

Dixie Sun Elementary
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School Improvement Plan 2010-11

Mission and Belief Statement

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DIXIE SUN ELEMENTARY
St. George, Utah 2011-2012
TITLE 1
SCHOOL IMPROVEMENT PLAN
Dale Porter, Principal

Mission Statement:

We will prepare students to be academically competent and socially prepared for the secondary educational level. We will guide students to love learning.

We Believe:

1. Every child is very important with varying needs. Artificial weights preventing progress must be lifted. All can succeed.
2. All have a right to learn and to be safe. No one will be allowed to interfere with these two basic rights.
3. Parental involvement is crucial to educational success. Parents must be actively involved in the schooling process.
4. A deep understanding of languages, in all their forms (reading, writing, speaking, listening and mathematical computing), are essential for deep analytical thought.
5. Reasoning is more important than memorization. Solving problems analytically is more effective than receipt thinking.
6. The arts enhance the quality of life, improve cognition, smooth human relationships and motivate students to learn.
7. Fluency in two languages will expand a child's understanding of other cultures, deepen thought processes and prepare children to be effective in a global economy.
8. Instruction should be as concrete and relevant as possible so that abstract concepts connect to a child's current understanding and background.
9. Getting the "wrong answer" is an opportunity to learn and should not be criticized.
10. Children must learn to function within the parameters of civilized society and learn to think of and care for others as well as themselves.
11. Any forms of prejudice (i.e. racial, socio-economic, academic, physical, or mental handicaps) have no place in school or society.
12. Prioritized curriculum, instructional techniques, assessment and tiered interventions must be aligned for effectiveness.
13. Meeting the academic needs of students in a school setting can best be accomplished by collaborative teams of teachers, administrators, and parents.

-----Dale Porter-----
Principal

-----Shannon Woolf-----
PTA President

-----Jerry Olsen-----
Community Council President

Section One - Needs Assessment and Fulfillment

Needs Assessments:

How the needs are met:

After school Survey

<p>The needs assessment done for this program show a need for supervised activities that would support the academic and social growth of our student population.</p> <p>Supervised activities will continue several hours after school</p> <p>Academic instruction for students who are not meeting grade level proficiency in math and language arts</p>	<p>Program Design: 3:30- 6:00</p> <ul style="list-style-type: none"> • 45 minutes of intervention (Treasures Tier 2) • 45 minutes activities • 45 minutes Homework club or Peer tutoring (reading) • Activities include: film making, engineering. Karate, exercise, zumba, bowling arts and crafts, photography, chess, geography, cooking, science, theatre, lego creator, cadets, guitars, computers, sign language
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Academic and Demographic Data

<p>Literacy CRT data from the Spring of 2011 indicates 190 students 3rd-5th grade took the test. Eleven of these students enrolled after Oct. 1st and therefore their scores are not tabulated in the AYA score. Sixty-six percent of the AYP tabulated students received a 3 or above on the literacy test. Thirty-four percent scored 2 or less.</p> <p>Mathematics CRT 2011 data indicates 191 students took the test in grades 3rd-5th. Eleven of these students entered school after Oct. 1st leaving 180 students that were counted in the AYP score. Sixty-eight percent of these students scored a 3 or better on the test. Thirty-two percent scored 2 or less.</p> <p>Demographic data indicates there are 578 students preschool through fifth grade. Of these students 85% are on free or reduced lunch, 417 are Hispanic(72%), 136 are Caucasian(24%), and 25(4%) are of other ethnicities. Approximately 22% of the children come from single parent families. Historically the transition rate of school has hovered around 40 to</p>	<p>Remediation is indicated for 34% of students in literacy. Interventions to meet these needs will be described in the following pages. Additionally, the programs described below will also focus on students who passed the test but were near the cut point.</p> <p>Remediation is indicated for 32% of students in numeracy. Interventions to meet these needs will be described in the following pages. Additionally, the programs described below will also focus on students who passed the test but were near the cut point.</p> <p>Extended learning times will be provided before and after school as well as during the summer break. Students will receive instruction in their native language as well as in English. Extra small group interventions will be provided in literacy during the school day by teachers and para-professionals.</p>
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50%. Dixie Sun is a High Impact school so designated by the USOE indicating that Dixie Sun is one of the 55 most at-risk schools in Utah.

Teacher training will be provided to facilitate the cooperative efforts and best practice of instruction.

Section Two – Summary of School Programs 2011-12

Dixie Sun Elementary

2011-2012

School Wide Plan Summary

Dixie Sun Elementary uses Professional Learning Communities to ensure the academic growth of students. Teachers use the Treasures, EnVision Math and Calle de Lectura program curriculum for core instruction. Social Studies and Science instruction is given in Spanish. Para-Professionals assist in reading intervention support for at-risk students under the direction of University of Utah Reading Clinic. Preschool students are in attendance 4 days a week. Students have music once/twice a week. Professional development is planned throughout the year. Our after school program includes math and reading intervention, Imagine Learning, and extensions.

