Desert Hills Middle Final Report 2020-2021

2020 - 2021 ▾

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2020 and from the LEA's data entry of the School LAND Trust expenditures in 2020-2021.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Carry-Over from 2019-2020	$0.00	$10,678.93	
Distribution for 2020-2021	$87,401.00	$87,401.00	
Total Available for Expenditure in 2020-2021	$87,401.00	$98,079.93	
Salaries and Benefits	$35,000.00	$52,681.01	
Contracted Services	$12,000.00	$1,995.00	
Professional Development	$12,000.00	$0.00	
Books Curriculum Subscriptions	$5,000.00	$0.00	
Technology Related Supplies	$15,000.00	$30,698.28	
Remaining Funds (Carry-Over to 2021-2022)		**$7,677.14**	

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the LEA)	
Software	$7,000.00	$5,028.50	
USBE Administrative Adjustment - Scroll to the bottom to see Comments.		$0.00	
Total Expenditures	$86,000.00	$90,402.79	
Remaining Funds (Carry-Over to 2021-2022)		$7,677.14	

Goal #1 close

State Goal close

Desert Hills Middle school will focus on the following to improve student achievement. 1 - Pre Assessments that identify instructional needs of students. 2 - Various types of instruction to help students learn core concepts. 3 - Common formative assessments to show mastery of essential concepts. 4 - Interventions for students who have not mastered essential concept. 5 - Extension for gifted students. 6- Support for Social and Emotional Learning as well as Digital Citizenship for the 2020-21 School Year.

Academic Area close

- English/Language Arts
- Mathematics
- English/Language Arts
- Educational Technology/Library/Media
- Science
- Fine Arts
- Social Studies

- Health
- World Languages

Measurements `close`

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

Tools of measurement include:
1. Benchmark assessments
2. Common formative assessments
3. State assessments (RISE, Aspire ACT)
The above assessments will be used to identify our Tier 2 and Tier 3 students for interventions and extensions. This information will also help us determine if our learning targets are rigorous and relevant to increase student growth.

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

Desert Hills Middle School students improved in 2 of 3 content areas from the last tested year of 18-19 to the 20-21 school year. The one area that did not improve was Math; however, students achieved the same proficiency as the previously tested year. Here is the breakdown of student proficiency:

2018-19
Language Arts - 54%   Mathematics - 56%   Science - 51%

2020-21
Language Arts - 58%   Mathematics - 56%   Science - 59%

Our students benefited from the Intervention Program that we've developed and through reduced class sizes by purchasing teacher prep periods.

Action Steps `close`

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

Continue our efforts as a Model PLC school by collaborating weekly to do the following:
1. Identify essential standards
2. Give pre- assessments that identify instructional needs of students.
3. Provide various types of instruction to help students understand core concepts
4. Carry out common benchmark assessments to show mastery of essential concepts
5. Provide interventions for students who have not mastered and essential concept
6. Provide extensions for students who have displayed mastery of concepts.

Money from STL will be utilized in the following manner to support our learning goals:
-- Salaries for employees to provide support opportunities and classes for students
-- Professional development for our staff
-- School of Life Program
-- Technology
-- Software, web based programs to enhance instruction/curriculum
-- Books for LA and reading programs

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

In order to implement the action plan for the 2020-21 school year, prep periods were purchased from several teachers, particularly in the tested subjects of Language Arts, Mathematics, and Science. In order to effectively provide various types of instruction and help our students better understand concepts, reducing class size was paramount. Student proficiency in those areas from the 18-19 year to the 20-21 school year provides concrete evidence for that.

Despite Covid-19 eliminating out-of -district professional development conferences, we were able to keep Professional Development within the school. It was planned that we would hold a professional development activity on 5 of the Fridays throughout the school year. Being unable to send teachers to any conferences, we reallocated money that was set aside for professional development for the purchase of additional chromebooks. The new chromebooks played an important role in achieving the goal of pre-assessments, benchmarks, and interventions as it made assessments much easier to access and complete, as well as provided students with adequate technology for our school wide intervention program.

Funds were also used to pay for an additional Intervention Specialist. The one specialist we had was overwhelmed with the number of students she was working with and it forced her to limit the number of students she could help. The additional specialist allowed us to assign 8th and 9th graders their own specialist. By increasing the face-to-face time with another adult

mentor, students were able to succeed at higher rates, as shown by our Student Proficiency Levels.

One of the most vital pieces of the SEL program at DHMS is School of Life. Using trust land funds, we were able to hold 4 sessions of School of Life for a 70 of our most at risk students. The vast majority of those students improved in attendance, grades, and behavior.

Digital Citizenship/Safety Principles Component

<div style="text-align:right">close</div>

Yes

Category	Description
Behavioral	DHMS will implement the data proven School of Life program. The complete cost of this program is $9,800. We will use $7,000 towards this program.

Please explain how this component was completed to support the goal.

School of Life is a leadership program designed to provide social and emotional support and leadership skills training to tier 2 type students. Seventeen students are allowed in each session and we try to put about 5 or 6 students who are in student council or HOPE squad in each session to provide peer-to-peer learning and guidance. The students meet from 3-5pm on Wednesdays for 4 weeks.   85% of our tier 2 students who have participated in School of Life showed improvements in attendance, grades, and behaviors at school. This is the 3rd year DHMS has used School of Life and we hope to continue with it each year.

Summary of Estimated Expenditures

Category	Estimated Cost (entered by the school)
Software < $5,000	$7,000.00
Technology related supplies < $5,000 each - devices, computers, E-readers, flash drives, cables, monitor stands	$15,000.00
Books, Ebooks, online curriculum/subscriptions	$5,000.00
Professional development requiring an overnight stay (travel, meals, hotel, registration, per-diem)	$12,000.00
Contracted Services (counseling, library and media support, employee training including professional development not requiring an overnight stay)	$12,000.00
Salaries and Benefits (teachers, aides, specialists, productivity, substitutes)	$35,000.00
Total:	$86,000.00

Estimated Carry-over

We have extra money for substitutes to help while our teachers collaborate. With the current school dismissal, our teachers will not need the substitutes. We hope to get this number down to the acceptable range. We have more chromebooks on the way to meet our technology needs, and we have books for our LA and library that are ordered.

Funding Changes

There are times when the planned expenditures in the goals of a plan are provided by the LEA, a grant, or another unanticipated funding source leaving additional funds to implement the goals. If additional funds are available, how will the council spend the funds to implement the goals in this plan?

The additional funds may be used for employee salaries, possible para positions, professional development opportunities, substitutes for professional development, software such as ALEKS or reading program software, textbooks and character education and technology.

Publicity

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

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
6	0	0	2020-03-24