

2008-2009 SCHOOL PLAN FINAL REPORT

Please be sure the School Community Council or Trust Lands Committee views the training DVD, *A Matter of Trust*. If the school needs to order a new copy, please [click here](#). The DVD may also be viewed from the website. The link is on the page About The Program, found under General Information.

- During the 2008-2009 school year the School Community Council or Trust Lands Committee (for charter schools) met:
7-9 times
- 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 only check that area.

Academic areas as identified in the plan	Academic areas as implemented in the plan
Fine Arts	
Mathematics	Mathematics
Reading	Science
Science	Technology
Technology	Writing
Writing	
- Financial proposal and report** - This report is automatically generated from the School Plan entered in the Spring of 2008 and from the District Business Administrator's data entry of School LAND Trust expenditures from the 2008-2009 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Distribution for 2008 - 2009	\$41413	\$41413
Carry-over from 2007 - 2008	\$8709	\$0
Total Available for expenditure in 2008-2009	\$50122	\$41413
Salaries and Employee Benefits (100 and 200)	\$12800	\$13440
Professional Development and Technical Services (300)	\$2104	\$0
Repairs and Maintenance (430)	\$0	\$0
Other Purchased Services (Travel / Admission / Printing) (500)	\$3600	\$0
General Supplies (610, 630 and 733)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 645, 646)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 734, 739)	\$10500	\$19525
Total Expenditures	\$29004	\$32965
Remaining Funds (Carry-over to 2009 - 2010)	\$21118	\$8448

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

This text box is not applicable.

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

This text box is not applicable.

3. c Please explain the reason for the carry over to 2009-2010.

This text box is not applicable.

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

The following steps will be taken to achieve the goals stated above:

- For goal #1, we will make available access to more technology in the math classrooms in the form of graphing calculators, software, etc. This technology will be available on a daily basis in the classroom and for standardized testing where the use of calculators are allowed.
- For goal #2, we will provide opportunities for professional development focused on utilizing new software such as Geometer's Sketch-pad and Fathom statistics, and training in AP Statistics. Fathom statistics and Geometer's Sketch-pad software will be purchased with a site license. Additional graphing calculators will be purchased.
- For goals #3 and #4, we will provide continued support for the production of the Devil's Advocate our school newspaper. The paper addresses our goal of writing across the curriculum. The paper will be produced as part of a journalism class that will be concurrently taught with desk top publishing. The journalism course will count as a 4th English credit and give students the opportunity to learn to write for a general audience. The paper is distributed once a month as part of our local city newspaper. The debate program allows students to acquire the skills in writing legislation, technical writing, and summarization of research. The debate program is another way of extending writing across the curriculum for our school. We will continue to extend library hours to allow students access to computers and research sources. Training of new staff in the Six Traits Writing Assessment Rubric will continue to maintain the use of Six Traits across the curriculum as a means to assess student writing. Baseline testing data of reading skills of incoming freshmen with the intent on the creation of a reading skills course for the 2009-2010 school year will be utilized. ACT Prep Class Scholarships will be given to those in financial need.

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

The math department purchased 30 new and 15 used graphing calculators. Thirty additional calculators were purchased this fall as well. The funding for these purchases was obtained from the 2008-2009 school plan. A total of \$10,595.50 was utilized by the math department for these purchases. The school district did not meet AYP the previous year due to our math scores. Giving students a greater opportunity to utilize graphing calculators helped them acquire and better understand concepts in all of their math courses.

The science department utilized \$3,929.82 to purchase 10 digital microscopes. This purchase helped with our technology focus and integrated the use of technology in core academic areas.

Along with the digital microscopes, \$5,000.00 was utilized to purchase four new data projectors. With the focus on technology and the development of 21st century classrooms, these additional projectors were placed in math, science, special education, and art classrooms that previously lacked this capability.

Our credit recovery teacher was given \$2,467.60 to conduct tutoring outside of the regular school day during the 2008-2009 school year. The balance of the funding left when school was completed was utilized by this same instructor to conduct an abbreviated summer school. Tutoring and summer school covered all academic areas and helped students successfully pass courses during the school year and to make up credit during the summer school session.

Claudia Drake was given \$6,038.00 to keep the library open after school hours. This gives students a chance to finish homework, conduct research, and work on papers and projects that had been assigned by various teachers.

Ongoing funding for Jeff Richards in the amount of \$3,067.38 was given to help him ensure the Devil's Advocate, our school newspaper, continued to be produced. Much of the time Mr. Richards required to publish the paper was outside of the school day. The production of the paper was part of our focus on writing.

Our Career Technical Education (CTE) curricular club advisors were given \$2,868.96 to work with students in a variety of ways outside of the school day. Writing, technology, and public speaking were all areas of focus for these groups.

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

With Grand County School District not meeting AYP in the area of Math, specifically in regard to our ELL and Low Socioeconomic (SES) sub-groups, and Grand County High School's previous implementation of the UBSCT remediation course for the math section implemented this past fall, we will continue to:

1. Improve math scores on the UBSCT, especially in the sub-groups mentioned above.
2. Improve the overall quality of Math instruction.

With the continued emphasis on Reading at the District Level and a focus on writing utilizing the Six Traits assessment across the curriculum at Grand County High, we will continue to:

3. Utilize writing across the curricula.
4. Emphasize reading skills across the curricula.

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

For the 2008-2009 school year, our school met Adequate Yearly progress (AYP) and U-PASS criteria. In order to accomplish both of these goals, our low socioeconomic (SES) and ELL subgroups made adequate progress. The use of the new calculators in math courses helped achieve this goal. Previous to this school year, students had to share calculators. This resulted in one student working with a calculator while others watched. This is no longer the case as each math classroom has enough calculators available so all students can work and gain valuable experience/repetition utilizing this technology.

