

Final Report 2017-2018 - Dixie HI

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 2017 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2017-2018.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2016-2017	\$11,264	N/A	\$22,995
Distribution for 2017-2018	\$108,721	N/A	\$107,188
Total Available for Expenditure in 2017-2018	\$119,985	N/A	\$130,183
Salaries and Employee Benefits (100 and 200)	\$107,778	\$112,060	\$82,475
Employee Benefits (200)	\$0	\$0	\$29,585
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$10,000	\$818	\$818
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$0	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$117,778	\$112,878	\$112,878
Remaining Funds (Carry-Over to 2018-2019)	\$2,207	N/A	\$17,305

Goal #1 Goal

The greatest academic need at Dixie High is to assist students to improve in Math, Science, and Language Arts. These academic courses form the basis for success in all areas of study as students progress to higher education and training for careers. Research indicates that effective interventions must be timely, systematic and directive. School Trust Land money will be used to fund the Rebound program that allows students additional opportunities to master concepts, with their own teachers, in the core subjects of math, science and language arts. The rebound coordinator meets with students to ensure academic needs and interventions are being met. We will purchase seven periods of math lab and or math instruction for interventions. Math tutoring will be available 4 days per week for additional help. Research shows that students who attend school on a regular basis have a higher rate of academic success; therefore an outreach aide will be hired to help students struggling with attendance. The outreach aide will be proficient in the Spanish language and meet with students and parents to help resolve school attendance and academic issues, as well as facilitate better parent school communication. We will purchase 2 basic academic skills classes that will facilitate student recovery of credit and we will use the graduation rate as the measurement of success. All 11th graders will participate in the ACT test and we will provide 2 periods of ACT preparation instruction for students to maximize their performance.

Academic Areas

- Reading
- Mathematics
- Writing

Measurements

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

Sage testing results, maintain high graduation rate of 96%. Improved ACT scores and improved attendance among chronic non-attenders and at-risk students.

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

Graduation rates at Dixie High maintained at a high level at 94%. Math scores raised from the 30 percentile to the 50 percentile. ACT scores improved for all students .1 points. Chronic non-attendance improved from 92% to 93%.

Action Plan Steps

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

We will continue facilitating the Rebound Program with coordinator. The Rebound coordinator will monitor and contact each student to ensure that the student attends teacher intervention requests. The coordinator will also meet with students who fail to attend Rebound and contact parents to ensure that academic needs and interventions are being met. We will continue employment of Outreach Aide. Schedule seven periods of math lab/instruction with the counseling office. We will assign a Math and English teacher to oversee ACT prep and continue to maintain Mr. Butterfield as lunch math tutor. The Language Arts department will evaluate and purchase informational texts and other reading material to enhance the curriculum.

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

The Language Arts department evaluated and purchased \$818 worth of reading materials. Mr. Butterfield averaged 5-6 per week in lunch math tutoring. Mrs. Hansen and Mr. McConnel taught the ACT prep classes. ACT results show an increase in both scores from the previous year with an overall increase of .1 points. Seven sections of Math Lab were schedule. Overall Sage math scores increased around 15-20% Mrs. McArthur the Outreach Aide would schedule meetings with parents of struggling students and the administration. Many of the parents are Hispanic and some visits were home visits. We later saw an increase of Hispanic parents coming into the school to address concerns. We attribute this to the work of the Outreach Aide to help the parents feel more comfortable and feel confident to address concerns. An Average of 68% of students attended Rebound keeping overall failing grades around 5%

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Math tutoring, outreach aide/rebound coordinator, rebound teacher compensation, seven periods of math lab/instruction, 2 periods of academic skills and 2 periods of ACT prep.	\$107,778	\$112,060	Salaries and employee benefits were paid for seven periods of math /lab instruction, 2 periods of academic skills instruction, 2 periods of ACT prep, math tutoring during lunch, teacher compensation for rebound and an outreach and rebound coordinator.
Textbooks (641)	Reading instruction material for Language Arts	\$10,000	\$818	Books were purchased by the Language Arts department.
	Total:	\$117,778	\$112,878	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$17,305 to the 2018-2019 school year. This is 16% of the distribution received in 2017-2018 of \$107,188. Please describe the reason for a carry-over of more than 10% of the distribution.

\$10000 was allotted to purchase LA reading materials but only \$818 was actually used to purchase these materials. this accounted for

Increased Distribution (and Unplanned Expenditures)

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

Additional funds will be used to upgrade chrome carts.

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

No additional funds were spent outside of the original plan.

Publicity

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

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

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

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

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Representative: Dist. 75 Brooks, Walt

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2018-10-19**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
11	0	1	2017-03-21

Please Note

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

Comments

Date	Name	Comment
2017-08-08	Kajsia Boyer	Please check spelling.
2017-08-11	Kajsia Boyer	Approved by School Board May 9, 2017 pending changes. Final Board approval given on August 8, 2017.