

# Final Report 2018-2019 - Brighton 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 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$13,636	N/A	\$13,831
Distribution for 2018-2019	\$203,195	N/A	\$219,557
Total Available for Expenditure in 2018-2019	\$216,831	N/A	\$233,388
Salaries and Employee Benefits (100 and 200)	\$160,500	\$132,272	\$82,097
Employee Benefits (200)	\$0	\$0	\$36,152
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$14,023
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)	\$0	\$5,585	\$5,585
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)	\$40,000	\$89,151	\$89,151
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
<b>Total Expenditures</b>	<b>\$200,500</b>	<b>\$227,008</b>	<b>\$227,008</b>
Remaining Funds (Carry-Over to 2019-2020)	\$16,331	N/A	\$6,380

## Goal #1 Goal

Brighton High School's economically disadvantaged students are at much greater risk of not graduating, based on Early Warning System (EWS) indicators in Data Dashboard. Brighton High School will reduce the EWS discrepancy between students who are economically disadvantaged and the general population by at least 2% in each of the categories of graduation rate, attendance and academics during the 2018-19 school year.

## Academic Areas

- Reading
- Mathematics
- Writing
- Technology
- Science
- Fine Arts
- Social Studies
- Health
- Foreign Language

## Measurements

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

At the conclusion of each term, the EWS data will be analyzed to determine if the discrepancy between students who are economically disadvantaged and the general population has been reduced in the areas of attendance and academic performance. At the conclusion of the school year, the same determination will be made regarding the graduation rate.

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

#### Attendance:

At the conclusion of the 2018-19 school year, students in the on track category for attendance was 64% compared to the 2017-18 school year where 56% percent were in the on track category. This represents an 8% increase of students attending between the 2017-18 and 2018-19 school year. At the conclusion of the 2018-19 school year, students in the at risk category for attendance was 24% compared to the 2017-18 school year where 39% percent were in the at risk category. This represents a 15% decrease of students in the at risk category attending between the 2017-18 and 2018-2019 school year. At the conclusion of the 2018-19 school year, students in the off track category for attendance was 12% compared to the 2017-18 school year where 14% percent were in the off track category. This represents a 2% decrease of students in the off track category attending between the 2017-18 and 2018-2019 school year.

#### Fs and Ds

Using the indicator of Fs and Ds as a part of the early warning sign indicators for being on track for graduation, 73% of the students are on track for graduation for the 2018-19 school year whereas 77% were on track during the 2017-2018 school year. This is a decrease of 4% between the 2017-18 and 2018-19 school year of students that are on track for graduation. 12% of the students are at risk for the 2018-19 school year whereas 10% were at risk for the 2017-18 school year. This is an increase of 2% between the 2017-18 and 2018-19 school year of students that are at risk for graduation. 15% of the students are off track for graduation during the 2018-19 school year whereas 13% were off track during the 2017-18 school year. This is an increase of 2% between the 2017-18 and 2018-19 school year of students that are off track for graduation.

#### Graduation Rates:

Using Graduation Rates for Brighton High School, 93.78% of the students were successful in completing their high school experience at Brighton High School for the 2018-19 school year. During the 2017-18 school year, the graduation rate was 91.53. Brighton High School had a 2.25% increase from the 2017-18 to the 2018-19 school year.

## **Action Plan Steps**

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

Math Lab - Create sections of freshman Math Lab that would help transition students who struggle in math into Secondary Math I.

PAWS - Continue to offer four sections of PAWS each trimester as intensive support for Brighton's at-risk population.

Technology - Provide additional technology in the form of Chromebooks for Math Lab (ALEKS or like software) and PAWS (credit recovery), as well as increase the accessibility of technology in all core subjects. We will purchase 4 Chromebook carts with 40 Chromebooks in each. (40,000)

Establish a Latinos in Action Program.

A supplemental reading course will be offered all year to struggling readers.