Dixie Sun Elementary

2011-2012

Resumen Del Plan de la Escuela

Dixie Sun Elementary utiliza a comunidades profesionales de aprendizaje para garantizar el crecimiento académico de los estudiantes. Profesores utilizan los programas de “Tesoros, EnVision matemáticas y de Calle de Lectura” como el núcleo de la instrucción. Estudios sociales y estudios de ciencias es dada en español con un resumen en ingles. Ayudantes instruccionales ayudan con la lectura con el apoyo de la clínica de lectura de la Universidad de Utah. Los alumnos preescolares asisten 4 días a la semana. Los estudiantes tienen música una o dos veces a la semana. Desarrollo profesional de maestros se leeva acabo durante todo el año. Nuestro programa de “After School” incluye instrucción en matemática, lectura, “imagine learning, y otras aprendizajes.

1. Professional Learning Communities: have been established with collaboration occurring between a teaching grade level team and the school as a whole. This collaboration will occur regularly with the purpose of identifying both those students who have not and those who have mastered the desired curriculum. Teachers will also determine and implement a plan of remediation or extension of learning as indicated by the needs of the student.
2. Treasures Literacy Curriculum: will be implemented as prescribed by the program including weekly and unit assessments. A 3 hr block of time will be suggested for instruction in English literacy using the Treasures curriculum and the writing component found within. Science and Social Studies will be integrated into the literacy time block. Calle de Lectura Spanish literacy program will be implemented as defined by the USOE curriculum guide. Calle de Lectura includes literacy assessments, daily oral practice and daily writing.
3. Envision Math: the state curriculum for Dual Immersion schools – will be implemented as it follows State Core. Instructional time in 4th and 5th will be divided equally between Spanish and English. In grades k-3 first instruction will be given in Spanish with a review in English. Assessments will guide instruction, and intervention.
4. Science and Social Studies: Instruction will be provided weekly and follow Utah State Core. Instructional time in 4th and 5th will be divided equally between Spanish and English. In grades k-3 first instruction will be given in Spanish with a review in English. This content will additionally be integrated into the literacy and math instructional time as is deemed appropriate by the teacher or teaching team. UTIPS software will be used to assess and review concepts in these two content areas. The greater portion of this curriculum will be taught in Spanish.
5. Bilingual instruction: will be delivered in Spanish and English with the day being divided between the two languages. The main literacy block will be taught in English with math, science, social studies and Spanish grammar being taught in Spanish. Approximately 25% of the English half will be dedicated to math, science, and social studies review in English with a focus on teaching the English vocabulary which corresponds to the concepts taught in Spanish. An emphasis will be place on the use of oral Spanish by all students.
6. Special Education: Teachers will refer students to the Teacher Action Team (TAT) which will meet weekly. If other interventions have failed, students may be referred for further testing by the district and Sp. Ed. teacher. An Individual Education Plan (IEP) will be created and implemented for each student that qualifies for Sp. Ed. intervention as defined by the State of Utah. Classroom teachers will participate in the implementation of this plan.
7. Steps Literacy Intervention: Students in first grade that are identified as having low literacy scores by the Early STEPS literacy inventory will receive an additional 1/2 hour of literacy tutoring four times a week using the STEPS literacy program. Students in grades 2-5 will receive intervention for 45 minutes a day, 4 times a week in a small group of three students per instructor. Instruction aides will be trained to deliver this reading intervention. This will take place during the instructional day. Progress will be monitored by a weekly fluency and accuracy test.

8. Teacher Grade level Interventions: During the STEPS intervention time (1/2 hr), students will be grouped by the grade level team for remediation or extension. Students will be grouped according to the needs of students as determined by the teaching team. This will occur Monday through Thursday.
9. Summer School Intervention: All students will be invited to attend summer school through the month of June from 9:00 a.m. to 12 noon. Lunch will be provided. All students will participate in literacy, numeracy and physical activities. Student will be grouped by content area ability for remediation or extensions. If a student is behind in literacy or math, a special effort will be made to register them for summer school.
10. After-school Intervention: All students will be invited to participate in the after school program. At-risk students will be strongly encouraged to attend. During the first 45 minutes all students will receive Treasures Tier 2 intervention by teachers. In addition Peer Tutoring with first and third grade students will be under the supervision of AmeriCorps personnel. Mentors will be trained by AmeriCorps.
11. Parent Participation: All parents will be encouraged to volunteer at school, take classes at school, attend whole-school events, and attend parent meetings. A parent center will operate daily to meet the needs of parents. Parents will earn uniform vouchers by volunteering in the school. These vouchers will be exchanged for uniforms at the school uniform store. Literacy nights, parent conferences, festivals and fairs will be held with the express purpose of involving parents in school activities.
12. Preschool: A preschool will be conducted during the week. All parents with 4 yr. of children will be invited to bring their 4 yr. old children each week 5 hours of preschool. For children on free or reduced lunch there is no charge but others are charges a monthly fee. This will continue through out the year and through the month of June.
13. Music: Music (choral, orff, and percussion will be taught to all children k-5 for 45 minutes per week. Violins will be taught to 4th and 5th grade students 2 time a week. Specialty groups of a choir, orffestra, conga town, and violin will function before and after school. All students will perform the skills which they learn.
14. Social Skills: will be developed by implementing the 2nd Steps behavior management program and by establishing school-wide rules and procedures that are supported by parents and staff.

