

Box Elder MD 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	\$10,805	\$10,805
Distribution for 2013 - 2014	\$48,662	\$59,795
Total Available for Expenditure in 2013 - 2014	\$59,467	\$70,600
Salaries and Employee Benefits (100 and 200)	\$0	\$0
Professional and Technical Services (300)	\$8,000	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$5,902
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$54,696
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$46,000	\$7,427
Total Expenditures	\$54,000	\$68,025
Remaining Funds (Carry-Over to 2014 - 2015)	\$5,467	\$2,575

ITEM A - Report on Goals

Goal #1

Technology

The goal for Box Elder Middle School is to increase the number of wireless devices that students have access to in the classroom. The long term goal is to achieve a one to one (1:1) access to technology, through the use of school owned devices and student owned devices. The significant need addressed by this goal is that schools are being asked to go beyond the standardized mandates and rethink literacy to prepare our students for a global economy. What does it mean to be literate? Literacy requires rapid decoding of print and non-print media from multiple sources at once. Students must be armed with critical thinking skills, communication skills, and problem-solving skills to be viable players in the new workforce. The other key need is that of equity in education, outside of school there is a widening digital divide of those who have access to knowledge, data, and skills and those who do not. Access to digital tools is vital in providing all students with resources for success both in and out school. As author William Gibson said, "The future is already here. It's just not evenly distributed." Using 1:1 technology prepares students for life and work beyond school, where digital technology is already driving how people work and live. Technology is an important part of the answer to Heidi Hayes Jacobs question, "What year are we preparing our children for?" It has also been reported that 1:1 learning with technology has improved standardized test scores in writing, reading, and math. More importantly, it has resulted in greater student engagement and willingness for students to persevere in what has been called "hard fun" in science and other areas. Greater access to digital tools, resources, and information results in more choices; more active student engagement, and stronger ownership of student learning. Rather than being students along for the ride on the school bus, learners are driving their own education.

Identified academic area(s).

Technology

This was the action plan.

Purchase the Google Chrome Books through the district technology department after July 1st. The Chrome Books will be available for classroom use beginning fall 2013.

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

We did purchase 3 Google Chrome Book sets of 36 each. According to our media specialist, the 3 sets were used almost everyday by various teachers and subjects. However, the greatest use was from our 8th and 9th grade math students who used it to access the on-line curriculum called "Digits". Teachers expressed that students were much more engaged when accessing the Chrome Books then on days when they didn't.

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

Success will be identified through data collected every trimester on student use of devices in the classrooms.

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

Before the Google Chrome Books were purchased, we obviously had 0 student use in the classroom. Since the Google Chrome Books arrived in October 2013, we had students access the Google Chrome Books during

one of their class periods 135/150 school days.

We are awaiting the results of the SAGE testing to determine if we saw a recognizable improvement. We also know that this is the first year of the SAGE so we will have to use data by comparing ourselves to like schools to see if the Google Chrome Books were one of the reason for improvement.

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

Amount	Category	Description
8000	Professional and Technical Services (300)	Training for Teachers in utilizing the Chrome Books in the classroom for their own individual curriculum's.
46000	Equipment (Computer Hardware, Instruments, Furniture) (730)	Three portable labs, consisting of thirty six Google Chrome Books and carts.

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

For the Training for Teachers goal, \$5,902.00 was spent to purchase a book "Going Google" Powerful Tools for 21st Century Learning by Jared Covili. Teachers were given this book and received some training during faculty meetings on how to best use the Google Chrome Books.

For the 3 portable labs, consisting of 36 Google Chrome Books and Carts, we spent \$7,427.00 on equipment/carts and \$54,696 on Software which included the Chrome Book itself.

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

The Council would use the extra distribution of funds for technology needs approved by the Community Council.

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."

Not Applicable

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

- School website
- Other: Please explain.

Messages were sent via a school wide messaging system informing parents about the goals and distribution of the funds.

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

Lynn Capener
Nancy Kennedy
Karen Cronin
James Fuller
Heather Young
Connie Archbald
Bryan Smith

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