

Dixie HI Final Report 2013-2014

Financial Proposal and Report - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

Available Funds	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2012 - 2013	\$2,792	\$11,189
Distribution for 2013 - 2014	\$48,441	\$62,466
Total Available for Expenditure in 2013 - 2014	\$51,233	\$73,655
Salaries and Employee Benefits (100 and 200)	\$39,072	\$44,602
Professional and Technical Services (300)	\$3,700	\$6,291
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$3,200	\$0
Travel (580)	\$2,500	\$1,310
General Supplies (610)	\$600	\$336
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$1,500	\$1,495
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
Total Expenditures	\$50,572	\$54,034
Remaining Funds (Carry-Over to 2014 - 2015)	\$661	\$19,621

ITEM A - Report on Goals

Goal #1

Goal 1: Improve student learning in academic areas of Language Arts, Science, Math.

Research indicates that schools which practice the principles of a Professional Learning Community are able to improve student learning. In addition, research supports the need for Tier 2 interventions, such as Rebound and Math Lab, as a way to assist students who need additional time and support to master important concepts. We have implemented a Rebound Intervention program that meets the research-based requirements of being timely, systematic, and directive. This is the first year students will be enrolled in the new Secondary Math 3 course at Dixie High. Based on our experience with Secondary Math 2, we anticipate a need to provide additional support beyond the regular math classroom for a number of students who will enroll in Secondary Math 3. We will also encourage learning at the highest levels by supporting a Science Olympiad program where students will extend and apply their classroom learning.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

1. Ongoing staff development to refine Professional Learning Community in the school and collaborative processes within teacher teams, emphasizing best instructional practices.
2. Six staff members assigned to attend PLC conference.
3. Math tutoring offered to students before school and at lunch.
4. Rebound intervention program referring student to science, math, and language arts teachers for 40 minutes of additional instruction when standards are not mastered by students in the regular classroom setting.
5. Purchase 2 additional periods of math instruction to provide Math Lab classes to support students in Secondary Math 3 course.
6. Provide access to "Brain Pops," an internet-based instructional program providing review and practice for reinforcement of math and science concepts.
7. Provide supplies for Science Olympiad project.

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

Dixie High took six teachers to the PLC conference in SLC in December. Teachers from the subjects of Math, Science, English and History attended. The math teacher, after the conference, said that he now has a new view to his mode of operation to help accommodate and intervene with those students that struggle. Math Tutoring was offered Monday-Thursday at lunch to help those students struggling or in need of tutoring.

Dixie High's rebound program was funded to compensate the Math, English and Science teachers who requested students to see them during lunch for tier II interventions. Rebound interventions were completed 3 days a week for 4 weeks per quarter for a total of 16 weeks (48 days) of the school year.

Two math lab periods were added to the class periods to offer math 3 students a period of math tutoring with a math

teacher.

Brain pop Internet-based instructional program was purchase to provide review and practice for students school-wide. The Science and History departments were the major users of the program. Teachers requested that we renew the brain pop subscription again for the year 2014-15

\$500 dollars were provided to the Science Olympiad team for supplies. \$300 of the \$500 was spent.

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

Year-end Criterion Referenced Tests.

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

Due to the fact that this was the first year that the new SAGE testing was implemented, we have not measurements of improvement to compare to. We did however perform above the district average in 4/7 categories, the categories where school trust land money was put into, math, did better than the district averages.

Math 2 scored 7% higher than the district average. Math 3 scored 2% higher than the district average.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
32472	Salaries and Employee Benefits (100 and 200)	1. Teacher compensation for math tutoring (5 hours per week @ \$20 + 24.3% benefits x 39 wks) 4,847 2. One Rebound Coordinator 700 hrs @ \$10 + 7.65% FICA 7,535 3. Rebound teacher compensation \$17.50 + 24.3% benefits x 16 weeks 6,090 4. .2858 FTE Math Instructor 14,000
3700	Professional and Technical Services (300)	1. Registration fees for 6 staff to attend PLC conference
2500	Travel (580)	1. Hotel expense and per diem expense to allow 6 staff members to attend PLC conference 2,500
600	General Supplies (610)	Supplies will be purchased to allow Science Olympiad students to design and create a project meeting the requirements of this program.
1500	Periodicals, AV Materials (650-660)	"Brain Pops"

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

Math tutoring was offered 5 hours per week Currently at this moment we do not have exact amounts but below are the estimated amounts of expenditure:

Math Lunch Tutoring: \$4,847

Rebound Coordinator \$7000

Rebound teacher compensation \$6000

FTE math instructor for Math Level 2 block class \$12000

Professional development for 6 teachers to attend PLC conference in SLC: \$6000

Science Olympiad Science supplies: \$300

Brain Pop Internet-based instructional program: \$1495

Goal #2

Goal 2: Assist students to complete high school and enhance college preparation.

