

Provo High School Land Trust Program Overview, 2010-2011 School Year

Date: September 30, 2010

Executive Summary

This document contains information on:

- How Provo High School plans to use the Land Trust program funding for the 2010-2011 school year.
- How Provo High School used Land Trust program funding in the 2009-2010 school year.

Use of School Trust Land Funds for 2010 - 2011 School Year

Below is the proposed budget for the use of School Trust Lands Funds for the 2010-2011 school year:

Proposals for 2010-2011 School Year Program or Item	Funding Amount
1. Rutter's Readers (PHS Ind. Read Prog)	\$16,000 (for two employees)
2. English Dept. (curriculum materials)	\$2,800 (Office 2010 software costs not funded – all teachers will receive the software next year!)
3. Holocaust Library (for English classes)	\$1200
4. Social Studies Reading Books	\$3,000 (Books to be catalogued and housed in the library)
5. ESL Aide	\$5,000
6. Student Support Center	\$7,000 (rest will be funded by another source)
7. Math Dept.- Algebra Support Cntr	\$8,000
8. IB Curriculum Development	\$13,500 (to be disbursed as outlined on the proposal)
9. Library Books	\$3,500 (Playways not funded)
10. Gateway Program - Two employees	\$30,000

ESTIMATED Carry over from 2009-2010 (automatically entered from Progress Report)	\$27,170
ESTIMATED Distribution in 2010-2011	\$62,446
Total ESTIMATED Available Funds 2010-2011	\$89,616
Salaries and Employee Benefits (100 and 200)	\$79,000
Professional Development and Technical Services (300)	\$0
Repairs and Maintenance (430)	\$0
Other Purchased Services(Travel / Admission / Printing) (500)	\$0
General Supplies (610 and 733)	\$0
Textbooks (641)	\$7,000

Library Books / Periodicals / Audiovisual (644, 645, 646)	\$3,500
Software / Technology related Hardware / Other Equipment (670, 734, 739)	\$0
ESTIMATED Total Spent in 2010-2011 (automatically calculated)	\$89,500
ESTIMATED Carry Over to 2011-2012 (automatically calculated)	\$116

Implementation Plan

The implementation plan includes:

- 1) Identify regular education students three or more years behind in their reading skills (English Teachers, DRP Scores, etc.). Support materials are already available as are trained tutors.
- 2) The English Department identified supplementary materials needed to improve student literacy. The items will be bid out and purchased.
- 3) Holocaust books were identified to support English curriculum. The items will be bid out and purchased.
- 4) High interest, easy reading social studies books were identified to help limited literate students learn social studies were identified. The items will be bid out and purchased. The books will be catalogued and maintained in the school Library.
- 5) Students with limited English skills will be registered for sheltered ESL core classes. These funds will provide trained tutors to help these students master grade level content in their core classes.
- 6) Books of interest to teen readers were identified. The items will be bid out and purchased. The books will be catalogued and maintained in the school Library.
- 7) Two-thirds of PHS students come to Provo High having already completed Algebra I. Students who take Algebra at Provo High are given two years to complete the course or a study class with Algebra. This approach has turned Algebra I from the most failed class in the school, to a class most students now pass. These funds will pay for one tutor for the study class. The other tutor is provided by UVU.
- 8) IB teachers must be trained and initially trained IB teachers must be periodically upgraded. These funds will pay for this teacher training.
- 9) Students who fail middle school are given extra support at Provo High. These funds purchase two full-time tutors to mentor and support these students learning.
- 10) The student support center will be funded by Trustlands and by state parent center grants. The coordinator helps students succeed during school and in after school supports and helps the parents support their student learning.

How Use of Funds Will be Accounted For

All 2011 Proposals that are funded require ongoing accountability:

- 1) Funds should be **spent in a timely manner**. Other than salaries, which may extend throughout the next school year, funding for books, materials, and curriculum development should be spent by the fall for a full year of student and teacher use.

2) By the end of 2011, each person or department responsible for the proposal and its funds need to produce a **written report** of how the funds were spent. This will be given to the School Community Council and may be part of the annual accountability report to the state for Trustlands funding.

Because these funds **must tie into our school goals** of meeting the most pressing academic needs of reading, writing, and math, this report needs to show:

- a) Which students and academic need have been targeted and met
- b) How you measure your outcome's success in terms of the academic needs
- c) Data that are specific, measurable, and tied to student outcomes

Matching Grants/Donations

Provo High has used School LAND Trust funds to acquire matching grants or donation: \$9000 from the State Parent Center Grant.

Goal of these Programs

The ultimate measure of success for these programs will be determined by improved graduation rates measured by less non-graduates each year. *PHS's goal is 10% fewer non-graduates each year.*

Formative goals include measuring the number of classes passed each term for at-risk groups (gateway, etc.), and by the number of students being referred to our alternative school.

Improved graduation rates are the large goal of the school and clearly match the goals of the Trustlands plan. Providing tier 1 (in class), tier 2 (out of class), and tier 3 (special class) supports to help all students learn is also a school goal. These approved interventions support all three tiers of support.

How the current Provo High Community Council was Formed

Council positions that are available, dates and times of elections, and instructions for becoming a candidate are posted. Parents were elected by parents or when there were unfilled positions, the parent members on the council appointed parent members to fill the positions.

Employees were elected by employees or when there were unfilled positions, the employee members on the council appointed employee members to fill the positions.

The public is welcome to attend meetings and notice is provided so they can participate, including posting an agenda on the door of the school beginning the day before each meeting. The notice included the date and location of the meeting. Written minutes of all meetings are being kept along with a recording labeled with the date, time and place. The notice of the upcoming meeting and the minutes of the prior meeting are posted on the school website at least one week in advance.

The following schedule and report summaries are provided on the school website AND via required means to each individual household with a student attending the school.

- A meeting schedule for the year, within the first two weeks of the school year that includes the date, time and location of each meeting.
- A summary of the Final Report of the School LAND Trust Program Plan implementation for the prior year in the fall of the following year
- A mid-year summary of the council's actions and activities to date

Use of School Trust Land Funds for 2009 - 2010 School Year

Sam Ray, Principal, Provo High School was designated as the person responsible for implementing the School Land Trust program budget for the 2009-2010 school year. The most critical academic needs identified in the School Plan were:

- Mathematics
- Reading

Trust Land money was budgeted in 2009/2010 to support the following:

2009-2010 School Year Program or Item	Funding Amount
At-risk Freshmen were provided support through Gateway (failed middle school), Fresh Success (struggled in middle school), UBSCCT (10 th , 11 th & 12 th struggling students)	\$50,100
Math aides to help low-level math students succeed in Algebra One	\$6,000
Library Books	\$3,000
International Baccalaureate (IB) curriculum development	\$750
Reading one-to-one for regular education students to acquire high school reading skills	\$18,000
Support for Ceramics	\$3,200
TOTAL BUDGET:	\$96,150

NOTE: The Student Center Coordinator was partially funded with outside sources and the budgets for personnel expenses were estimates. We will know the final amount of expenditure in the summer, currently projected about \$71,000

Carry Over from 2008-2009	\$22853
Distribution for 2009-2010	\$75317
Total Available Funds	\$98170
ESTIMATED spending for 2010	\$71000
ESTIMATED Carry Over to 2010-2011	\$27170