Sección dos – Resumen de los Programas de la escuela 2011-12

1. Comunidades de aprendizaje profesional; se desarrolla en colaboración entre el equipo de maestros y toda la escuela como un solo conjunto. Esta colaboración ocurrirá regularmente con el único objetivo de identificar tanto a los estudiantes que no tienen y los que han dominado el programa deseado y definir y aplicar un plan de rehabilitación o ampliación del conocimiento según lo indicado por las necesidades del estudiante.
2. Currículo de Literatura del Tesoro: se llevara a cabo de acuerdo a lo establecido por el programa, incluyendo las observaciones

semanales y los exámenes de cada unidad. En un bloque de 3 horas vamos a sugerir que se instruya con literatura en Inglés usando el currículo del programa “Tesoros” y también incluirá el uso de taller de escritores y los 6 rasgos de escritura. Ciencias y Ciencias Sociales van a ser integrados en el bloque de literatura. “Calle de Lecturas”, Literatura en Español, van a ser implementadas como fueron definidas por la guía del currículo de USOE lo cual incluirá pruebas, práctica diaria oral y escrita

3. Currículo Creciendo Con Matemáticas: va a ser implementado como fue definido por el currículo. Las pruebas de aplicarán semanalmente. Cálculos adicionales y las tablas de matemáticas se darán siempre que sea necesario. En los quinto y cuarto grados el tiempo entre inglés y español será equivalente. En los demás grados se enseñará primero en español con un repaso en inglés.
4. Ciencia y Ciencias Sociales: Instrucciones se darán semanalmente y van a seguir el currículum del Estado de Utah. Este contenido será adicional integrando a literatura y al tiempo de la clase como sea apropiado para los maestros o al equipo de maestros. UTIPS Software va a ser usado para evaluar y revisar los conceptos en esas dos áreas. El punto mayor del currículo va a ser enseñado en Español. En los quinto y cuarto grados el tiempo entre inglés y español será equivalente. En los demás grados se enseñará primero en español con un repaso en inglés.
5. Instrucciones Bilingües: van a ser dadas en Español e Inglés como el día es dividido en los dos idiomas. Generalmente, el principal bloque de literatura va a ser enseñado en Inglés como matemáticas, ciencias, y Ciencias Sociales y la gramática va a ser enseñada en español. Aproximadamente el 25% de la mitad de inglés va a ser dedicado a matemáticas, ciencia y ciencias sociales siendo revisadas con el enfoque de enseñar el vocabulario de inglés el cual corresponde al concepto enseñado en español. Especial énfasis se dará en el uso del español oral para todos los alumnos. Se emplearán dos días por semana específicamente para hablar en español en todas las áreas de la escuela donde sea factible hacerlo.
6. Educación Especial: Los maestros van a referir o enviar a los alumnos con el Equipo de Maestros en Acción (TAT, por sus siglas en inglés) los cuales se reúnen semanalmente. Si otras intervenciones o recursos han fallado los alumnos podrán ser referidos al Distrito Escolar para hacerles más exámenes y por los maestros de Educación Especial. El plan Individual Educativo (IEP) va a ser creado e implementado para cada estudiante que califique para Educación Especial. Proceso establecido por el Estado de Utah. Los maestros del salón van a participar en la implementación del programa.
7. STEP Intervención de Literatura: Los estudiantes que sean identificados con bajos puntos en literatura en el programa de STEP van a recibir ayuda adicional por ½ hora de literatura usando el programa. Asistentes van a ser entrenados para guiar a estos pequeños grupos de estudiantes; esto será de Lunes a Jueves y el transcurso del día. El progreso va a ser monitoreado cada semana por la fluidez y exámenes.
8. Maestros intervención por nivel del grado: Durante la intervención de STEP de (½ hora) los alumnos van a ser agrupados por el nivel del grado para correcciones o extensiones. Los alumnos van a ser agrupados de acuerdo a sus necesidades y será determinado por

el equipo de maestros. Esta evaluación se realizara los lunes y jueves.

9. Intervención de clases de verano: Todos los estudiantes van a ser invitados para asistir a clases de verano durante el mes de Junio de 9:00 a.m. a las 12 de mediodía. Habrá lonche. Todos los alumnos van a participar en literatura, matemáticas y actividades de Educación Física. Estarán agrupados por áreas de capacidad. Si el estudiante está atrasado en literatura o matemáticas, se dedicara un esfuerzo especial para que ellos puedan ser inscritos para clases de verano.
10. Intervención después de clases: Todos los alumnos serán invitados para el programa después de clases. Si están un poco bajos en lectura y matemáticas les recomendamos que participen. Durante los primeros 45 minutos todos van a completar su tarea. Cuando la tarea sea terminada, los avanzados van a ayudar a los estudiantes que lo necesiten en lectura. Los estudiantes mentores van a ser entrenados y supervisados por el personal de AmeriCorps. En la última media hora del programa los alumnos van a participar en clases de enriquecimiento las cuales incluyen Arte, Educación Física, Música, Karate, Ejercicios de Baile, Boliche, y Natación.
11. Participación de Padres: Todos los padres van a ser invitados para ser voluntarios en la escuela, y para que participen en todos los eventos de la escuela y en las reuniones. El Centro de Padres estará funcionando diariamente para ayudar con sus necesidades. Los padres van a ganar cupones al ser voluntarios en la escuela. Estos cupones pueden ser cambiados por uniformes. Noche de Literatura, Conferencia de padres, festivales y ferias van a ser con el único propósito de involucrar a los padres en actividades de la escuela.
12. Pre kínder: Va a ver Pre Kínder durante la semana. Todos los padres con niños de 4 años van a ser invitados a traer a sus hijos por 2 horas de pre kínder. Los padres y niños van a ser entrenados. Esto va a continuar durante el año hasta el verano. Durante el verano los días van a ser para preparar a los estudiantes para el Kínder. Música: Música (coro, orquesta de percusiones va a ser enseñado a todos los niños de K-5 por 45 minutos por semana. Violín a alumnos de 4 y 5 grado 2 veces por semana. Grupos especiales como coro orquesta, conga town, violín van a funcionar durante y después de clases. Todos los estudiantes van a desarrollar las habilidades que han aprendido.
13. Habilidades Sociales: Vamos a desarrollar e implementar la segunda Etapa del programa Manejo de Conducta y establecer normas y procedimientos que sean apoyados por los padres y maestros.

