

Final Report 2017-2018 - Diamond Ridge

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	\$4,498	N/A	\$1,790
Distribution for 2017-2018	\$8,065	N/A	\$9,477
Total Available for Expenditure in 2017-2018	\$12,563	N/A	\$11,267
Salaries and Employee Benefits (100 and 200)	\$2,500	\$2,492	\$2,491
Employee Benefits (200)	\$0	\$0	\$1,145
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)	\$1,625	\$1,625	\$3,178
Textbooks (641)	\$2,200	\$2,200	\$293
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)	\$1,540	\$1,540	\$1,200
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$2,193
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$7,865	\$7,857	\$10,500
Remaining Funds (Carry-Over to 2018-2019)	\$4,698	N/A	\$767

Goal #1

Goal

More than 80% of DRHS students enroll at Diamond Ridge with an initial SRI reading level of Basic or Below Basic. Each Diamond Ridge student testing at Basic or Below Basic in September, 2017 will improve their SRI scores by a minimum of 200 Lexile points by May, 2018.

Academic Areas

- Reading

Measurements

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

Student progress will be measured by using the SRI assessment three times during the school year to monitor progress and improvement.

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

SRI levels by students testing

	Fall SRI	Winter SRI	Spring SRI
Below Basic	21	22	12
Basic	34	33	31
Proficient	8	5	7
Advanced	7	7	4

Lexile Growth (in points)

Fall to Winter	+ 5
Winter to Spring	+ 50
Fall to Spring	+ 27

Academic performance in reading was improved by 50 Lexile points during the 2017-18 academic year.

Action Plan Steps

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

We will implement Canyons District-approved reading improvement tools and strategies, including 'double dosing' (student enrolled in two reading/ELA classes during each term); Reading Improvement courses; additional online reading improvement supports during lab; and coordination between ELA, Social Studies, and Academic Support classes to improve the application of reading improvement strategies shown to improve reading levels.

The steps will include:

- Pretest for each incoming student
- Identify each student scoring below grade level
- Lexile appropriate supplemental text and books will be provided to support student reading improvement.
- Enroll identified students in ELA and Reading classes to support Double Dosing
- Hire teacher/aide to run after school reading support program
- Enroll identified students in after school reading support program, supplemented by Reading Horizons
- Identified students will also receive practice using workbooks, books, and printed materials to increase their in and after school opportunities to practice reading skills.
- Each student will work on Reading Horizons as an after school supplement, a minimum of 90 minutes per week.
- Post test each student in December 2017 and May 2018 to measure progress.

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

As described in our plan, each student in the reading program was pretested, and we identified most students below grade level. We purchased Lexile appropriate supplemental materials, and enrolled students both in ELA and Reading classes. We hired an aide 5 hours per week to support reading improvement, but were not successful in having students come after school.

Students were post-tested December 2017 and May 2018 to measure progress.

There was a fair amount of turnover, as we enroll students throughout the year. We will use information gained to improve our processes in subsequent years.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Teacher and support personnel salary and benefits to provide additional after school reading supports.	\$1,000	\$1,000	As described
General Supplies (610)	Consumable supplies to support student reading improvement which may include copying costs.	\$1,000	\$1,000	As described
Textbooks (641)	Lexile-appropriate supplemental text and books to support reading improvement.	\$1,000	\$1,000	As described
Software (670)	Licenses for supplemental Reading Horizons phonics improvement software, or other phonics improvement software.	\$540	\$540	As described
	Total:	\$3,540	\$3,540	

Goal #2

Goal

fifty percent of Diamond Ridge students enroll at DRHS having previously taken one or more quarters of secondary math 1, a potential indicator of mathematics skill deficiency. Each Diamond Ridge student who has failed one or more quarters of Secondary Math I will improve their Mathematics functioning by level by May, 2018 by demonstrating at least a 50% improvement in earning Secondary I Math credit.

Academic Areas

- Mathematics

Measurements

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

Each Diamond Ridge student who has failed one or more quarters of Secondary Math I will improve their Mathematics functioning by level by May, 2018 by demonstrating at least a 50% improvement in earning Secondary I Math credit. Post testing using math assessments including but not limited to the TABE assessment and/or other district-approved assessments a minimum of three times during the school year; quarterly monitoring of student's progress in learning the skills needed to be successful in Secondary I Mathematics.

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

DRHS students met or exceeded the goal of earning Secondary Math I credit as described in the plan. Of 42 students deficient in one or more quarters of Secondary Math I upon entering DRHS, more than 25 students earned/recovered Sec I credits.

Action Plan Steps

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

We will implement Canyons District-approved mathematics improvement tools and strategies, including 'double dosing' (student enrolled in two math classes during each term); math skills support courses; additional online math improvement supports during lab; and coordination between math, science, and Academic Support classes to better integrate and apply math skill improvement strategies.

The steps will include:

- Pretest for each incoming student
- Identify each student scoring below grade level
- Enroll identified students in a math and a math supports class
- Hire teacher/aide to run after school math support program
- Enroll identified students in after school math support program, supplemented by IXL math
- Identified students will also receive practice using workbooks, books, and printed materials to increase their in and after school opportunities to practice math skills.
- Students needing math supports will also engage in supplemental practice using workbooks, books, and materials to increase their in and out of school opportunities to practice and improve math skills.
- Each student will work on IXL math as an after school supplement, a minimum of 90 minutes per week.
- Post test each student in December 2017 and May 2018 to measure progress.

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

All students were identified by the Math Inventory (MI) pretest upon entering DRHS, with MI post testing conducted in December 2017 and May 2018 to measure progress. More than half of all students entered below grade level, and while many made progress, the greatest gains were in credit accumulation as described above. Students also worked on the IXL math practice math skills.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	Salary and benefits for teacher/assistant math tutoring/supports after school	\$1,500	\$1,492	As described
General Supplies (610)	Supplies for direct services to students, which may include calculators, printing, etc.	\$625	\$625	As described
Textbooks (641)	Math workbooks and curriculum consumables.	\$1,200	\$1,200	As described
Software (670)	Licenses for online mathematics supports such as IXL Math or similar math improvement software.	\$1,000	\$1,000	As described
	Total:	\$4,325	\$4,317	

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 for salary and benefits for after school programming, or technology to support our goals.

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

Additional funds were used for supplies directly related to math and reading improvement.

Publicity

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

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

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

- Other: Please explain.
 - At parent-teacher conferences and parent night.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on 2018-10-20

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
5	0	1	2017-03-28

No Comments at this time

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