AVID Strategies - Teachers will receive professional development specifically related to improving college readiness for all students through implementation of AVID curriculum. (18,000)

\* NOTE 3 teacher salaries will be used to supplement the PAWS, Latinos in Action and reading sections for a total of \$142,500

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

#### PAWS Data:

We taught 4 sections of our PAWS class all three trimesters during the 2018-19 school year. We also ran a summer program which receives supplemental funding from the Canyons School District. This program enabled students to recover 173 total credits towards graduation, and more specifically our summer program allowed 5 additional students to graduate with their class.

#### Technology:

Brighton High was able to purchase two laptop carts as well as 2 Chromebook carts to enhance the technology available for student use at Brighton High School. We were able to purchase the laptops because we had more money available to us in the land trust account that previously anticipated.

#### Reading Data:

If you look at the overall picture of our students in the supplemental reading course it doesn't show much progress. Based on the Reading Inventory Test fall of 2018 we had 12 students that measured at Basic and 11 Below Basic. By Spring we had 11 Basic and 10 Below Basic and 2 students that progressed out of the class. However, if you look at the individual Lexile scores for the students, all of them improved throughout their tenure in the class. Using data obtained from Reading Plus which is the program we used for this group. Our freshmen students (50) using the program improved by an average of 1.6 grade levels and 47 w.p.m. in reading and our sophomore students (34) improved by an average of .6 grade levels and 19 w.p.m.

**Math Data:**

Based on the Math Inventory Test we had 35 students in our math lab that tested Below Basic and 7 Basic. In the spring administration we had 43 Below Basic, 8 Basic, and 2 Proficient. This is in large part a result of adding students struggling in math to Math Lab throughout the school year. It is difficult to ascertain through MI data how much improvement was actually made through participation in this course because students do not typically stay in the class for the entire school year. One additional data point is how participation in math lab helped students in their current math classes. 23% received As in math. 19% received Bs in math. 16% Cs. 41% received a D or F.

**LIA Data:**

As a result of the Latinos in Action service opportunity at Ridgecrest Elementary and their ability to tutor students who struggle in reading, the following data points reflect the impact that this class is having on other students. In the fall of 2018-19 school year, twelve students were identified as being below benchmark in the Nonsense Word Fluency-Whole Words Read. In combination between the teacher and the Latinos In Action program, 66% of the students were able to meet the at or above benchmark, 25% were still below benchmark, and 8.3% were well below benchmark. In the same measure, in the spring of 2019, 91.7% of the students were at or above benchmark.

**Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	One teacher teaching 12 sections of PAWS (1 FTE) FTE allocated to teach 5 sections of Math Lab (.4FTE) Oneteacher teaching 2 sections of Latinos in Action (.16 FTE) One teacher teaching 3 sections of Reading (.25 FTE) Estimated cost: \$142,500 AVID training, Estimated cost: \$18,000	\$160,500	\$132,272	Everything in this category was as described except for the AVID training. The AVID training was not approved by the district and we were therefore unable to attend. AS a result we used this money to purchase professional development materials and provide in house professional development to our teachers.
Equipment (Computer Hardware, Instruments, Furniture) (730)	Technology - Provide additional technology in the form of Chromebooks for Math Lab (ALEKS or like software) and PAWS (credit recovery), as well as increase the accessibility of technology in all core subjects.	\$40,000	\$89,151	As described with additional technology being purchase as a result of more funds available than anticipated.
Total:		\$200,500	\$221,423	

**Funding Changes (and Unplanned Expenditures)**

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

Any additional funds would be used to purchase additional technology (Chromebooks).

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

As Described

**Unplanned Expenditures**

Category	Description	Estimated Cost	Actual Cost	Actual Use
Textbooks (641)		\$0	\$5,585	The district did not approve of our AVID professional development plan however we did get approval to attend Agile Mind Training, which is a specific program designed for students that struggle in math. As part of this training we purchased licenses and resources for students.
Total:		\$0	\$5,585	

**Publicity**

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

- School newsletter
- School website

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

- School newsletter
- School website

## Summary Posting Date

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A summary of this Final Report was provided to parents and posted on the school website on **2019-10-17**

## Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
26	0	0	2018-03-14

**No Comments at this time**

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