Section Three - School-Wide Reform Goals and Strategies

1. Goal: Meet the educational needs of our unique population by creating a cohesive Professional Learning Community (PLC).

Activities	Impact	PD/training	Responsible parties	Timeline
Weekly PLC meetings by grade level K - 5 th	Focus on student progress and need for interventions based on assessment analysis	Peer training and interaction	Team Leaders Mr. Porter Peri Edwards	2 nd , 3 rd , 4 th , 5 th Fri in AM 2011-2012 school year
Whole school planning and training meetings	Alignment of curriculum vertically between grade levels and horizontally between grade level teachers	Treasures core literacy and Calle de Lectura training	Carol Trimbel Peri Edwards	2 nd and 4 th Friday
Staff Calibration Process: As part of their PLC each grade level will align the Envision math with the standards based report card.	Consistent use of assessments to determine correct level in marking the report card	Calibration Process: Collaboration among teachers in determining reliable use of report card	Carol Trimble Peri Edwards Grade level leaders	At a minimum once in Oct. and Feb 2011-12 school year
TAT (Teacher Assistance Team): The team meets weekly and consists of the principal, special education teacher, counselor, teachers assigned to this duty, school specialists. Teachers sign up for the opportunity to discuss the needs of their struggling students	TAT provides staff members with a team of coworkers as a resource for instructional and intervention ideas for at-risk students. TAT documents the steps taken to meet the needs of the students who are discussed. The documentation taken and the interventions ideas tried may also be	This meeting is both for the purpose of helping children and training teacher concerning effective intervention strategies. Red folders created for each student that is behind in reading or math. This folder is passed forward to next year's teacher and the	Mr. Porter Peri Edwards TAT	2011-12 school year Wednesday mornings

	used as part of a special education referral process.	student is put on a watch list by the TAT group.		
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Progress Evaluation:

Next Step:

Effectiveness of PLC will be determined and supported by the principal, and Title 1 Site Coordinator.	Additional support or training will be provided as deemed necessary.
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2. Goal: To create a K-5 dual language school where students are taught all subject areas in both Spanish and English. Goals will be evaluated twice per year through our PLC meetings.

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
<p>At Dixie Sun Elementary we are in the sixth year of implementation for the school-wide dual language program. Students are taught all subjects in both English and Spanish.</p>	<p>DSES has a 72% Hispanic population with many of these students being part of our ESL program. Many times these students fall behind their peers because they lose months and even years of academic knowledge while they struggle to acquire basic language skills. In our program the students are taught in both languages allowing academic knowledge to be acquired while they learn a second language. We also have a large population that is learning Spanish as a second language. Not only do they get their academic knowledge in their first language, but they learn a second language fully immersed with native speakers to model correct usage.</p>	<p>All teachers are encouraged to obtain their ESL endorsement through district training.</p> <p>Bi-Lingual Conference for all teachers.</p> <p>Specific training on the EnVision math program by Pearson Publishing.</p> <p>Collaboration mtgs. with principal, and Title 1 site coordinator to provide additional support if necessary.</p> <p>Spanish teaching instructors and administration attended a four day AUDII (Annual Utah Dual Immersion Instruction) Conference in June 2011.</p>	<p>Dale Porter Peri Edwards Carol Trimble All Teaching staff</p> <p>Dale Porter</p> <p>Pearson Publishing</p> <p>USOE</p>	<p>The program began in the 2006-2007 school year and will become fully implemented in the 2010-2011 school year.</p> <p>Summer of 2011</p> <p>Winter of 2011</p> <p>Quarterly</p>

Progress Evaluation:**Next Step:**

Continuous monitoring of teacher proficiency of instruction in EnVision Math and the Writing process of the Treasures program

Adjust training as necessary and provide additional support

3. Goal: Provide interventions to students at their level of need and to bring students proficiency levels up to grade level in Literacy and Math.

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
Each grade level provides differentiated interventions to students after and/or before school Monday through Thursday by a grade level teacher. Treasures Tier 2 intervention is provided in the after school program.	Students receive daily classroom instruction from a certified teacher who knows their individual needs in areas where they are not performing to mastery.	The teachers are provided ongoing training from the district and their site based staff developer and Title I coordinator on teaching best practices. The instructors are certified teachers.	All grade level teachers are involved either by being a program instructor or by providing information to the program instructor on the students academic needs. Dale Porter Ozzie Garcia	2011-12 school year. Teachers collaborate weekly on student academic needs during PLC and share information to all involved individuals.