We continue to focus on writing and reading across the curriculum, The focus this year came in the form of professional development district wide. Sheltered Instruction Observation Protocol (SIOP) training began in the 2008-2009 school year. The strategies developed within SIOP and implemented by staff, focus on each instructor having content and language objectives for each day's lesson. The lesson content is "what" students will be learning, and the language objective is "how" students will accomplish the content. Often times this involves reading and then writing as a form of assessment.

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

For goal #1, UBSCT and CRT scores from the 2007-2008 school year will be compared with the UBSCT and CRT scores from the 2008-2009 school year. The data will be disaggregated to determine if improvement has been made with the aforementioned sub-groups and the student population in general. For goal #2, the amount of utilization of the software and calculators by students in the math courses will be tracked. The creation of a statistics course in math for the 2009-2010 school year and/or the level of utilization of the statistics training and software in other math courses will be documented. For goals #3 and #4, the continued production of the Devil's Advocate on a monthly basis will be documented. The number of students actively involved with debate will be documented and compared to previous years' statistics. The numbers of students utilizing the library after school and anecdotal comments from students will be

obtained to provide evidence for the success of the extended library hours. Documentation of the training of new staff members in the Six Traits Writing Rubric will be obtained as well as the level of the rubric's use in courses as a writing assessment. The documentation of the reading scores of incoming freshmen will be kept on file. Documentation of the number of ACT Scholarships given to those in need will be maintained.

6. a Please show the before and after measurements and how academic performance was improved. [How to enter a chart](#)

When comparing the UBSCT scores from 2007/2008 to 2008/2009 in regard to the percentage of ELL students at the mastery level in math, one cannot discern an appreciable improvement. In 2007/2008, the ELL subgroup had a 27% mastery in math. However, in 2008/2009, the number of ELL students taking the UBSCT in math was less than 10, so the statistics were not available for comparison. Those students in the low socioeconomic category maintained a 25% mastery level for both 2007/2008 and 2008/2009. In comparing the numbers of students of low SES taking the UBSCT in math, 32 students took the test during the 2007/2008 school year and 4 students took the test during the 2008/2009 school year. Even with these inconclusive comparisons, our school still met UPASS.

When comparing the CRT scores from 2007/2008 to 2008/2009 in regard to the percentage of ELL students at the mastery level in math, 15.38% achieved mastery during the 2007/2008 school year. Again, in 2008/2009, the number of ELL students taking the math CRT was less than 10, so the statistics were not available for comparison. It is important to note that there was a change in the math core and a complete change in the CRT math tests for the 2008/2009 school year. Those students in the low socioeconomic category had a drop in mastery during the 2008/2009 school year as compared to the 2007/2008 school year. The percentage dropped from 49.32% in 2007/2008 to 34.38% in 2008/2009. The state reworked the cut scores. With the revisions made, our school met adequate yearly progress (AYP) for 2008/2009.

The math department chose not to create the new statistics course and adopted the Quantitative Analysis course that is already part of the Utah math core. Due to this change, the math department did not get trained in statistics or purchase new software. However, the new calculators were utilized on a continuous basis throughout the school year with an average of 25 students per class. These calculators were also utilized for UBSCT and CRT testing.

The Devil's Advocate, our school newspaper, continued to be published on a monthly basis and distributed in school. Approximately 400 papers were added to the local Moab paper, The Times Independent, during the week of publication. The paper was circulated to the general public in this manner.

We did not give any funds to Debate for the 2008/2009 school year.

The following is a written documentation regarding the extended library hours: "We have an average of 10-15 students visiting the library after school daily, although several times this year, we have taken a photo of the crowd, as we have been almost to full capacity. The majority of them come in to check their grades on SIS, work on homework assignments, printing, and to see what new books are available. We are noticing an increase in students who come in almost every single day, to not only tend to their assignments, but to sit and enjoy reading before going home. Many students participate in after-school sports, and will visit the library to relax and read when they are finished, or to do school work. Students are not allowed to play games, visit chat rooms, or instant message in the computers."

Due to our district focus on the SIOP professional development, we did not train new staff members in the Six Traits process or document the use of the Six Traits rubric in our courses during the 2008/2009 school year. We will conduct this training during the 2009/2010 school year. Due to time constraints as well as budget shortfalls, we have not developed our reading program for the general education students nor have we

tested the reading levels of the incoming freshman. Unfortunately, we are now a financially distressed district as designated by the State Board of Education. We will not be adding any new programs for the foreseeable future.

We did not fund ACT scholarships for the 2008/2009 school year.

7. 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 reported.

If funding is increased as compared to the estimated amount, we will let the school community know what goal areas we have for this year and make it known that more funding is available and applications that fit into the parameters will be accepted. Proposals for funding will be accepted from the areas that we designated in this year's plan. These curricular areas include: mathematics, reading, fine arts, science, writing, and technology. Our school's Leadership team screens the applications first in order to make sure they fit the goals of the School Community Council as well as our school's Action Plan and District goals before the applications come to the Council. In the 2008-2009 final report, documentation of how the extra money was spent will be explained.

7. a The distribution to schools in 2008-2009 was approximately 20% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

When one looks at our budget carry over for the 2009/2010 school year, it is almost exactly 20% of the (actual) beginning budget balance or available funds for the 2008/2009 school year. Therefore, we did not spend the additional amount.

8. The school plan was advertised to the community in the following ways:
School website

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.

2009-2010 School Plans Date (mm/dd/yyyy)

School Improvement Plan required for all schools	04/22/2009
Professional Development Plan required for all schools	04/22/2009
Reading Achievement Plan required for all schools with K-3 grades	Not Applicable
Child Access Routing Plan required for all elementary, middle & jr. high schools	Not Applicable