

Provo 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	\$0	\$7,380
Distribution for 2013 - 2014	\$86,414	\$110,229
Total Available for Expenditure in 2013 - 2014	\$86,414	\$117,609
Salaries and Employee Benefits (100 and 200)	\$71,368	\$79,545
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$12,000	\$22,555
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	\$83,368	\$102,100
Remaining Funds (Carry-Over to 2014 - 2015)	\$3,046	\$15,509

ITEM A - Report on Goals

Goal #1

Improving Math scores through daily double dose courses. "SMART" Goal Statement: Increase percentage of graduates who are college and career ready based on 2012-2013 ACT results of 32% to 40% by the end of the 2013-2014 school year

Identified academic area(s).

Mathematics

This was the action plan.

We will accomplish this by purchasing an FTE for an extra Math teacher. Daily dose for SM1 math courses. Offer at risk students the opportunity to attend math class daily by offering an elective credit for alternating days of instruction. The purpose is to provide tier-2 instruction during the daily instruction. Research shows that students who have daily math instruction score higher than those on a block schedule. Another way we plan to accomplish this by hiring three math aides to work in targeted math courses for at risk students to provide more individual help to improve math scores. These aides will be able to give individual help to students in need, as identified by the teachers. One-on-one help has been proven more beneficial in targeting specific deficits and needs.

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

We purchased an FTE to retain our additional math teacher who is teaching SM1 math courses. We offered a math support class for students who needed a daily dose of SM1. We hired three math aides who worked in targeted math classes to work one-on-one with at-risk students.

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

We will measure the results based on the 2013-2014 ACT scores.

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

For 2013, 32% of our students were career-ready in mathematics. For 2014, 33% of our students were career-ready in mathematics. We were pleased that we were able to test more students and that generally, we improved by 4% in overall ACT performance. Though our 32% was below the state average in 2013, our 33% is 2% above the state average in 2014 showing an overall improvement given the difficulty of the exam.

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

Amount Category	Description
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61081 Salaries and Employee Benefits (100 and 200) The cost of an extra FTE teacher with benefits would be \$30,220.
The cost of three math aides at \$10,287 each would total \$30,861.

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

Amount: \$71,592.88
Category: FTE teacher - \$31,551.96 plus \$16,838.93 benefits
Category: Three math aides - \$23,201.99

Goal #3

"SMART" Goal Statement: Improving ESL classes by providing an aide in sheltered classes. Twenty-three percent of the population of Provo High School speak a language other than English at home. English is their second language. The funds will be used to have an ESL aide in the 16 "sheltered" content area classes offered in the 2013-2014 school year. The sheltered class is taught by and ESL-endorsed teacher, and there are no more than 15 English language learners in each class. There are up to 25 mainstream students in the class. Because we can only have 15 ELLs in each class, we need to have additional sheltered classes in order to meet needs of all the students. Students will show improvement in Math, Science, and ELA CRTs, show progress in UALPA scores from 2012-2013 to 2013-2014 results and have 75% passing grades in all sheltered classes.

Identified academic area(s).
Mathematics
Reading
Science
Writing

This was the action plan.

We will accomplish this by hiring an ESL aide to work in targeted sheltered ESL class to provide more individual help to improve scores.

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

We hired an additional ESL aide who worked with the targeted sheltered ESL classes.

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

Students will show improvement in Math, Science, and ELA CRTs, show progress in UALPA scores from 2012-2013 to 2013-2014 results and have 75% passing grades in all sheltered classes.

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

We are unable to provide data on CRT scores for 2013-2014 because the state went to a new SAGE testing system. However, our progress scores in Language Arts and Science went up significantly from 2012 to 2013. Our Mathematics proficiency scores also went up from 2012 to 2013, although we are still below the state average in each area.

We are unable to provide data on UALPA scores for 2013-2014 because the state went to a new WIDA testing system. There's no basis for comparison because it is a completely different test. The students increased in levels in the WIDA test (we went from 12 level 1s to only four level 1s)4, but is a completely different test than the UALPA. Only two sections out of 40 sections of sheltered classes were below the 75% mark. Those sections were 73% and 70% and all others were in the 80% to 100% range.

From this group in this year, eight of the students were inducted into the National Honor Society.

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

Amount	Category	Description
10287	Salaries and Employee Benefits (100 and 200)	The cost of a new ESL aide would be \$10,287.

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

The cost of the ESL aide was approximately \$7,733.99 (one fourth of the total instructional assistant expenditures).
Amount: \$7,733.99
Category: ESL Aide - \$7,733.99

Goal #4

To create a Freshman mentor program to improve passing rate and provide support for credit deficient freshman. The failing percentage of Freshman is 12 percent, our goal is to reduce that percentage to 8 percent.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

We will purchase curriculum, training, supplies and materials at a cost of \$12,000. These items will be purchased from School-Connect - Optimizing the High School Experience. They will train during the Summer.

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

We purchased curriculum, supplies and materials, and provided training during the summer for students and teachers of the Freshman Mentoring Program.

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

We will measure the results from the 2012-2013 grades in power school compared to the 2013-2014 grades in power school.

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

Grades cannot be compared until the end of the 2014-2015 school year as this is the first year of full implementation.

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

Amount	Category	Description
12000	General Supplies (610)	The cost of curriculum, training, supplies and materials would be \$12,000.

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

Amount: \$22,554.82

Category: General Supplies

Description: FMP curriculum materials

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$15509 to the 2014-2015 school year. This is 14% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

We had planned on expending \$40,455.00 on instructional assistants, but because some assistants were hired later in the year, and because we had inconsistencies in the retention of aides, the amount actually totaled \$30,935.98.

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

Our most critical goal at Provo High is to improve our math ACT scores. Another way we could accomplish this goal would be to provide a computer lab with technology/l pads to be used by students in math classrooms. Students are technology natives and instructional strategies that use technology tap into their strengths, interests and abilities. Computer labs/l pads will give access to Internet math websites for students that will enhance individual instruction in math and software that will allow them to explore math concepts.

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

For the parents and community members who do not have Internet access in their homes, we made our computer lab available for them to come to the school and view our School Plan.

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

Marsha Judkins

Julie Rash

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.

10/15/2014