

# School LAND Trust Program 2011 - 2012 Peterson SPEC Final Report

## 1. ACADEMIC AREAS

### ACADEMIC AREAS AS IDENTIFIED IN THE PLAN

Mathematics  
Reading  
Science

### ACADEMIC AREAS AS IMPLEMENTED IN THE PLAN

Mathematics  
Reading  
Science

## 2. FINANCIAL PROPOSAL AND REPORT

AVAILABLE FUNDS	PLANNED	ACTUAL
Carry-over from 2010 - 2011	\$6,409	\$6,373
Distribution for 2011 - 2012	\$3,674	\$4,414
<b>Total Available for expenditure in 2011 - 2012</b>	<b>\$10,083</b>	<b>\$10,787</b>
Salaries and Employee Benefits (100 and 200)	\$0	\$0
Professional Development and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission / Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books / Periodicals / Audiovisual (644, 650, 660)	\$0	\$0
Software / Technology related Hardware / Other Equipment (670, 730)	\$8,050	\$8,275
<b>Total Expenditures</b>	<b>\$8,050</b>	<b>\$8,275</b>
<b>Remaining Funds (Carry-over to 2012 - 2013)</b>	<b>\$2,033</b>	<b>\$2,512</b>

### 2. a EXPENDITURES IN OTHER PURCHASED SERVICES AND TRAVEL

### 2. b EXPENDITURES IN GENERAL SUPPLIES

# School LAND Trust Program 2011 - 2012 Peterson SPEC Final Report

## 2. c EXPLANATION OF CARRY OVER TO 2012-2013

A carryover amount of \$2000.00 was actually expended in May, 2012 to purchase an additional four I-Pads for classroom use.

## 3. BOARD APPROVED PLAN

1. Purchase 9 Mobi, 1 Ebeam Edge or Mimio interactive systems.
2. Purchase 2 ELMO systems (To be available for teacher checkout)
3. Install systems over the summer.
4. Train on all three systems during Principal Day in August, 2011.
5. Choose at least one extended core goal in one of the following areas: math, language arts, or science, to be implemented on student IEP's held between 8/11-12/11.
6. Track progress through quarterly IEP progress reports.
7. Report progress to SCC in March, 2012.

## 3. a PLAN REPORT

The plan was changed to purchase I-pads after a review of the other technology as indicated in the original plan. Since several of the classrooms already have interactive Smart-Boards, it was decided that the students could better utilize I-pads on an individual basis for growth. Fifteen I-pads were purchased in August of 2011 and distributed to classrooms. Another ten were purchased by the district Special Education Department so that each classroom had at least two I-pads. Some of the classrooms with higher functioning students had three I-pads. Training was held on extended core goals on August 18, 2011. Teachers then selected at least one student in their class to work on an Extended Core goal in either math, language arts, or science. These students were identified by those having IEPs during August 2011-December 2011. Students were tracked on their progress through quarterly progress reports in January, March, and May of 2012. Data was shared with the SCC mid-year, and collated for this final report.

## 4. BOARD APPROVED GOALS

Our goal is to increase student performance levels by at least 5% on extended core concepts in the areas of language arts, science, or math, as identified in individual student IEP's written between August 25, 2011, and December 16, 2011. Students will have increased exposure to extended core concepts through the utilization of eBeam Edge, Mobi, Mimio, and ELMO technology.

## 4. a REPORT OF GOAL ACHIEVEMENT

Overall, there were great gains in the amount of progress that was made in all three areas of math, science, and language arts. Through the use of the I-pads, students were exposed to the concepts related to the Extended Core Goals. One of the benefits of having students use the I-pad on an individual basis rather than a group lesson was increased attention and awareness. Also, as the data demonstrates below, each student involved, with the exception of one, made at least 19% growth. Some were even able to make as much 40% growth over the 6 months of data collection.

# School LAND Trust Program 2011 - 2012 Peterson SPEC Final Report

Because all students began with a baseline of >40%, 40% was then used as the baseline number on the data representation chart. The original goal for gain was 5% and all but one student far exceeded our expectations by making at least triple the amount of growth required.

## 5. BOARD APPROVED MEASURES

Each student begins their IEP year with a baseline of proficiency in the identified goal. Students will have quarterly progress evaluated through teacher assessment, and students will be measured at the end of the year (quarter 4) to determine if they have made at least 5% increase on the identified extended core goal.

### 5. a REPORT OF MEASUREMENTS

As indicated on the graph at <http://danpeterson.alpineschools.org/wp-content/uploads/2012/11/Untitled.jpg>, students started the goal with >40% proficiency. Students were measured on the Extended Core Goal quarterly in January, March, and May, and their progress recorded. The percentage reported in May of 2012 was used as the end result of progress. On our IEP progress notes, students are rated in the following manner: Progress=40-59% mastery, Great Progress=60-79% mastery and Mastery=80% proficiency or higher on the measured goal. The graph shows that each student that was measured in each area made at least 5% progress, with the exception of one student in Language Arts that did not make any progress.

## 6. BOARD APPROVED PLAN FOR ADDITIONAL EXPENDITURES

If the need arises, extra allocation will be spent to purchase additional ELMO Technology (1-2 more systems).

### 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?

The additional funding was used to purchase four additional I-pads for classroom use.

## 7. THE SCHOOL PLAN WAS ADVERTISED TO THE COMMUNITY IN THE FOLLOWING WAYS:

Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer and Congressional Delegation  
School Newsletter  
School Website

# School LAND Trust Program 2011 - 2012 Peterson SPEC Final Report

OTHER: PLEASE EXPLAIN.

## 8. POLICY MAKERS WE HAVE COMMUNICATED WITH

State Leaders

Governor: Gary R. Herbert.

US Seanators

Orrin Hatch

Mike Lee

### STATE SENATORS

Dist 11 - Howard Stephenson

Dist 13 - Mark B. Madsen

Dist 14 - John L. Valentine

Dist 15 - Margaret Dayton

Dist 16 - Curtis S. Bramble

Dist 27 - David Hinkins

### US REPRESENTATIVES

Rob Bishop

Jim Matheson

Jason Chaffetz

### STATE REPRESENTATIVES

### DISTRICT SCHOOL BOARD

Paula Hill

Wendy K. Hart

Debbie Taylor

Terry Peterson

John Burton

JoDee Sundberg

Mark Clement

### STATE SCHOOL BOARD

Tami Pypher

Keith Buswell

Craig Coleman

David Thomas

Kim R. Burningham

Michael G. Jensen

Leslie Castle

Janet Cannon

Joel Coleman

Laurel Brown

David Crandall

Carol Murphy

Mark Openshaw

Dixie Allen

Debra G. Roberts

## School LAND Trust Program 2011 - 2012 Peterson SPEC Final Report

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.

2012 - 2013 SCHOOL PLANS	Available
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)	Not Required

10. 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?

Not required for Charter Schools.

11/15/2012