Progress Evaluation:**Next Step:**

Report cards show the improvement of students. Attendance is kept for the after school program, and monitored by teachers.

Adjust PLC and interventions as needed.

4. Goal: Provide extended learning time for all students through after-school programming and summer school.

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
After School Program will provide intervention, homework completion support and mentor peer tutoring in reading.	To provide supervised, educationally enhancing activities to our at risk population.	After school managers and administration belong to an after school state consortium and have periodic meetings for problem solving, training and planning.	Oswaldo Garcia Teachers Para-professionals	July 1,2011-July1,2012 Funding has been provided through High Impact and 21 st Century Grant funds. Detailed evaluations are required through grant audits.
High interest enrichment activities such as swimming, dance exercise, karate, PE, art, music, engineering, film making, science, violins, etc. will be provided	Students are motivated to attend after school and learn life skills.	Weekly para-professional planning and training with Mr. Garcia	Commercial and city providers teach most of these courses supported by AmeriCorps workers	3:30-6:00 p.m. after academic work is complete.

Progress Evaluation:

Next Step:

Collaboration with classroom teacher to determine progress on daily and weekly assessments.	Maintain and review data of progress.
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5. **Goal: Decrease the amount of lost time in the first trimester of kindergarten due to immaturity and lack of training for new kindergarten students by conducting a preschool for 4 year olds. Goals will be evaluated by District Preschool and Title 1 Site Coordinator.**

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
<p>Provide ongoing training for parents and children entering our kindergarten program within the next school year.</p> <p>Provide help with: *intake forms *expectations both developmentally and behaviorally. *Train in developmentally appropriate activities for parents to do with their children.</p>	<p>To decrease the amount of lost time in the first trimester of kindergarten due to immaturity and lack of training of new kindergarten students.</p> <p>To provide instruction and support to the parents of preschool age children on age and maturity appropriate activities that support school readiness.</p>	<p>District Title 1 Preschool</p>	<p>Peri Edwards Elsy Garcia Maria Kock Merced Carreon</p>	<p>2011-12</p>

Progress Evaluation:

Next Step:

<p>Students will learn procedures and academic knowledge while attending preschool under the direction of qualified and trained personnel.</p>	<p>District and Title 1 Site Coordinator will provide support and resources.</p>
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6. Goal #1: Increase the amount of volunteerism in the classrooms and encourage parent involvement in the education of their children.

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
<p>A paid volunteer coordinator will organize and track all volunteer both in the classroom and on campus. Volunteers will include Foster Grandparents, parents, and community volunteers.</p>	<p>To provide one on one reading support for at-risk students not meeting grade level requirements. Volunteers may help with lunch serving and supervision.</p>	<p>All reading volunteers will be trained in guided reading techniques.</p>	<p>Volunteer coordinator Mr. Porter</p>	<p>October 2011</p>
<p>Uniform vouchers may be earned by volunteers to help with the cost of uniforms.</p>	<p>Dramatically Increase the number of parents in the involved with and committed to the school.</p>	<p>All parents will receive an orientation and training in their various tasks.</p>	<p>Volunteer coordinator Classroom teacher</p>	<p>2011-12 school year</p>
<p>Parent Center services (education material, adult classes) will be available daily.</p>	<p>Parents will have access to resource for family and self improvement.</p>	<p>Family Center aide will be trained by district personnel.</p>	<p>Julie Wood</p>	<p>2011-12 school year</p>
<p>Parent nights will be conducted at a minimum of 3 times during the year (Literacy and math nights, carnival, dance festival, grade level performances, talent shows, etc.</p>	<p>Sense of community will develop. Families will recognize the school as “their” place.</p>		<p>Dale Porter AmeriCorps workers Peri Edwards</p>	<p>2011-12 school year</p>

A take home reading library will allow children to take reading material home on the current reading level.	Students, with the help of their parents, will read material on their reading level at home nightly.	Aide and teachers trained in process.	Instructional Aide Classroom teachers	2011-12 school year
A communications folder will go home every Monday and communications will be returned every Friday.	All parties will know when communications are going to take place.	AmeriCorps and volunteers will be trained.	AmeriCorps aides	2011-12 school year
Monthly "School News" letter will be sent home	Calendar of events will be kept current	PTA	Shannon Woolf	2011-12 school year

Progress Evaluation:

Next Step:

Teachers will carefully monitor the level of take home books and ensure they are on appropriate level as students advances.	Throughout the year ask teacher to refer students for take home books if it is necessary for the student's academic success.
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Behavior and Social Skills:

7. **Goal #1: Develop and maintain a school wide discipline program and to provide behavioral and social skills training for our students.**

Activities	Impact	PD/training	Responsible parties	Timeline/Evaluation
Positive Behavioral Interventions and Support will be implemented school wide. PBIS is a decision making process to improve academic & behavioral outcomes for all student by guiding selection, integration &	School wide agreement on behavior management with an increase in positive behavior.	All teachers and staff will be trained in the model.	Dale Porter Aurora Huerta Peri Edwards Classroom teachers Staff	2011-12 school year

implementation of best evidenced-based academic & behavioral practices.				
2 nd STEP social skills program will be implemented.	Counselor will implement the course in selected classrooms.	District personnel will train the counselor.	Aurora Huerta	Nov. 4, 2011

Progress Evaluation:

Next Step:

Behavior in the classroom and outside the classroom will improve. School will maintain consistency among teacher for student behavior expectations.	Administration will provide additional support as needed.
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Section Four - Grade Level Goals and Plans

Language Arts K and Math K

CSIP Goals: 75% of students will achieve 75% on the District post kindergarten assessment

1. The percentage of students scoring 1 or 2 proficiency using the district end-of-year K test will decrease by 10% over the year before. Students achieving a 3 will maintain or advance in level.
2. The percentage of students scoring 1 or 2 proficiency using the end of level Envision Math assessment will decrease by 10% over the year before.

