

Final Report 2014-2015 - Horizonte ALT HI

This Final Report is currently pending review by the District.
Edits cannot be made at this time.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2014 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2014-2015.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2013-2014	\$0	N/A	\$4,000
Distribution for 2014-2015	\$35,602	N/A	\$36,896
Total Available for Expenditure in 2014-2015	\$35,602	N/A	\$40,896
Salaries and Employee Benefits (100 and 200)	\$35,602	\$34,209	\$25,551
Employee Benefits (200)	\$0	\$0	\$8,739
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Total Expenditures	\$35,602	\$34,209	\$34,290
Remaining Funds (Carry-Over to 2015-2016)	\$0	N/A	\$6,606

Goal #1

Goal

Achieve 60% students scoring proficient on math, and language arts common session assessments and 60% of students scoring proficiently and/or showing growth on SAGE assessments

Academic Areas

- Mathematics
- Reading
- Writing

Measurements

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

Math and language achievement on state exams has been a focus at Horizonte for the past three years. Unfortunately, in 2013, CRT scores declined in both areas. We believe this occurred because we had transitioned to Utah Common Core curriculum and the CRTs did not reflect common core standards last year. In language arts 486 took the test and 38% (185 students) were proficient. In math 512 students tested and 4% (20 students) were proficient. However, we also looked at student growth and while students may not have scored proficiently students did improve and show growth in both content areas. In language arts 205 students (57%) showed growth or remained proficient. In math 138 students (44%) showed growth or remained proficient. We look forward the data the new SAGE assessment will provide and are hard working toward student proficiency on these exams. In 2011, 112 language arts students (40%) and 15 math students (4%) were proficient. In 2012 those numbers more than doubled to 244 Language arts students proficient (48%) and 61 math students (10%). A significant percentage of students showed an increase in the scaled score (48% in language arts, 51% in math) from the previous year, even if they did not attain proficiency. Nearly twice as many students took the CRT in 2012 (compared to 2011) so the growth results were impressive. We will use the baseline SAGE results when the become available. Teachers have developed and utilized common assessments in math and language arts over the last three years. We will align the 2014-2015 common assessments with the results on the baseline SAGE

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

The first year of SAGE data was incredibly low for our students. As an alternative high school with weekly enrollments we also track student growth with assessments at the end of each grading session. The assessments were written by our math coach and our math teachers. Student proficiency data on the session assessments: Secondary 1 Session 1 58% Secondary 1 Session 2 67% Secondary 1 Session 3 63% Secondary 2 Session 1 42% Secondary 2 Session 2 25% Secondary 2 Session 3 42% Secondary 3 Session 1 41% Secondary 3 Session 2 23% Secondary 3 Session 3 31%

The language arts coach offered professional development to all teachers regarding scaffolding academic language and literacy skills for all students.

Language arts data was tracked by unit assessments within the newly adopted Collections series for 9th-12th grade students. Assessments varied in format and text difficulty varied within units. 9/10 grade: Session 1 proficiency range 57%-66%, Session 2 proficiency range 38%-69%, Session 3 70%. 11/12 grade: Session 1 57%-65%, Session 2 37%-64%, Session 3 74%-78%

Action Plan Steps

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

Professional Development regarding effective instruction and remediation instruction for students. Weekly content Professional Learning Communities to review curriculum alignment, instructional strategies, and common assessment data Math and language arts remediation and differentiated instruction in each course. Continued support for math and LA teachers with coaches

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

Math teachers met for an hour every Thursday throughout the school year to review student data and implement instructional plans in response to the student data. The math coach provided professional development to math teachers throughout the year by observing and providing feedback to improve teaching instruction. Teachers also planned lessons together and had opportunities to observe each other teach. The coach provided a reflective follow-up for teachers to discuss instructional practice and implement effective strategies based on what they learned.

All teachers received professional development regarding effective reading and writing strategies from our language arts coach.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Professional Development- regarding effective instruction and remediation instruction for students. Effective Professional Learning Communities to review curriculum alignment, instructional strategies, and common assessment data	\$35,602	\$34,209	\$34,290 was used for salaries and benefits. \$17,990. plus benefits was used for the math coach and \$7,333.00 plus benefits was used for professional development for teachers. A total of \$8739. was used for benefits
	Total:	\$35,602	\$34,209	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$6,606 to the 2015-2016 school year. This is 18% of the distribution received in 2014-2015 of \$36,896. Please describe the reason for a carry-over of more than 10% of the distribution.

At the beginning of the year, our school board approved additional funds to support math instruction which allowed for carryover on this budget.

Increased Distribution

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

Additional funding would be used to provide support/training for math and English coaches or for substitute teachers so teachers could continue with peer to peer observations and feedback.

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

As described

Publicity

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

- School website
- Other: Please explain.
 - All students and parents meet with administration at enrollment and attend an orientation where information about School Community Council and LAND Trust funding is explained

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

- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2015-10-13**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2014-03-19

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