Bingham High School LAND Trust Final Report for 2016-2017 (10/20/2017)

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2016 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2016-2017.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Remaining Funds (Carry-Over to 2017-2018)	**$1,380**	N/A	**$4,186**
Carry-Over from 2015-2016	$0	N/A	$19,471
Distribution for 2016-2017	$161,509	N/A	$178,559
Total Available for Expenditure in 2016-2017	$161,509	N/A	$198,030
Salaries and Employee Benefits (100 and 200)	$134,129	$152,992	$99,855
Employee Benefits (200)	$0	$0	$36,964
Professional and Technical Services (300)	$0	$0	$4,689
Repairs and Maintenance (400)	$0	$0	$0
Other Purchased Services (Admission and Printing) (500)	$0	$0	$0
Travel (580)	$0	$0	$6,876
General Supplies (610)	$0	$0	$4,608
Textbooks (641)	$0	$0	$0
Library Books (644)	$0	$0	$0
Periodicals, AV Materials (650-660)	$0	$0	$40,492
Software (670)	$5,500	$4,389	$360
Equipment (Computer Hardware, Instruments, Furniture) (730)	$20,500	$36,463	$0
Total Expenditures	**$160,129**	$193,844	**$193,844**

Goal #1

Goal

Student Learning: Research based strategies will be employed to improve individual student progress and increase school wide academic achievement through a guaranteed and viable curriculum. The learning environment will be improved by reducing class size and engaging all students. Teachers will implement data driven decisions, developed through a collaborative process using the PLC model, which lead to best practice in instructional strategies, re-teaching opportunities, interventions, and enrichment's.

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.

Student learning will be measured as a function of their growth over the course of a full school year. Growth will be measured by the calculated increase of student scores on the ACT, SRI, SAGE, Common Formative, and Common Summative tests. These scores will be compared to previous individual student scores combined with district, state, and national averages.

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

Testing data is provided for the ACT (Grade 11 Tested Students), Advanced Placement (AP) and Student Assessment of Growth and Excellence (SAGE) assessments with a comparison between the 2016 and 2017 results. ACT scores for the 2017 11th grade cohort show a slight, but consistent increase in all four major content areas, as well as in the overall composite score, compared to scores from 2016. ACT scores at Bingham High School are reasonably higher than that of the state average in all measured categories. The total percentage of AP students with scores of 3+ increased significantly from the 2015-2016 school year to the 2016-2017 school year. In addition, current percentages of AP students with scores of 3+ at Bingham High School was noticeably higher that that of the state and global percentages. SAGE scores from 2017 show significant declines in most categories, with exceptions being Physics, with the same proficiency percentage, and Secondary Math 3, with a significantly higher proficiency percentage. Additional research and data analysis is needed to determine the validity of SAGE score comparisons and the causes for the declining proficiency percentages.

ACT	English	Math	Reading	Science	Composite
2016	21.0	20.8	21.5	21.0	21.2
2017	21.2	21.1	21.8	21.6	21.6
Growth	+.2	+.3	+.3	+.6	+.4

AP Testing - Passing score of 3+ by % of total students
2016 - 68%
2017 - 75.3%
Growth +7.3%

SAGE	English 10	English 11	Biology	Chemistry	Physics	Sec. Math 2	Sec. Math 3
2016	48%	36%	33%	63%	47%	35%	57%
2017	39%	0%*	28%	49%	47%	27%	79%
Growth	-9%	-36%*	-5%	-14%	0%	-8%	+22%

Action Plan Steps

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

1) One full-time Math teacher and one half-time Math teacher will be retained to maintain smaller class sizes in the Math department.
2) Supplemental Math classes (lab) for Secondary Math 2 will be offered to identify students who struggle in the acquisition of Math skills.
3) After school tutoring will be provided in Math to assist students with the mastery of content concepts.
4) ACT Preparation classes will be offered to students.
5) Professional development training and professional learning community conference opportunities will be made available to teachers to explore research based instructional best practices and various learning strategies.
6) Collaboration opportunities will be provided to teachers. The PLC model will be used. Teachers will continue to develop and refine their essential standards, curriculum maps, pacing guides, common instructional methods, common assessments, and intervention/enrichment strategies.

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

1) One full-time and one half -time Math teacher were retained above and beyond the allotted FTE appropriated for the Math department. This reduced class sizes throughout the Math department.
2) Two sections of a 'Supplemental Math class' (lab) were offered to approximately 40 students identified by counselors and the Math team as those needing additional support and more intensive instruction in order to be successful with Math comprehension and advancement.
3) The Math department provided over 900 hours of before and after school tutoring to approximately 400 different students.
5) ACT preparation classes were offered in Math, Language Arts, Science, and General Testing Strategies to over 200 students daily for the five weeks leading up to the ACT test at the school.
6) A variety of targeted professional development opportunities were provided to teachers, additional paid time was provided to content teams and departments to more fully engage in the PLC model established for the school, goals were set and expectations met by most PLC teams in relationship to the school-wide focus on the specific phases of the PLC model.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	$127,289	$146,152	
Salaries and Employee Benefits (100 and 200)	1) $48,829 Full-time Math teacher 2) $25,324 Half-time Math teacher 3) $13,136 Teacher salary for Supplemental Math classes 4) $15,000 Teacher salaries for after school Math tutoring 5) $5,000 ACT Preparation classes 6) $20,000 Professional Development and PLC Conferences	$127,289	$146,152	As Described. In addition to the $127,289 estimated, there was a carry-over from the 2015-2016 school year in the amount of $19,471. According to the LAND Trust Plan 'if there is an unanticipated carry-over from the 2015-2016 LAND Trust budget, additional funds will be used for professional development and greater implementation of the PLC model.' With the additional $19,471 carry-over, the total amount available for goal #1 was $146,760