Action Plans:

1. We will have one on one instruction for lower and approaching students with teachers/Kindergarten aides.
2. We will take weekly assessments to determine those students that need extra help with interventions.
3. We will have buddy reading for students to help improve reading ability for each of them at their skill level.
4. We will give direct, explicit instructions for all students to help with understanding and comprehension on all levels.

Language Arts 1 and Math 1

CSIP Goals: 80% of students will score 80% on assessments

1. The percentage of students achieving 80% proficiency using the end-of-year Treasures test will increase to 80%.
2. Students achieving a 3 will maintain or advance in level.

Action Plan:

1. We will have small group instruction to help those students who are below level in math and reading.
2. We will use Kagen strategies in cooperative grouping and use different strategies to achieve understanding on all levels.
3. We will use Thinking Maps to help students understand and comprehend what they are being asked.
4. We will use intervention for at-risk students taking our common assessments.

5. Treasures Tier 2 intervention is used in the afterschool program.

Language Arts 2 and Math 2

CSIP Goals: 62% of students will achieve 80% on year end level assessments

1. The percentage of students achieving 80% on year end level assessments will increase by 5% as measured by Progress Reporter.
2. Students achieving a 3 will maintain or advance in level.
3. The percentage of students achieving 80% proficiency using the end of level Envision Math test will increase by 5% over the year before. Students achieving a 3 will maintain or advance in level.

Action Plan:

1. We will have small peer reading with interventions strategies for teacher students to implement with struggling students.
2. We will spend more time with during guided reading for all struggling students. Steps reading interventions will be provided for at-risk students.
3. We will use topic assessments and analysis to guide instruction and assess different groups and their needs/strengths.
4. We will use peer math coaches during math centers so we can free up time for teachers to help small group of struggling students.
5. Treasures Tier 2 interventions is used in the after school program.

Language Arts 3 and Math 3

CSIP Goals: 80% of students will achieve proficiency (3) on the end of year CRT

1. The percentage of students achieving proficiency (3) using the end-of-year CRT **Language Arts** test will increase by 10% over previous year based on scores from Progress Reporter. Students achieving a 3 will maintain or advance in level.
2. The percentage of students achieving proficiency (3) using the end of level CRT **Math** test will increase 5% over previous year. Students achieving a 3 will maintain or advance in level.

Action Plan:

1. We will have small learning buddies so that all struggling readers are paired with a good reader.
2. We will use Kagen corporative learning groups to help all students comprehend with their peers.
3. We will use cluster grouping to help with all levels of students.
4. We will use Imagine Learning, Starfall, and other technology programs for the classroom.
5. Treasures Tier 2 intervention is used in the after school program.

Language Arts 4 and Math 4

CSIP Goals: 70% of students will achieve Proficient (3) on End-of-Level CRT

1. Using weekly and unit assessment in the Treasures Progress Reporter student progress will be monitored and instruction provided according to need in order to raise the percentage of proficient students.
2. Envision Math weekly and topic assessments will be used to guide instruction, direct intervention, monitor student progress.

Action Plan:

1. We will have ability grouping throughout the grade for spelling, reading, and math.
2. We will use Kagen corporative learning groups.
3. We will meet with the lowest level of student's daily during guided reading.
4. Additional help will be in small group or 1 on 1 situation.
5. We will use parent volunteers to help 2-3 times a week with low students in math, reading and spelling.
6. We will send home leveled math homework.
7. Do math fact review.

Language Arts 5 Math 5

CSIP Goals: 64% of students will achieve 80% (Proficient 3) on end of level CRT

1. The percentage of students achieving 1 or 2 proficiency using the end of level CRT **Language Arts** test will decrease by 10% Students achieving a 3 will maintain or advance in level.
2. The percentage of students achieving 1 or 2 proficiency using the end of level CRT **Math** test will decrease by 10% over the year before. Students achieving a 3 will maintain or advance in level.
3. The percentage of students achieving 1 or 2 proficiency using the end of level CRT **Science** test will decrease by 10% over the year before. Students achieving a 3 will maintain or advance in level.

Action Plan:

1. We will use a balanced literacy and guided reading strategies to work with the different ability groups.
2. We will use Kagen corporative learning groups and Kagen structures in the classroom.
3. We will have peer tutoring to help the lowest students.
4. We will use ESL strategies and techniques to help the ESL and struggling students.
5. Reading intervention for at-risk students will be given by trained para-professionals.

