

Horizonte ALT 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	\$14,256	\$14,049
Distribution for 2013 - 2014	\$27,180	\$35,021
Total Available for Expenditure in 2013 - 2014	\$41,436	\$49,070
Salaries and Employee Benefits (100 and 200)	\$17,000	\$25,070
Professional and Technical Services (300)	\$0	\$20,000
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	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$17,000	\$45,070
Remaining Funds (Carry-Over to 2014 - 2015)	\$24,436	\$4,000

ITEM A - Report on Goals

Goal #1

Students will increase skills in language arts as measured by standardized tests, including the CRT. The expectation for 2012-13 is that 53% of all students who have a previous CRT score will show an increase in their scaled score. Credit will be given for those students who scored substantial and remained substantial. This represents a 10% increase over the number of students who demonstrated growth last year (48%).

Formative growth for students who have no previous CRT scores for comparison will be measured by pre and post results on other standardized or custom assessments based on the Utah State Core Curriculum. We expect that at least 60% of students tested will show growth from pre to post testing each session. This is also a 10% increase in the goal number (55% in 2011-12).

Identified academic area(s).

Reading

Writing

This was the action plan.

Curriculum alignment and mapping

Pre and post assessments each session

Ongoing PD for LA teachers

Additional instructors in every LA class

Monitor teacher practice

Daily language arts edit assignments for every class

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

Teachers met in PLCs every Thursday throughout the year to discuss curriculum and student learning progress. A language arts coach supported teachers with lesson plans, formative and summative assessment data reviews, instructional strategy support, and professional development.

Every teacher in the school received reading/writing PD in August and cross-curricular PLCs with Science and Social Studies reviewed strategies for student reading/comprehension of complex informative texts as well as writing strategies and formats for all contents.

Every teacher began each class period with an editing concept problem

Every student read for 20 minutes per day in advisory class

ELA teachers were given multiple opportunities for feedback via observations from peers mentors, Dr. Edwin Javius, and administration. Teachers were also given opportunities to observe master teachers with a coach to review strategies that were implemented.

Teacher support instructors were used through December as an additional resource in the classroom.

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

Students will complete an end of session assessment every six to eight weeks in language arts and take the grade level state exam CRT/SAGE in April or May.

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

LA Session 1	Growth	No growth
Writing (71%)	144	59
Literary (74%)	143	50
Informational (40%)	86	129
LA Session 2	Growth	No growth
Combined Scores	101 (82%)	22 (18%)

Session 3	Growth	No growth
Literary/Info 43%	57%	
Writing	50%	50%

Session 4 was SAGE prep and Session 5 was SAGE testing

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

Amount	Category	Description
8500	Salaries and Employee Benefits (100 and 200)	Professional Development

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

Salaries/Benefits \$8500
Professional Development all staff and ELA
Group grading / PLC for session assessments ELA

Goal #2

Students will increase skills in mathematics as measured by standardized tests, including the CRT. The expectation for 2013-14 is that 56% of all students who have a previous CRT score will show an increase in their scaled score. Credit will be given for those students who scored substantial and remained substantial. This represents a 10% increase over the number of students who demonstrated growth last year (51%).

Formative growth for students who have no previous CRT scores for comparison will be measured by pre and post results on other standardized or custom assessments based on the Utah State Core Curriculum. We expect that at least 60% of students tested will show growth from pre to post testing each session. This is also a 10% increase in the goal number (55% in 2011-12).

Identified academic area(s).

Mathematics

This was the action plan.

Curriculum alignment and mapping
Pre and post assessments each session
Ongoing PD for math teachers
Additional instructors in every math class
Monitor teacher practice
Daily mathematics practice in all classes

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

Teachers met in PLCs every Thursday throughout the year to discuss curriculum and student learning progress. A math coach supported teachers with lesson plans, formative and summative assessment data reviews, instructional strategy support, and professional development.

Teachers developed common learning objectives and common assessments for each session for Secondary I and Secondary II courses. Teachers graded common assessments as a group to identify remediation/spiraling needs.

Teachers implemented identified concepts into the following session's curriculum.

Math teachers were given multiple opportunities for goal setting and feedback process via observations from peers mentors, Dr. Edwin Javius, and administration. Teachers were also given opportunities to observe master teachers with a coach to review strategies that were implemented.

Teacher support instructors were used through December as an additional resource in the classroom.

Every teacher began each class period with a math skill problem
 Teacher support instructors were used through December as an additional resource in the classroom.

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

Students will complete an end of session assessment every six to eight weeks in language arts and take the grade level state exam CRT/SAGE in April or May.

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

Math proficiency 2013-14	Not proficient N
	Minimal Pa
Unit 1	35% 27
Unit 2	44% 22
Unit 3	24% 24
Unit 4 SAGE prep	
Unit 5 Sage testing	
Summary: The percentage of students scoring proficient increased from a total of 38% to 52% from session 1 to session 3	

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

Amount	Category	Description
8500	Salaries and Employee Benefits (100 and 200)	Professional Development

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

Salaries/Benefits \$8500
 Professional Development, Group grading / PLC for session assessments

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$4000 to the 2014-2015 school year. This is 11% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The distribution received in 2013-14 was \$35,021, but we also had a carry-over of \$14,049 from the previous year.
 The total expenditure in 2013-14 was \$45,070.
 The carry-over of \$4,000 for 2014-15 is less than 10% of the total expenditure for the year.

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

To support goals number 1 and 2 we would utilize funds to provide for a coaching consultant to work with math and language arts teacher leaders. We would like our own teachers to become specialists supporting curriculum, teaching instructional strategies, and analyzing student assessments. We would train a few leaders to work with new teachers and teachers who are struggling with teaching content. They will assume responsibilities and continue the work of the coaches that were provided through the federal grant.

The distribution was about 14% more than 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."

Not applicable

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

- School website
- Other: Please explain.

Admin enrollment meetings, School Improvement Council and School Community Council

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

State School Board

**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.**

10/20/2014