Goal #2

Goal

Technology Integration: The acquisition and integration of technology resources will be increased school wide to support teacher instruction and student learning. This technology will be made more readily available in classrooms throughout the school and will be used in the educational process on a daily basis. The access to, training on, and use of technology by students will assist in preparing them to be competitive in college or in the workplace. Additionally, technology will assist in moving towards a paperless environment. Finally, technology access will assist in the administration of standardized testing required by the district and state.

Academic Areas

- Technology

Measurements

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

Technology integration will be measured by the increased installation of classroom technology equipment, access/availability of mobile technology for student use, and the frequency of technology use for teacher instruction, student learning, paper reduction, testing, and number of students successfully taking the Computer Programming class.

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

The school's technology specialists worked diligently to upgrade, update, and maintain the technology used throughout the building.

An emphasis was placed on technology in the classroom that is used by teachers and the mobile laptop and ChromeBook labs used by students for classroom activities, learning projects, and standardized testing.

Thanks to the increased distribution, two additional mobile ChromeBook labs were purchased.

Hardware and software updates were completed on computers throughout the building, technology was repaired and maintained, and technical support was provided to faculty, staff, and students.

Finally, the school was able to continue offering and growing our Computer Programming course offerings to our students.

Action Plan Steps

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

1) Purchase the equivalent of one mobile laptop computer lab and required software each year.
2) Provide teachers with up-to-date classroom computers and software as needed. (reliant on increased distribution or alternate funding)
3) Maintain and update building technology. (reliant on increased distribution or alternate funding)
4) Decrease the reliance on physical copies of materials while promoting a more paperless, electronic environment.
5) Train faculty, staff, and students to use available technology within the school. (reliant on increased distribution or alternate funding)
6) Develop technology skills among students, through offering a Computer Programming course, to be used on a daily basis and to prepare them to be competitive in college and the workplace.

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

1) Two new mobile ChromeBook labs were purchased with the initial allocation of funds. In addition, increased distribution was used to purchase two additional mobile ChromeBook labs, totaling four new mobile labs with an additional 160 devices in circulation for teacher and student use.
2) Having used the LAND trust funds available to increase the number of mobile labs in circulation, alternate funding was available and used to improve and increase the technology devices and software available for instruction and learning in the classroom and throughout the school.
3) Computer Programming courses were offered as per the plan and funding allocated.

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
	Total:	$32,840	$47,692	
Salaries and Employee Benefits (100 and 200)	1) $6,840 Teacher salary for Computer Programming Class	$6,840	$6,840	As described.
Software (670)	1) $5,500 Software needs for new mobile lab	$5,500	$4,389	As described.
Equipment (Computer Hardware, Instruments, Furniture) (730)	1) $20,500 Equivalent of mobile laptop lab	$20,500	$36,463	In additional to the $20,500 of estimated cost, there was an increased distribution for the 2016-2017 LAND Trust Plan of $17,050. According to the plan 'if the actual distribution is greater that the estimate, the additional funds will be used to increase the technology, equipment, hardware, and software funds. Additional computer labs will be purchased and/or outdated/damaged equipment will be replaced or repaired.' The estimated cost of $20,500 combined with the increased distribution of $17,050 resulted in a total of $37,550 available for this part of Goal #2. As a result, four mobile ChromeBook labs were purchased.

Increased Distribution

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

Increased Distribution: If the actual distribution is greater that the estimate, the additional funds will be used to increase the technology equipment, hardware, and software funds. Additional computer labs will be purchased and/or outdated/damaged equipment will be replaced or repaired. Carry-Over from 2015/2016: If there is an unanticipated carry-over from the 2015-2016 LAND Trust budget, additional funds will be used for professional development and greater implementation of the PLC model. Teachers will be given the opportunity to seek professional development to learn instructional best practices and will be able to collaborate with their PLC teams to complete various phases of the PLC cycle.

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

As a result of the increased distribution in the amount of $17,050, the school was able to double it's purchase of mobile labs available for teachers and students throughout the building.

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
- School marquee
- Other: Please explain.
    - Plan will be posted on the School Community Council page of the school website. A SkyAlert will be sent to the school community to inform patrons on how to access a copy of the Plan. A hard copy of the Plan will be available for review in the BHS main office.

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

- School website
- School marquee
- Other: Please explain.
    - Copies of the LAND Trust Plan and all other LAND Trust/School Community Council information was available through the office of Bryan Veazie upon patron request.

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2017-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
19	0	5	2016-04-07