Special Education – Language Arts and Math

1. The percentage of students achieving 1 or 2 proficiency using the end-of-year CRT **Language Arts** test will decrease by 10% over the year before. Students achieving a 3 will maintain or advance in level.
2. The percentage of students achieving 1 or 2 proficiency using the end of level CRT **Math** test will decrease by 10% over the year before. Students achieving a 3 will maintain or advance in level.

Action Plan:

1. We will use ability level grouping.
2. We will follow the IEPs to meet the curriculum based on student's individual needs.
3. We will use small group in the classroom by a highly qualified teacher.

Music Goals and Plan 2011-12

Randi Hunt

At Dixie Sun Elementary, music will be integrated with grade level math, science, social studies, and literacy curriculum.

1. Each class has a weekly music time devoted to building grade level skills.
2. Music teacher meets weekly with teachers in the grade level PLC's to coordinate curriculum being taught.
3. Each grade level performs programs at the end of the year to demonstrate curriculum skills learned through music.
4. With the Dual Immersion Literacy Model at Dixie Sun Elementary, music will be sung in both Spanish and English. A multi-cultural approach will be used in developing musical literacy.

1. The Orff Schulwerk based classroom provides weekly instrumental experiences in rhythm, improvisation using a classroom set of the Orff Instrumentarium.
2. Choral instruction is provided for all students using the Kodaly approach in teaching melody and harmony. Melodic and rhythmic notation are also taught and experienced through solfege.
3. Recorders, Drums and unpitched rhythm instruments are used by all students in creating and performing together.

At Dixie Sun Elementary, music is used to build unity, identity and school spirit.

1. Dixie Sun Elementary will implement daily early morning music program beginning at 8:00 a.m. where Choirs, Orffestra and Conga Town members meet to prepare musical selections to be performed in the community, and school assemblies.
2. Dixie Sun Elementary has a yearly school wide dance festival outside where all classes perform folkdances from various countries complete with authentic music, dances and costumes

Section Five - Highly Qualified Teachers

WCSD has in place a tracking and mentoring program called the EYE (Entry Years Enhancement) program that provides support for every new educator in the district. Each new educator is required to set and meet goals pertaining to their professional development and individual licensing needs. This program is managed by site based Staff Developers. Each EYE teacher is required to; set goals based on their needs, meet with their staff developer regularly to evaluate progress, observe instructional modeling, and be observed instructing their class. All of this is done in the spirit of mentoring and support.

Currently, all teachers are highly qualified in their teaching positions with the exception of Lilia Valdiveso who is teaching as an ARL. Mrs. Valdiveso is an licensed attorney from California. All faculty members have a bachelors degree. 7 have masters degrees and 2 are currently in masters programs. Nineteen have the ESL endorsement. 5 teachers are currently enrolled in the ESL program. 2 are reading endorsed and one is bilingually endorsed. All para-professionals meet the requirements of NCLB. See Washington County School District for documents. All Title 1 aides (8) and AmeriCorps aides (8) have passed the Para-Professional test. One aide is a certified teacher.

Section Six - Professional Development 2011-12

Treasures/Calle de Lectura Literacy Training	All Teachers – Training is provided bi-weekly for teachers.
Math	Bi-weekly training on the implementation of EnVision Math.
Steps –Tier 2	Monthly training of para-professionals by Kathleen Brown of the U of U. Includes direct instruction and observations.
Thinking Maps	Direct instruction once per month after school under the direction of Carol Trimble.
Writing	Professional development will be given by LaRae McGregor 2 times this year.
ESL Endorsements	5 teachers are involved in the ESL endorsement classes offered by the District.
Masters Degree Candidates	2 teachers are currently in Masters programs.
Sp. Ed. Leadership Academy	Five days of training on PLC and RTI training for Sp. Ed. Teacher.
Annual Dual Immersion Instruction Conference	Administration and Spanish speaking teachers will be sent to AUDII Conference.

Section Seven – Parental Involvement

Dixie Sun has a Community Council and a PTA organization. Additionally, AmeriCorps volunteers participate in the involvement of parents. All three of these groups are highly involved in arranging volunteers, and organizing parental events. For the 2011-12 school year we have the following goals for parental involvement:

Goal	Action Plan
<p>Goal 1: Involve parents in classroom activities.</p>	<p>Have parents sign a school/parent compact of responsibilities. Publicize parental involvement policy Maintain and tract parent volunteer activities</p>
<p>Goal 2: Keep parents informed and communicating on a regular basis with the school.</p>	<p>Send a communication folder home weekly Create a DVD explaining the school functions Create a magnet calendar of events at school Give volunteer t-shirts to volunteers at school Run a monthly home reading program involving parents Send a monthly news letter home to parents Post meetings notes and news letters on the web</p>
<p>Goal 3: Allow parents to gain uniform points by volunteering in the school.</p>	<p>PTA will be paid for items above and then donate the money to the uniform fund thus providing funds for uniform points.</p>
<p>Goal 4: Involve parents in school activities and in their children’s school work.</p>	<p>Conduct Back-to School night Hold SEP’s 3 times during the year Provide phone and email messaging between parents and teachers Provide access to power school for grades, attendance etc. Hold 2 literacy and math nights, and 3 festivals for parents Provide take home reading books daily for children Train parents on the use of Connect Ed.</p>
<p>Goal 5: Provide feedback to parents in special programs.</p>	<p>Communicate STEPS, Imagine Learning, before and after school intervention levels to parents.</p>
<p>Goal 6: Provide for smooth transition of students to other grades and programs.</p>	<p>Apply red folder tracking program for all at-risk children</p>

Dixie Sun Elementary
Staff, Student and Parent Responsibilities 2011-12

Staff Responsibilities:

Our staff understands the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Teach grade level skills and concepts and inform you regarding what is being taught
- Strive to address the individual needs of your student
- Communicate with you regularly regarding your student's progress
- Provide a safe, positive and healthy learning environment for your student
- Correct and return your child's work in a timely manner
- Clearly communicate classroom rules and consequences as well as homework and class work expectations to you and your child.

