

2023-24 SCHOOL IMPROVEMENT PLAN DIXIE HIGH SCHOOL

(TSSA, TSI, TITLE 1, SLT)
ENSURING HIGH LEVELS OF LEARNING FOR EVERY STUDENT

125 Was your school's total points on the most recent report card.

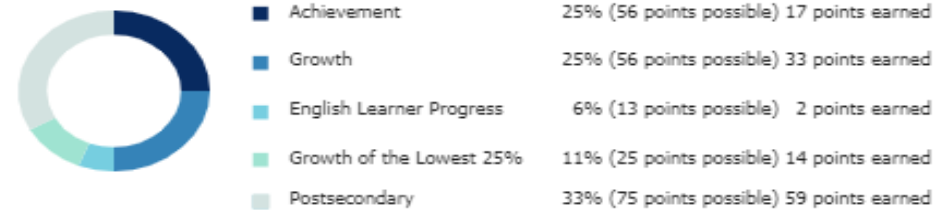
<https://utahschoolgrades.schools.utah.gov>

128 is the minimum score your school will need to demonstrate a 1% increase.
(This number is based on a maximum score of 225 points)

POINTS WEIGHTED TO OVERALL SCORE

Based on your school report card's overall score, which area would make the most sense to prioritize in order to demonstrate a 1% increase?

Answer: English Learner Progress-Math



Step 1: Determine your current level of performance. Look at your most recent, relevant assessment data.

FOCUS AREA 1: STUDENT LEARNING

How are you currently assessing your progress in this area?

We monitor our progress through end of level testing, AP Scores, enrollment numbers in upper level courses and graduation rates.	
School Report Card	Mentor Program
ACT, Aspire	AP Results
PLC Team Implementation	CE Credit
CSIP	WIDA Scores
Observations	

Subgroup **Percentage** **Based on your data, what will you do to increase student learning in these subgroups?**

Students identified as economically disadvantaged	39%	We will provide more money for credit recovery, technology, Math skills and reduce class sizes in tested areas.
Students with disabilities	16%	We will provide more opportunities for co-taught classes from regular ed and sped teachers along with lower class sizes and a math study class.

Students identified as English learners	9%	We will provide more money for credit recovery, technology, Math skills and reduce class sizes in tested areas.
Students in major racial and ethnic groups	26%	We will provide more money for credit recovery, technology, Math skills and reduce class sizes in tested areas.

What tier 1 changes might help those subgroups and your school's level of performance?

Lower class sizes, have more Spanish speaking support, identify and place students in more appropriate level of learning

What additional interventions might help those subgroups?

Many of these students have low attendance numbers, and our Attendance Monitor will reach out to these parents and student when absent, and monitor the halls during a school day helping students get to class.

This section is only for TSI Designated Schools :

What subgroup(s) designate your school as TSI?

English Language Learner/Multilingual Learner student group
Students with Disabilities student group

How will your plan address the area that qualifies you as a TSI School?

In the past, not all students were able to take the WIDA test, which qualified us as a TSI School. Our Plan will ensure that all eligible students will be tested with the WIDA test by using staff and at-risk mentors to find, prepare and test all eligible students.□

What Tier 1 practices do you need to target/focus on? What coaching support will teachers need to make those changes?

Work with their parents and our At-Risk mentors to get the students to class as attendance has been one of the top reasons for low achievement. Teachers will identify and remediate students early in the quarter.

FOCUS AREA 2: SAFE LEARNING ENVIRONMENT

How are you formatively assessing your progress in this area?

We meet regularly as a Behavioral Team and then separately as a Intervention team to identify needs and areas of focus.

List and link your school's data sources here:

Description	Link
PowerSchool Data	
Attendance/Discipline Referrals	
Life Skills Data	https://drive.google.com/file/d/1ZvmRR0HjMkCB4950_bFU24vdkOBohqU_/view?usp=sharing
Sharp Survey	

FOCUS AREA 3: LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL LEARNING

How are you formatively assessing your progress in this area?