The Sophomore Transition program at Dixie High School is designed to increase student academic performance and success. Prior to the implementation of this program, the GPA of 10th graders dropped dramatically from their 9th to 10th grade year. Our concern was that 10th graders were not well prepared for the academic rigor of high school, and they also lacked the information needed to successfully navigate in a new social environment. Our Sophomore Transition program was designed to address these two issues. We examined research which shows that participation in extracurricular activities is associated with an improve GPA, higher career aspirations, increased college attendance, and reduced absenteeism. Extracurricular activities also have been found to increase a student's commitment to school, social and academic self-concept, coursework selection, and homework. Other studies have shown that a connection with at least one adult at school who knows the student well is also an effective deterrent to dropping

out. Involvement in extracurricular activities would allow this association with faculty advisers and coaches. In order to promote high levels of success for our students, we recruited high-achieving 11th and 12th graders to serve as mentors for our 10th graders. Small cohorts of students meet in each Ambassador group once each quarter and near the conclusion of their 9th grade year. Before entering high school, student ambassadors introduce students to the various clubs and extracurricular activities offered at our school, and encourage 10th graders to focus on the academic success needed for graduation. These Ambassadors also serve as a positive role model and help disseminate information throughout the year. The workshops planned and conducted for 10th graders include a learning styles inventory, setting of academic goals, checks on academic progress, strategies for taking charge of their future, and orientation to our school Honor D Program which provides incentives for academic success and school involvement. Workshops for 11th and 12th graders are also organized under this umbrella and conducted during the same time frame. These topics include: understanding the PLAN test score, understanding college admissions, understanding FAFSA and preparing financially for college, and "hot jobs" in our current economy. These topics are presented in support of our school goal of increasing college and career readiness and are intended to increase the relevance of what is learned in the classroom by making connections to our students' future.

The Sophomore Transition program has been sponsored by State Trust Lands at our school for 9 years, and data continues to show that 10th graders at our school experience very little statistical drop in GPA as they enter high school. Our most current data shows that average GPA for our 10th grade students decreased from 3.30 to 3.15 this year, which is statistically a very small change.

We will purchase the PLAN test and administer the test to all 10th graders to help students focus on academic preparation for college and for use as a tool to guide course selection during high school.

We will provide ACT prep classes available for all students wishing to improve their ACT performance.

Identified academic area(s).

Mathematics

Reading

Science

Writing

This was the action plan.

1. Hire one Sophomore Transition Coordinator who will be responsible to organize and conduct four student workshops
2. Administer PLAN test to all 10th graders
3. Provide ACT Prep classes

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

The Sophomore Transition program helped 10th graders transition smoothly from the middle school to the high school. Student ambassadors were recruited, trained, and assigned to serve as student mentors for all 10th graders. Ambassador workshops were conducted each quarter where 10th grade students were encouraged to set academic goals and participate in school activities. 11th and 12th grade students participated in workshops dealing with preparation for graduation and college entrance.

ACT test prep for students were held and facilitated by teachers of each particular subject.

The PLAN test was administered to all 10th grade students which provides information about areas of student strength and skill.

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

10th Grade GPA

Percent of failing grades earned by students

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

Graduation rate which is a good indicator of failing students. For the year 2011-12 Dixie High's graduation rate was 80%. Dixie High identified that students most at need of interventions to avoid failing grades was in areas of Math and English. School trust land money was used to create math block classes and credit recovery classes. The 2012-13 graduation rate rose 8 points to 88%. The graduation rate for 2013-14 has not be released yet. Our prediction will be that the rate will support the uses of school trust lands funds for this area.

The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:

Amount	Category	Description
6600	Salaries and Employee Benefits (100 and 200)	1. Hire one Sophomore Transition Coordinator to organize Ambassadors, prepare workshops, and conduct assemblies 6,000 2. Hire three teachers to instruct students in ACT Prep classes in fields of Science, Math, Reading, and Writing 600

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.

The Sophomore Transition program helped 10th graders transition smoothly from the middle school to the high school. Student ambassadors were recruited, trained, and assigned to serve as student mentors for all 10th graders. Ambassador workshops were conducted each quarter where 10th grade students were encouraged to set academic goals and participate in school activities. 11th and 12th grade students participated in workshops dealing with preparation for graduation and college entrance. \$6000 was spent

ACT test prep for students were held and facilitated by teachers of each particular subject. \$600 was spent The PLAN test was admistered at this moment the exact amount is not known, but estimations are \$3,200

ITEM B - In the Financial Proposal and Report, there is a carry-over of \$19621 to the 2014-2015 school year. This is 31% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.

The estimated distribution for 2013-14 was \$48,441 and expenditures were based off of the estimation. However the actual distribution was \$62,466 causing the school to have a carryover of \$19621.

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

Goal 1: Additional monies will be used to fund another period of Math Lab instruction to support Secondary Math 3 students.

The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."

The additional monies will be spent in 2014-15 on technology. Chrome carts will be purchased to aid in English writing composition.

ITEM D - The school plan was advertised to the community in the following way(s):

- Letters to policy makers and/or administrators of trust lands and trust funds
- School website
- School marquee

ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.

State Leaders

SITLA

U.S. Senators

U.S. Representatives

State Senators

Dist. 29 Steve Urquhart

District School Board

Craig Seegmiller

State Representatives

Dist. 74 Snow, V. Lowry

State School Board

ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed? Not required for Charter Schools.

10/20/2014