

2011-2012 Final Report

1. School's identified most critical academic need(s) addressed in the plan.

Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas, but if the goal is to improve reading (or technology), please check only that area.

Academic areas as identified in the plan

Mathematics

Reading

Technology

Academic areas as implemented in the plan

Mathematics

Reading

Technology

2. Financial proposal and report - This report is automatically generated from the School Plan entered in the Spring of 2011 and from the District Business Administrator's date entry of the School LAND Trust expenditures from the 2011 - 2012 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-over from 2010 - 2011	\$1,232	\$0
Distribution for 2011 - 2012	\$22,202	\$26,672
Total Available for expenditure in 2011 - 2012	\$23,434	\$26,672
Salaries and Employee Benefits (100 and 200)	\$21,672	\$22,952
Professional Development and Technical Services (300)	\$762	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$102
General Supplies (610)	\$0	\$0
Textbooks (641)	\$1,000	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$0	\$0
Total Expenditures	\$23,434	\$23,054
Remaining Funds (Carry-over to 2012 - 2013)	\$0	\$3,618

2. a Please describe all expenditures in Other Purchased Services (Admission / Printing) and Travel and how they supported the plan.

2. b Please describe each expenditure in General Supplies and how it supported the plan.

2. c Please explain the reason for the carry over of more than 10% of the distribution for 2012 - 2013.

The carry-over will be used in 3 areas in our school. First, we will increase professional development opportunities for our faculty including attending a PLC conference. Second, with the adoption of the Common Core, our teachers have expressed a need for textbooks that match the new requirements. Finally, many of the teachers have found computer and iPad learning programs to use with their students. Extra money will be used to buy technology equipment for them to use.

3. This is what the School Community Council or Trust Lands Committee planned to do and how they planned for the money to be spent.

Math: keep the two part-time Learning Center aides/tutors

Technology (will also support the Reading and Math goals): continue to pay the extra 7.5 hour a week and pay benefits for the technology/computer aide. He will keep the computers running and help retrieve data to help teachers with their data collection and analysis.

Professional Development: money will be used to help send two teachers to the UASCD conference concentrating on literacy and math.

Text Books: we will purchase instructional materials for math to supplement current textbooks when transitioning to the Common Core.

3. a What did the school do and how was the money spent to improve student academic performance? (Be specific)

School LAND Trust money was used to pay for part of the salary and the benefits for a computer technician and for the salaries of the 2 part-time paraprofessionals who worked in the Learning Center. We also used a portion of the funds to send a couple of teachers to the Utah ASCD Conference on math and literacy instruction.

4. The following are the committee's specific goals for student improvement entered in the plan.

The academic goal for Hurricane Intermediate is to have every student improve by at least one grade-level in math and reading. The bottom 50% of the students will improve by an average of 1.25 grade-levels, and the bottom quartile will improve by an average of 1.5 grade-levels based on benchmark testing.

School LAND Trust money will be used to pay for part of the salary and the benefits for a computer technician. He is invaluable to the teachers by providing data from the benchmark tests and other assessments. He also keeps the desktop and mobile computer labs running which are used for Accelerated Reading, UTIPS, and other assessments. The money will also be used again this year to pay for two instructional aides/tutors to work in our Learning Center. Students who get behind in math, or are missing a specific concept, are able to go to the Learning Center during the time they would normally go to PE or an elective class. Students are also sent to the Learning Center based on common assessments given in each class. In the Learning Center, they are tutored one-on-one or in small groups. If they catch-up in math, they are able to get help in other core subjects.

4. a Please explain how the goals described above were achieved or not achieved and why.

Math: we kept the two part-time Learning Center aides/tutors

Technology (will also support the Reading and Math goals): we continued to pay the extra 7.5 hour a week and benefits for the technology/computer aide. He kept the computers and instructional programs running and helped retrieve data to help teachers with their data collection and analysis.

Professional Development: money was used to send two teachers to the UASCD conference concentrating on literacy and math.

Text Books: we were going to purchase instructional materials for math to supplement current textbooks when transitioning to the Common Core, but found other money to accomplish that goal

5. The following is how the committee planned to measure/assess academic improvement.

We will use results from the Washington County School District's math benchmark assessment and STAR Reading Test to determine growth. Each is given at the beginning, middle, and end of the year.

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

Because of the new UCAS system from the Utah State Office of Education, we used a different method to analyze student achievement. We found that 81% of our students were proficient on the end-of level tests in Language Arts, Math, and Science. Of the students that were proficient, 66% increased or stayed the same on their test compared to the year before. Of the students that were not proficient, 45% increased or stayed the same on their test compared to the year before.

Students assigned to the learning center last year came in with failing grades in math and sometimes other classes. After being there for the school year, 36% passed all 3 trimesters of all 3 of their core classes, 24% passed all but 1 section, 16% passed all but 2 sections, 12% passed between 4 and 6 sections, and 12% only passed 3 sections. In analyzing end-of-level test data last year (2011-12), we found that 65% were proficient in Language Arts, 50% in Math, and 55% in Science. The year before (2010-11) looking at the same students showed that 70% were proficient in Language Arts, 70% in Math, and 55% in Science.

6. In the school plan, there was an opportunity to explain how additional funds, exceeding the estimated distribution would be spent. The following is what was approved by Washington School District.

If we happen to get more money, we'll purchase library books, including high interest books for struggling readers and challenging books for good readers. Our teachers have also asked for more non-fiction books. We would also send teachers to training on differentiated instruction if funds were available.

6. a The distribution to schools in 2011 - 2012 was approximately 20% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

From feedback from teachers and parents, we decided to use the money to purchase computers for the classrooms. Teachers have indicated a need for Chromebooks to be used with a variety of instructional programs. They have also received training in using iPads and have voiced a desire to get iPads to use in their teaching. The money will be spent during the next school year.

7. The school plan was advertised to the community in the following way(s):

Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer and Congressional Delegation

School Newsletter

School Website

School Marquee

Other. Please Explain.

8. Please select from the pull down menus the policy makers the council/charter board has communicated with about the School LAND Trust Program.

State Leaders

Governor: Gary R. Herbert.

State Senators

Dist 29 Steve Urquhart

State Representatives
Dist 71 Bradley G. Last

State School Board
Tami Pypher
Keith Buswell
Craig Coleman
David Thomas
Kim R. Burningham
Michael G. Jensen
Leslie Castle
Janet Cannon
Joel Coleman
Laurel Brown
David Crandall
Carol Murphy
Mark Openshaw
Dixie Allen
Debra G. Roberts
U.S. Senators
Orrin Hatch

U.S. Representatives
Jim Matheson

District School Board
Carole Morris
Craig Seegmiller
Wes Christiansen
Kelly Blake
Laura Hesson
Wendell R. Gubler
Cal Durfey

9. The State Board Rule requires reporting of the dates when local boards approved the other four plans community councils are responsible for. Please enter the most recent approval date for each plan listed. **These approval dates are for plans being implemented in the 2012 - 2013 school year and require a 2012 date.**
2012 - 2013 School Plans

School Improvement Plan
(required for all schools)
Not Yet Approved

Professional Development Plan
(required for all schools)
Not Yet Approved

Reading Achievement Plan
(required for all schools with K-3 grades)
Not Required

Child Access Routing Plan

(required for all elementary, middle & jr high schools)

11/13/2012

Note for Charter Schools: Charter Schools are only required to have a Reading Achievement Plan, if they receive funding for the program. The other plans are not required.

10. A summary of this Final Report must be provided to parents and posted on the website by November 15th of the 2012-2013 school year. When was this task completed?

Not required for Charter Schools

11/15/2012