

Final Report 2016-2017 - Diamond Ridge

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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	\$4,488	N/A	\$0
Distribution for 2016-2017	\$1,786	N/A	\$5,810
Total Available for Expenditure in 2016-2017	\$6,274	N/A	\$5,810
Salaries and Employee Benefits (100 and 200)	\$1,776	\$0	\$3,044
Employee Benefits (200)	\$0	\$0	\$976
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	\$0
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)	\$0	\$0	\$0
Total Expenditures	\$1,776	\$0	\$4,020
Remaining Funds (Carry-Over to 2017-2018)	\$4,498	N/A	\$1,790

Goal #1 Goal

[EDIT ANSWERS](#)

As a new school, we currently do not have baseline SAGE scores, so the TABE test will be used to measure student proficiency in math. Students will demonstrate an increase in individual basic math skills as initially measured by pre- and post-TABE testing, and subsequently by SAGE testing outcomes. The goal for this year is to increase math proficiency by 10% from student mathematics functional levels as measured by the TABE assessment. The TABE pretest will focus on applied math and math computation skills. Students will be post-tested on the TABE after every 50 to 60 hours of instruction to assess for areas of improvement.

Academic Areas

- Mathematics

Measurements

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

Students will demonstrate an increase in individual basic math skills as initially measured by pre- and post-TABE testing, and subsequently by SAGE testing. The goal for this year is to increase math proficiency by 10% from student mathematics functional levels as measured by the TABE assessment. The TABE pretest will focus on applied math and math computation skills. Students will be post-tested on the TABE after every 50 to 60 hours of instruction to assess for areas of improvement.

Progress towards this goal will be reported in the following ways:

1. Student gains on pre/post TABE assessment.
2. Student scores on Canyons District Math Benchmark assessments.
3. Number of credits earned by students in math.
4. Number of students participating in and number of hours logged into the math lab program.
5. After baseline is established from 2016 tests, student proficiency on the SAGE math assessments will be used to measure the success of this intervention.

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

We pre- and post-tested students using the Test of Adult Basic Education (TABE). This was because we did not have other pretests available to us at the time. We pretested 32 students early in the year. After post-testing on the TABE at year end, 8 showed gains of at least one academic level, resulting in a 25% increase in math functioning throughout the year.

Action Plan Steps

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

1. Establish a math lab before/after school using a high quality software program aligned to CORE math standards.
2. Hire certified teacher to run the lab.
3. Assess students on the TABE math test to determine baseline and to pinpoint individual areas of needed improvement in students' math proficiency.
4. Complete TABE testing for each student after 50 hours of instruction.
5. Math teachers will monitor student performance and adjust instruction as necessary to assist them in mastering grade-level content.
6. Collect data for progress and summary reports.

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

We were unable to establish a math lab before/after school, because there was not a certified teacher available to run the lab. We did assess students on the TABE math test to determine baseline and to pinpoint individual areas of needed improvement in students' math proficiency. TABE post-tests were administered at year end to measure growth on the 28 of 32 students who were pre-tested. Student performance was monitored throughout the year by collection of pre- and post-testing data for progress and summary reports.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Hire a licensed mathematics teacher or qualified math lab aide to run a before/after school math lab. In the lab, students will be able to access homework assistance and/or help improving their Basic Math skills. Funds will be used for salary and proportional benefits.	\$1,776	\$0	We were unable to hire a certificated math teacher who was available to work either before or after school in the lab. Therefore, these funds were not expended this year.
	Total:	\$1,776	\$0	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$1,790 to the 2017-2018 school year. This is 31% of the distribution received in 2016-2017 of \$5,810. Please describe the reason for a carry-over of more than 10% of the distribution.

We were unable to hire a certificated math teacher who was available to work either before or after school in the lab. Therefore, these funds were not expended this year.

Increased Distribution

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

Any increased distribution would be spent to increase the number of hours the math lab would be open and provide the services described in this plan.

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

Not applicable, as we underspent our award this year.

Publicity [Edit](#)

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):

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

Policy Makers

Please indicate the names of policymakers the council has communicated with about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

Summary Posting Date [Edit](#)

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-18**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
4	0	2	2016-03-28

Need to add an attachment?

You may add documents here that support the text description in the Measurement section of each goal.

No Comments at this time

Required for Submission

Please review before submitting. There will be no review page. Once submitted the report may only be revised through the review process by the School LAND Trust Section or the District. Once the review is complete, the report may not be edited.

- Content is appropriate for display on a public website, including any attachments. Student names and individual data are not included.
- Spelling and grammar is correct.

I have reviewed this Final Report. It is ready to be displayed on the public website.

[BACK](#)

[SUBMIT FOR REVIEW](#)