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Harvest Elementary -- 2011 - 2012 Final Report

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Tue, Nov 13, 2012 at 10:20 AM

2011 - 2012 Final Report

1. School's identified most critical academic need(s) addressed in the plan.
 Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas, but if the goal is to improve reading (or technology), please check only that area.

Academic areas as identified in the plan

Mathematics
 Reading

Academic areas as implemented in the plan

Mathematics
 Reading

2. Financial proposal and report - This report is automatically generated from the School Plan entered in the Spring of 2011 and from the District Business Administrator's date entry of the School LAND Trust expenditures from the 2011 - 2012 school year.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-over from 2010 - 2011	\$0	\$0
Distribution for 2011 - 2012	\$26,813	\$32,210
Total Available for expenditure in 2011 - 2012	\$26,813	\$32,210
Salaries and Employee Benefits (100 and 200)	\$0	\$7,321
Professional Development and Technical Services (300)	\$4,500	\$4,566
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$10,313	\$19,742
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$12,000	\$581
Total Expenditures	\$26,813	\$32,210
Remaining Funds (Carry-over to 2012 - 2013)	\$0	\$0

2. a Please describe all expenditures in Other Purchased Services (Admission / Printing) and Travel and how they supported the plan.

2. b Please describe each expenditure in General Supplies and how it supported the plan

We purchased Rosetta Stone license for every student in our school to improve literacy regardless of the language preference.

We purchased materials and supplies for implementation of our Double Dose program to provide interventions for struggling students.

We purchased duplicating paper and ink for teachers to provide instructional material in Literacy and Math.

2. c Please explain the reason for the carry over to 2012 - 2013.

3. This is what the School Community Council or Trust Lands Committee planned to do and how they planned for the money to be spent

1. Through the Professional Learning Community collaboration process, we will be able to identify essential curricular standards and develop common assessments to assist in identifying students who need targeted interventions and/or enrichment for a guaranteed viable curriculum.

2. Reschedule the school day to ensure 30 minutes of targeted instruction.

3. Provide opportunities for collaboration by scheduling common preparation periods for grade level teams an additional four days a week.

4. Reallocate existing personnel and resources to reduce adult to student ratio during the targeted intervention/enrichment time to better support student learning.

5. We will assign login usernames to each student and monitor progress toward literacy goal.

6. We will implement the information given from the Mike Mattos inservice to start the Pyramid Response to Intervention.

3. a What did the school do and how was the money spent to improve student academic performance? (Be specific)

Harvest Elementary School did the following

- We used the four essential questions related to Professional Learning Communities to address all our planning and action steps to implement PRTI.
- All grade level teams read and implemented the book titled *Pyramid Response to Intervention*.
- Teachers implemented intervention strategies for failed learners and intentional non-learners.
- We provided learning interventions for all students regardless of their level of learning by altering the school schedule to guarantee 30 minutes of instructional intervention and/or enrichment each day.
- In addition to Monday collaboration, the specialty schedule was structured to allow a common preparation/collaboration time for grade level teams daily.
- We purchased a language learning site license for all students at our school to boost literacy and language learning as targeted interventions both in English and Spanish.
- In August of 2012 we attended Mike Mattos inservice our teachers in *Pyramid Response to Intervention* and review our first year's progress and make strategic plans for improvement for the next year.

4. The following are the committee's specific goals for student improvement entered in the plan

Harvest Elementary School will maintain our high level of academic achievement in Language Arts and Math with a U-PASS progress score of at least 200 by implementing the following plan:

- We will use the four essential questions related to Professional Learning Communities to address all our planning and action steps to implement PRTI.
- All grade level teams will read and implement the book titled *Pyramid Response to Intervention*.
- Teachers will implement intervention strategies for failed learners and intentional non-learners.
- We will provide learning interventions for all students regardless of their level of learning by altering the school

schedule to guarantee 30 minutes of instructional intervention and/or enrichment each day.

- In addition to Monday collaboration, the specialty schedule will be structured to allow a common preparation/collaboration time for grade level teams daily.
- We will purchase a language learning site license for all students at our school to boost literacy and language learning as targeted interventions both in English and Spanish.
- In August of 2012 we will have Mike Mattos inservice our teachers in *Pyramid Response to Intervention* and review our first year's progress and make strategic plans for improvement for the next year.

4. a Please explain how the goals described above were achieved or not achieved and why.

1. Through the Professional Learning Community collaboration process, we were able to identify essential curricular standards and develop common assessments to assist in identifying students who need targeted interventions and/or enrichment for a guaranteed viable curriculum. The problem we experienced was during our double dose time, the most at risk students either would choose not to attend, or parent's schedules prevented them from coming outside the school day.

2. Rescheduled the school day to ensure 30 minutes of targeted instruction.

3. Provided opportunities for collaboration by scheduling common preparation periods for grade level teams an additional four days a week.

4. Reallocate existing personnel and resources to reduce adult to student ratio during the targeted intervention/enrichment time to better support student learning.

5. We assigned login usernames to each student and monitored progress toward literacy goal.

6. We provided opportunities for students to receive targeted interventions as per the information given from the Mike Mattos inservice as we started the Pyramid Response to Intervention Double Dose program, but found that the most at risk students either would choose not to attend, or parent's schedules prevented them from coming outside the school day.

5. The following is how the committee planned to measure/assess academic improvement

We will use state CRTs to measure progress toward our academic goals. The 2010 CRT progress score for Language Arts was 198 and 205 for Math. We will compare this data with the 2011 CRT data to evaluate progress of our academic goals in PRTI. In addition, we will use grade level common assessments as formative data to prescribe instruction consisting of appropriate interventions and enrichment throughout the year which will ultimately have a positive impact on our student's performance on the spring CRTs.

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

Because of the new UCAS implemented by the State this year, we do not have that same measurement data to assess our goal in the same manner as we first wrote our goal.

6. In the school plan, there was an opportunity to explain how additional funds, exceeding the estimated distribution would be spent. The following is what was approved by your school district.

We will proportionately allocate any additional funds that might come to our budget over all current areas of expenditure.

6. a The distribution to schools in 2011 - 2012 was approximately 20% more than School Community Councils planned for in the approved School Plans. How were the additional funds spent?

On Materials and Supplies for teacher implementing Literacy and Math.

7. The school plan was advertised to the community in the following way:

School Newsletter
 School Website
 Other. Please Explain.

8. Please select from the pull down menus the policy makers the council/charter board has communicated with about the School LAND Trust Program.

State Leaders	U.S. Senators
State Senators	U.S. Representatives
State Representatives	District School Board Paula Hill
State School Board	Wendy K. Hart Debbie Taylor Terry Peterson John Burton JoDee Sundberg Mark Clement

9. The State Board Rule requires reporting of the dates when local boards approved the other four plans community councils are responsible for. Please enter the most recent approval date for each plan listed. **These approval dates are for plans being implemented in the 2012 - 2013 school year and require a 2012 date.**

2012 - 2013 School Plans

School Improvement Plan
(required for all schools)
06/19/2012

Professional Development Plan
(required for all schools)
06/19/2012

Reading Achievement Plan
(required for all schools with K-3 grades)
06/19/2012

Child Access Routing Plan
(required for all elementary, middle & jr high schools)
06/19/2012

A summary of this Final Report must be provided to parents and posted on the website by November 15th of the 2012-2013 school year. When was this task completed?

11/15/2012