We identify our needs through the CSIP data, faculty surveys, Learning Coach Training, PLC training and administration observations.

List and link your school's data sources here:

Description	Link
CSIP	
Coaching Survey	
Lunch and Learn	
Learning/Data Coach	
Effective PLC Collaboration	

Step 2: Outline your school's specific, measurable goals for the year.

Step 3: Define specific actions your school must make and how you will measure their success.

Step 4: Define the funding source and estimated expenditures.

2023-24 BUDGET SUMMARIES

STATE LANDS TRUST FUNDING ESTIMATES

Carryover from prior year		\$61,226.43
Distribution for 2023-24	+	\$179,221.92
Total Available Funds		<u>\$240,448.35</u>
Estimated Expenditures	-	<u>\$240,448.35</u>
Net Amount		\$0.00

Is SLT carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution? Yes No

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

Monies were taken out of the School Technology Account instead of the Lands Trust Technology Account. Journal entries have been made to fix the problem. The District Finance Department has been aware and helped through the process. We were unable to find a conference that would work for our PLC Teams.

TSSA FUNDING ESTIMATES

Carryover from prior year		\$173,267.24
Distribution for 2023-24	+	\$251,025.47
Total Available Funds		<u>\$424,292.71</u>
Estimated Expenditures	-	<u>\$424,292.70</u>
Net Amount		\$0.00

Is TSSA carryover from 2022-23 expected to exceed 10% of the school's 2022-23 distribution? Yes No

If you answered "yes" provide an explanation for why more than 10% will be carried over.

(Funds to be carried over should be identified for a specific future need, and should not be saved for unexpected contingencies.)

Monies were taken out of the School Technology Account instead of the Lands Trust Technology Account. Journal entries have been made to fix the problem. The District Finance Department has been aware and helped through the process. We were unable to find a conference that would work for our PLC Teams.

ALIGNING GOALS WITH 2023-24 BUDGET

PEERS GOAL #1	Raise ACT and Aspire test scores by five percent
FOCUS AREA	3. LEADERSHIP, CULTURE, COACHING, COLLABORATION & PROFESSIONAL DEVELOPMENT
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	ENGLISH / LANGUAGE ARTS
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	SCIENCE
ACADEMIC AREA <i>(required for goals supported by SLT funds)</i>	MATHEMATICS

How will you measure whether this action step had a positive impact on student learning? *(This must be tied to your goal.)*

	Action Steps / Expenditure Description	Expenditure Category	Funding Source	Estimated Cost
ACT & Aspire	1 Pay certified staff periods for class size reduction	Salaries & Benefits	SLT	\$122,242.88
			TSSA	\$203,308.95
	2 Counseling Extra	Salaries & Benefits	SLT	\$23,786.86
	3 At-risk / Credit Recovery Aides	Salaries & Benefits	SLT	\$55,403.14
			TSSA	\$36,649.84
	4 Supplies and / Technology ie chromebooks	Technology Related Supplies	SLT	\$39,015.47
			TSSA	\$161,333.91
5 Field Trip and/or Student Transportation	Student Transportation / Field Trips	TSSA	\$10,000.00	
6 Professional Education	Travel for Professional Development	TSSA	\$8,000.00	
7 Substitutes for Professional Education	Salaries & Benefits	TSSA	\$5,000.00	
				<u>\$664,741.05</u>

Does this goal include a Digital Citizenship or Safety Principles component?

Yes No

Has SLT (Trust Lands) been designated as a funding source for this goal?

Yes No

If additional funds are available for TSSA, how will the school spend the funds to implement the goals in this plan?

Technology, Professional development

If additional funds are available for Trust Lands, how will the school spend the funds to implement the goals in this plan?

Technology

Provide an explanation of how your school will publicize its plan.

Our school Trust Lands and TSSA plan are publicized in our Summer Mailer to parents, our school website, and Back to School Night.