

Final Report 2015-2016 - Provo HI

This Final Report is currently pending initial review by a School LAND Trust Administrator.
You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2015 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2015-2016.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2014-2015	\$1,200	N/A	\$0
Distribution for 2015-2016	\$115,483	N/A	\$135,913
Total Available for Expenditure in 2015-2016	\$116,683	N/A	\$135,913
Salaries and Employee Benefits (100 and 200)	\$92,683	\$111,837	\$88,760
Employee Benefits (200)	\$0	\$0	\$23,077
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$24,000
Textbooks (641)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$24,000	\$24,000	\$0
Total Expenditures	\$116,683	\$135,837	\$135,837
Remaining Funds (Carry-Over to 2016-2017)	\$0	N/A	\$76

Goal #1

Goal

Math Teacher To decrease class size and improve test scores and student learning, \$24,000 will be spent to pay for half of a full-time math teacher position for the 2015-2016 school year. We will measure effectiveness with data from SAGE and ACT scores. Our goal is to see a 10% average increase in proficiency on SM1, SM2, and SM3 SAGE scores as well as a 2 point increase on ACT scores.

Academic Areas

- Mathematics

Measurements

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

Provo High School will be using SAGE and ACT scores to show progress as a result of hiring an extra math teacher. Our goal is to see a 10% average increase in proficiency on SM1, SM2, and SM3 SAGE scores as well as a 2 point increase on ACT scores.

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

We had an improvement of .20% on our math ACT scores, moving us from 19.6 to 19.8 and keeping us above the State average of 19.5, thus reaching our ACT goal. Unfortunately we did not see a 10% improvement in proficiency on our SAGE scores. We improved by 1% in SM1, but our SM2 and SM3 scores dropped by 8% and 5% respectively.

Category	Description	Estimated Cost	Actual Cost	Actual Use
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Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. Hire a math teacher/intern to reduce class sizes. 2. Link the math teacher with a mentor teacher. 3. Use PLCs to train the new teacher in using SAGE and other data to improve student achievement.

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

We were able to keep on one of our new math teachers who was originally hired with School Land Trust monies to help reduce class size in our math department. The teacher worked with our school-wide mentor, Kristin Pierce, as well as with our math department chair and the SM1 and SM2 teams throughout the year.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	This will be to cover the costs of an intern or half the salary of one full-time teacher.	\$24,000	\$35,831	As Described
	Total:	\$24,000	\$35,831	

Goal #2

Goal

Freshmen Mentor Program- All freshmen will participate in the Freshman Mentor Program (FMP) during their first semester of high school. The FMP will provide social, emotional, and academic support as well as aid in students' transition from middle school to high school. We will spend \$30,000 to continue the Freshmen Mentor Program which was started last year with the help of Trustlands funding. The money will be used to pay FMP teachers a \$2000 stipend for the extra work involved in teaching and facilitating an extra class period, for attending FMP training during the summer, and for mentoring our 11th and 12th grade student mentors. The end goal is to see an improvement in freshman success as measured by improved attendance and grades.

Academic Areas

- Reading
- Writing
- Mathematics
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

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

Provo High School will measure success of this program by using student survey data to determine the effectiveness of the FMP in providing emotional and social support. We will measure academic success by using PowerSchool data. Our goal is to see a 10% improvement in student attendance and a 10% improvement in students with passing grades.

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Based on anecdotal data,	all FMP teachers reported that more freshmen attended intervention and tried to improve their grades than in previous years. FMP teachers also had discussions with their freshmen on a one to one basis about grades and homework and were able to identify our most at-risk freshman for tier 2 and tier 3 interventions.			

On a survey conducted at the end of the FMP course in January 2016, students responded favorably to the program. Following are some of the survey questions and the average score of 285 respondents on a scale of 1-5 (with 5 being extremely helpful and 1 being not helpful at all):

- 1) How well did the Mentor lessons help you with your academic goals? 3.15
- 2) How well did the Mentor lessons help you succeed? 3.08
- 3) How well did you take advantage of the time allowed for intervention? 4.05
- 4) How well did intervention help you with your academic goals? 3.81
- 5) How well do you think attending intervention helped you succeed? 3.95
- 6) How well do you feel you can trust your mentors? 3.86
- 7) How well did the mentors help you transition to high school? 3.27
- 8) How well do you feel like you made new friends in the FMP class? 3.15

Relative to attendance, ninth grade students improved from an ADA of 96% to an ADA of 97%.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. Select student mentors through application and interview processes.
2. Provide training for the teachers.
3. Measure success through assessments built into the curriculum, student surveys, and reduced number of students with one or more failing grades.

