014	\$11,039	\$12,604
Salaries and Employee Benefits (100 and 200)	\$0	\$0
Professional and Technical Services (300)	\$100	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$365
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$3,400	\$4,647
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$7,538	\$7,538
Total Expenditures	\$11,038	\$12,550
Remaining Funds (Carry-Over to 2014 - 2015)	\$1	\$54

ITEM A - Report on Goals

Goal #1

Use the "Renaissance Learning" programs for mathematics for remediation and instruction in all math classes to improve student performance on the mathematics CRT tests. The goal is to have each individual student maintain or improve their previous years performance on the mathematics CRT's.

Identified academic area(s).

Mathematics

This was the action plan.

1. Students will take the Renaissance Learning assessment test to determine their current level in math.
2. Students below level will use the Renaissance Learning program for remediation.
3. Students on level will use the Renaissance Learning program for extensions and reinforcement of the concepts being taught.

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

Students were evaluated using the Renaissance Learning software. Students scoring below proficient were placed in the Accelerated Math for Intervention program to help remediate deficiencies. Students scoring in the proficiency range used the Accelerated Math program to extend and reinforce student learning and support regular classroom instruction. 7thgrade students used the Renaissance programs as part of their regular classroom schedule for one semester. Assessment results were given to the students and shared with parents. During the SEOP process results of student performance on PLAN and EXPLORE tests were shared with parents/guardians. Students were also given tips on how to prepare for the ACT test and post-secondary education.

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

Individual student CRT test results from this year, 2013, will be compared to their 2014 CRT test results.

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

Comparisons cannot be made due to the changes in state testing. With the change in testing format and due to results of the 2014 testing not being available until November we were unable to compare results from 2013 with 2014.

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

Amount	Category	Description
3400	Software (670)	Site License for "Renaissance Learning" \$3400

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

Green River High School purchases the following software programs from Renaissance Learning: Accelerated Math,

Accelerated Math for Intervention, Math Facts in a Flash and STAR Math. The site license for these programs is \$3548.50 annually.

Goal #2

PLAN and EXPLORE tests will be administered to all 8th and 10th grade students to assess both the schools and each individual students needs in preparing for the ACT test and post secondary education.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

1. Administer the PLAN and EXPLORE tests to 8th and 10th grade students.
2. Evaluate the test results to identify strengths and weaknesses in preparing students to take the ACT test and pursue post secondary education.
3. Communicate school strengths and weaknesses to the faculty and set instructional goals for improvement.
4. During the SEOP process communicate to parents/guardians their students strengths and weaknesses and things they might do to help their student prepare to take the ACT test and prepare for post secondary education.

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

Due to changes by the legislature and State Office of Education the PLAN and EXPLORE tests were administered to 9th and 10th grade students in 2013-14.

Assessment results were given to the students and shared with parents. During the SEOP process results of student performance on PLAN and EXPLORE tests were shared with parents/guardians. Students were also given tips on how to prepare for the ACT test and post-secondary education.

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

PLAN, EXPLORE and ACT TEST results will be compared to identify the strengths and weaknesses of the school and individual students each year and from year to year.

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

2012-13 % of 8th Grade Students at or above Benchmark on the EXPLORE Test

Local English 50% Mathematics 25% Reading 25% Science 13%

National English 68% Mathematics 36% Reading 46% Science 16%

2013-14 % of 9th Grade Students at or above Benchmark on the EXPLORE Test

Local English 47% Mathematics 33% Reading 20% Science 27%

National English 67% Mathematics 33% Reading 36% Science 31%

These results compare the same students from year to year.

2012-13 % of 10th Grade Students at or above Benchmark on the PLAN Test

Local English 32% Mathematics 21% Reading 21% Science 0%

National English 64% Mathematics 36% Reading 48% Science 20%

2013-14 % of 10th Grade Students at or above Benchmark on the PLAN Test

Local English 73% Mathematics 46% Reading 38% Science 19%

National English 64% Mathematics 36% Reading 40% Science 28%

Results compare the 10th grade students of 2012-13 with the 10th grade students of 2013-14

