Final Report 2016-2017 - Provo Peaks Elementary

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 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2015-2016	$28,710	N/A	$26,395
Distribution for 2016-2017	$40,858	N/A	$45,170
Total Available for Expenditure in 2016-2017	$69,568	N/A	$71,565
Salaries and Employee Benefits (100 and 200)	$48,000	$38,206	$38,206
Employee Benefits (200)	$0	$0	$22,052
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	$1,945
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$8,065
Software (670)	$0	$0	$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	$9,799	$9,799	$0
Total Expenditures	**$57,799**	**$48,005**	**$70,268**
Remaining Funds (Carry-Over to 2017-2018)	**$11,769**	N/A	**$1,297**

Goal #1
Goal

Reduce the achievement gap in Mathematics between the district average (LEA) and Provo Peaks by 5 percentage points.

Academic Areas

- Mathematics

Measurements

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

2015-16 and 2016-17 Summative SAGE Assessment or its equivalent.
Current gaps between school and distraction the area of Mathematics are:
Current gaps:
3rd: +6.8%
4th: -2.6%
5th: +16.8%
6th: +4.4%

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

3rd grade moved from +6.8 compared to district to -5; 4th from -2.6 to -22; 5th from -16.8 to +16; and 6th from +4.4 to -15

Action Plan Steps

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

1. Continue Math lesson studies using the Engineering cycle process in the STEM framework.
2. Use of chromebook apps and technology so students can display their thinking in connection with the current classroom technology to facilitate the sharing of ideas
3. Use of common assessments for 1st. Learning Priorities and 2nd Learning Priorities that match the example of rigor presented on SAGE formative assessment or even a higher rigor.
4. Checkpoint of progress through data meeting to assess student progress bases on the common assessment and interim assessments

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

Lesson studies using the Engineering cycle process took place to provide immediate feedback to teachers about the lesson and depths of knowledge. The technology was effectively used. However, exposure to students to the testing environment was not addressed and practice for students on DOK 3 levels was not provided even though instruction was at a higher DOK.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	This money will be use to pay for assistants in the 3rd and 4th grade levels to support higher DOK learning in the area of Mathematics which will support the areas of speaking, writing, and reading at the same time	$48,000	$38,206	As described
Equipment (Computer Hardware, Instruments, Furniture) (730)	A class set of chrome books (30) with the charging cart included.	$9,799	$9,799	As described
	Total:	$57,799	$48,005	

Increased Distribution

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

the description.

The council is planning on supporting to introduce into the school the 'daily five.' Many of the students at Provo Peaks have additional prerequisite skills that are not yer mastered but need to be present for academic learning to happen. For instance, stamina and focus. This programs is a way to introduce and support students who need this and will be started at eh lower grade levels first.

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

As described

Publicity

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

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School website
- School marquee

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

- School assembly
- School website
- Other: Please explain.
  - Binder in the main office with the plan.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
7	0	2	2016-04-12

Plan Amendments
Approved Amendment #1

Submitted By:	Paula Plant
Submit Date:	2016-12-21
Admin Reviewer:	Paula Plant
Admin Review Date:	2016-11-30
District Reviewer:	Catherine Weight

District Approval Date: 2016-12-21

Board Approval Date: 2016-12-21

Number Approved: 6

Number Not Approved: 0

Absent: 1

Vote Date: 2016-11-22

Explanation for Amendment: 1. The council proposes to keep the following from the original plan for the 2016-17 school year with the academic area-measurements- and actions steps the as currently described: 2nd Grade assistant: $24000 3rd Grade assistant: $31725 2. The council proposes the the following amendment modifications keeping the academic area-measurements-and actions steps the as currently described: Chrome books w/cart: from $9799 to $8969 3. The council proses the following amendment additions: Academic Area: Reading Measurement: Increase the amount of student at benchmark from the Beginning of the Year (BOY) to the End of the Year (EOY) by at least 15% according to DIBELS benchmark testing Actions Steps: Share data with grade-level teams. Use of common assessments for 1st. Learning Priorities and 2nd Learning Priorities that match the example of rigor presented on formative assessment or even a higher rigor. Also, progress monitoring in DIBELS will be used. Checkpoint of progress through data meeting to assess student progress bases on the common assessment and interim assessments Expenditures: Paper trimmer: $261 Daily 5 Implementation materials: $1700 Battle of the Books: $600 In order to increase the amount of student at 'benchmark' level by at least 15%, we council want to support the 'culture' of reading and not only the technicalities of reading. Battle of the books will be a way to instill that love for reading by involving teacher immerse in reading and and collaborate with other schools and district who participate in this programs. One prerequisite common skill in reading and at all grade levels share is having stamina. Our Title I school hosts many student who have not been exposed to 'stick-to-the-task' or stamina when a task, like reading, becomes difficult. The Daily 5 is a program that help student learn and practice stamina. This skill will be reflected in their ability to read which will show on the DIBLES as well. The paper trimmer is to help create addition materials that are needed for this daily 5 project. All together, the battle of the books, daily five and the paper trimmer will support the love for an the technicalities foraging leading into better reading comprehension and reflected on the DIBELS A Assessment.

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

Comments

Date	Name	Comment
2016-11-30	Paula Plant	Please explain the need for the items listed in context of the goal. It can be brief but a reader needs to know why a paper trimmer is needed to implement the goal, what are the Daily 5 implementation materials? Are they general supplies? How will Battle of the Books help reach the goal.
2016-12-21	Paula Plant	Please make the clarifications.

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