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

In the spring of 2015, student mentors were selected through an application and interview process, and both mentors and FMP teachers attended training in the spring and summer months. Student surveys were conducted in January, 2016, with the results outlined above.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$30,000 will be spent to pay a stipend to Freshmen Mentor Program teachers for the extra work and planning that will be required for them to facilitate the program.	\$30,000	\$35,866	As Described
	Total:	\$30,000	\$35,866	

Goal #3

Goal

Chromebooks for English department - \$24,000 will be spent to purchase two sets (35 each) of Chromebook computers and carts for the English department. In order to be college and career ready, students will show improvement in their ability to scrutinize multiple texts, draw conclusions, and synthesize ideas into cohesive arguments about substantive topics by the end of the school year. Chromebooks will provide more of the resources necessary to elevate our students to these high standards. Our goal is to see an increase of at least 5% in proficiency on all ELA SAGE tests.

Academic Areas

- Reading
- Writing

Measurements

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
Provo High School will measure the effectiveness of the use of Chromebooks in English classes through the English department's common assessments and SAGE test results. Our goal is to see an increase of at least 5% in proficiency on all ELA SAGE tests.				

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

Two sets of Chromebooks were purchased at the beginning of the 2015-16 school year and were put to use immediately in English classrooms. We did not reach our goal of seeing a 5% overall increase in our English LA SAGE scores. Eleventh grade students increased their scores by 3%, but ninth and tenth grade students actually dropped 5% or more overall. However, our English ACT scores improved by .30% and moved above the national average of 18.8%. We also remained steady at 20.5 % on the Reading ACT whereas the State saw a drop of .30% overall. Further, in two sheltered ninth-grade classes of at-risk students where one of the labs was used every day of the school year, students improved their scores on the ACT Explore exam by an average of 25% (with some as high as 50%). Typical year-to-year improvement for low-scoring students in a traditional English class is just under 20%.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. Purchase three sets of Chromebooks and carts.
2. Integrate full-time internet access in three English classrooms in order to facilitate literacy development.

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

We actually only had enough funding to purchase two sets of Chromebooks and carts which were shared among at least three of our English classrooms to allow for full-time access in one class and full-time access in the others.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Equipment (Computer Hardware, Instruments, Furniture) (730)	This will be spent to purchase two sets of Chromebooks and two carts to store the Chromebooks.	\$24,000	\$24,000	As Described
	Total:	\$24,000	\$24,000	

Goal #4

Goal

ESL Aides - By the end of the school year, 75% of our ELL students will pass their core classes with the assistance of two ESL aides who will work with students in push-in classrooms.

Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

Measurements

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

Category	Description	Estimated Cost	Actual Cost	Actual Use
The success of the program will be measured by having 75% of ELLs in each core class pass the course.				

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

By the end of the 2015-2016 school year we reached our goal of having 75% of our ELLs pass their core classes when placed with an ESL aide. Further, on the WIDA ACCESS assessment for English learners, 76% of our students showed growth with improved WIDA scores.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

1. ESL aides will assist in 20 core classes with a group of between five to sixteen ESL students. 2. They will interpret key vocabulary, keep students on task, answer questions, and make themselves available during intervention and lunch to help with homework and review for tests.

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

We were able to hire two ESL aides and train them on how to provide support and scaffolding for students in over 20 push-in/core classrooms.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$20,000 will be spent to maintain two ESL aides in the classrooms.	\$20,000	\$20,140	As Described
Total:		\$20,000	\$20,140	

Goal #5

Goal

Math Aides - By the end of the school year, 75% of our students will pass their math classes with the help of two math aides who will be assisting students and teachers during class time.

Academic Areas

- Mathematics

Measurements

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

The success of the program will be measured by having 75% of students to pass their math courses.

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

By the end of the school year, 83% of our students passed their math class, exceeding our goal by eight percent.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

Category	Number Approved	Number Not Approved	Description	Number Absent	Estimated Cost	Actual Cost	Vote Date	Actual Use
1. Aides will assist in math classes by keeping students on task, answering questions, and making themselves available during intervention and lunch to help with homework and review for tests.								

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

We had a difficult time hiring and keeping math aides throughout the school year. At some points during the year we had a total of three math aides (two hired with School Land Trust monies) helping in a variety of math classrooms; at other times we were down to one or two aides though we consistently kept the aide positions open and tried to keep them filled. Once hired, the aides did as planned by assisting in math classes.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	\$18,683 will be spent to maintain two math aides in the classrooms.	\$18,683	\$20,000	As Described
	Total:	\$18,683	\$20,000	

Increased Distribution

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

Any additional funds will be used to purchase more Chromebook labs for the English department to come closer to our goal of a one-to-one student to technology ratio.

Description of how any additional funds exceeding the estimated distribution were actually spent.

We weren't able to purchase more Chromebooks because the extra funds went into the salaries and benefits of the math and FMP teachers.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- School newsletter
- School website

The school plan was actually publicized to the community in the following way(s):

- School website

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2016-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
20	0	3	2015-03-18

Please Note

Comments will only be visible for users that have logged in.

Comments		Comment
Date	Name	Comment
2015-06-10	Brooke Bakker	The board would like each of your goals to be more specific. What percentage of improvement is your goal on goal #1, goal #2 is not identified clearly, goal #3 also needs a percentage or way to measure improvement.

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