2013-14 % of 10th Grade Students at or above Benchmark on the PLAN Test

Local English 73% Mathematics 46% Reading 38% Science 19%

National English 64% Mathematics 36% Reading 40% Science 28%

Same class of students scores on the EXPLORE Test as 8th graders in 2011-12

Local English 63% Mathematics 26% Reading 33% Science 7%

National English 68% Mathematics 36% Reading 46% Science 16%

Average ACT Scores for Green River High 2010-2014

Grad Year	School	Total Tested		English		Math		Reading		Science		Composite	
		State	School	State	School	State	School	State	School	State	School	State	
2010	12	24,824	16.8	21.4	19.5	21.1	20.3	22.5	19.3	21.7	19.2	21.8	
2011	18	25,161	16.8	21.4	17.4	21.2	18.3	22.3	18.9	21.7	17.9	21.8	
2012	9	32,835	17.8	20	19.7	20.3	18.7	21.3	20	20.8	19.2	20.7	
2013	13	34,514	17.1	19.9	17.3	20.2	19	21.3	19.2	20.8	18.2	20.7	
2014	12	35,074	20	20	19.9	20.3	22.5	21.3	20.7	20.9	21	20.8	

Historically students at GRHS are showing improvement but still tend to fall below National levels in some grades. Students in general show improvement from one grade to the next. Transient student populations are not taken into

account and may be a factor due to the large number of students who transfer in and out of GRHS.

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

Amount	Category	Description
100	Professional and Technical Services (300)	Purchase PLAN tests for 8th grade students.

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

\$100 was budgeted for the purchase of the PLAN test but Emery County School District covered the cost of the PLAN and EXPLORE Tests for Green River High. No LAND TRUST funds were expended in this area.

Goal #3

Improve student instruction and interest in learning in Language Arts, Mathematics and Science by increasing student access to technology.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

1. Contact Doug Johnson and get his recommendation and do cost comparisons.
2. Purchase tablets to be used with the Renaissance Learning program in math as well as with Language Arts and Science.
3. Meet with the Language Arts, Mathematics and Science teachers and establish policies and procedures regarding the use, accountability and security of the tablets.
4. Use the tablets to provide instruction in the core subjects identified above.
5. At the end of each term evaluate the use of the tablets and identify needed changes to policies and procedures related to their use.

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

Green River High in conjunction with Emery County School District purchased a 30 station mobile iPad lab for Green River High. Software from Nearpod and Apple was purchased to facilitate operation and maintenance of the lab. Training and setup of the lab was provided by Emery School District and SESC. Due to travel and time constraints it took several months to get the lab up and running. Once the Lab was functional the Language Arts department used it in writing and with eBooks. Programs and eBooks related to Language Arts were purchased using LAND Trust funds. Evaluation and policies and procedures regarding the use of the mobile iPad lab are ongoing.

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

Tablets will be used in Language Arts, Mathematics and Science classes based on teacher and student need and established policies and procedures for their use.

Students in math will take the Renaissance Learning assessment test to determine their current level, in Language Arts and Science the 2013 individual student CORE test results will be used as the base to measure student progress.

Students below level in math will use the Renaissance Learning program for remediation and will use tablets to practice and reinforce deficient skills. The Renaissance program assesses and tracks student progress. Students on level in math will be allowed to use tablets with the Renaissance Learning program for extensions and reinforcement of the concepts being taught and measurement of progress will be through comparison of 2013 and 2014 CORE tests. In Language Arts and Science the 2014 CORE test results will be used to assess student progress.

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

CORE test results will not be available until November and with the change in testing it will be difficult to use CORE testing to measure student progress.

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

Amount	Category	Description
0	Software (670)	
7538	Equipment (Computer Hardware, Instruments, Furniture) (730)	13 Ipad II tablets with covers. Cost \$4938 Bretford Powersync cart for Ipad II. Cost \$2600

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and

Report displayed above.

Through cost share with Emery County School District Green River High purchased a 30 station portable iPad lab. The original plan was to purchase 13 iPads with covers and a Bretford Powersync cart. \$7538.00 was budgeted for these purchases. Our expenditure for the 30 station iPad lab with a mobile cart was \$7538. These expenses all fall under the heading of equipment.

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

Additional funds will be used to purchase additional tablets.

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."

Additional funds exceeding the estimated distribution were used for the purchase of software and eBooks. Apple and Nearpod software were needed to facilitate the security and operation of the iPad lab. Without this software classroom instruction using the iPads would be very difficult and there would be limited security regarding the iPads. eBooks and novels were purchased through Amazon to provide educational programs needed to begin the use of the lab in Language Arts. This was important because the original setup and training regarding the lab was in Language Arts. Software programs, eBooks, and novels: \$362.61

Software Expenses:

Apple: \$500

Nearpod: \$600

Total: \$1462.61

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

- School website

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
	Samuel Singleton
	Nanette Tanner
State School Board	Royd Hatt
	Marie Johnson
	Laurel S. Johansen

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.

10/14/2014