Student's Signature _____ *Date* _____

Student Responsibilities:

I know that learning is important and I know that I am the one responsible for my own success. To do well in school, I know that I must:

- Get to class on time every day.
- Pay attention to my teachers.
- Finish my assignments in class as quickly and well as I can.
- Return completed homework on time.
- Be responsible for my own behavior.
- Cooperate with other students.
- Ask for help when I need it.

Student's Signature _____ *Date* _____

Parent Responsibilities:

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my student gets adequate sleep and has a healthy diet.
- Encourage my student to complete his/her homework.
- Provide a quiet place/time for my student to do homework and help my student with homework as needed.
- Look for and review all school communications daily.
- Attend all SEP's (Parent-Teacher-Student Conferences).
- Encourage my student to engage in reading activities for at least 20 minutes every day.
- Support the school's/district's homework, discipline and attendance policies.
- Come into the school and help with class/school needs wherever possible.

Parent's Signature _____ *Date* _____

Escuela de Dixie Sun

Responsabilidades del Personal, Alumnos y Padres

Responsabilidades del Personal:

Nuestro personal entiende la importancia de la experiencia de la escuela para cada alumno y nuestro papel como educadores y maestros modelos. Por lo tanto, estamos de acuerdo de seguir las responsabilidades para nuestra mejor habilidad:

- . Enseñar las destrezas y conceptos al nivel de grado e informar con respecto a que es lo que están enseñando
- . Esforzar las necesidades individuales de su alumno
- . Comunicarnos con usted regularmente en el progreso de su alumno
- . Proveer un medio ambiente seguro y sano para el aprendizaje de su alumno
- . Corregir y regresar las tareas de su hijo/a a tiempo
- . Comunicar claramente las reglas del salón y las consecuencias, también las expectativas de las tareas y trabajos en clases de su hijo/a.

Firma del maestro _____ **Fecha** _____

Responsabilidades del Alumno:

Sabemos que aprender es muy importante y sé que soy responsable de mi propio éxito. Para tener éxito en la escuela, sé que tengo que:

- . Llegar a clases a tiempo cada día.
- . Poner atención a mis maestros.
- . Terminar mis tareas en clases a tiempo y bien hechas.
- . Regresar mi tarea a tiempo.
- . Ser responsable de mi comportamiento.
- . Cooperar con mis compañeros.
- . Pedir ayuda cuando la necesite.

Firma del Alumno _____ **Fecha** _____

Responsabilidades de los Padres:

Entiendo que la participación en la educación de mi alumno le ayudara para su logro y actitud. por lo tanto, voy a continuar cargando con las siguientes responsabilidades con mi mejor habilidad:

- . Estar seguro que mi alumno duerma bien y tenga una alimentación sana
- . Alentar a mi alumno a terminar sus tareas.
- . Proveer un lugar sin ruido para que mi hijo/a haga tareas y ayudarlo cuando necesite ayuda con sus tareas.
- . Revisar diariamente las comunicaciones de la escuela.
- . Atender a las conferencias de padres y maestros (SEP's)
- . Alentar a mi alumno a que lea por lo menos 20 minutos diarios.
- . Apoyar la póliza del Distrito en tareas, disciplina y asistencia.
- . Venir a ayudar en lo que necesite el salón o la escuela.

Firma del Padre o Tutor _____ **Fecha** _____

Dixie Sun Parental Involvement Policy

1. Purpose: At Dixie Sun elementary, we believe parental involvement is an important part of each child's educational program, and that such involvement may result in higher student achievement and better social behavior, in addition to more satisfaction for parents and teachers alike.

2. Policy: At Dixie Sun, programs will be developed to ensure parental involvement in their children's education. Both school personnel and parents will be expected to be involved in their children's education.

3. Procedure:

3.1. Expect that parents shall provide a home environment that values education and send their children to school prepared to learn.

3.2. Provide parents with the opportunity to be actively involved in their children's education.

3.3. Build consistent and effective communication between parents, teachers, and administrators.

3.4. Provide information, instruction, and training to parents that will assist them in helping their children maintain academic success and support their academic efforts.

3.5. Parental involvement as implemented pursuant to this policy is intended to be advisory to the administrator of Dixie Sun Elementary who is accountable and responsible for school programs. To encourage this involvement, open and honest communication without fear of retaliation toward any of the parties involved (students, parents, teachers, or administrators) is essential to the success of the education process. It is intended that members of committees formed to carry out the intent of this policy shall serve under the direction of the principal of Dixie Sun Elementary.

Dixie Sun Elementary

Póliza de Involucramiento de Padres

1. Propósito: Creemos que el involucramiento de padres es una parte importante de la educación de cada niño, y que tal involucramiento puede resultar en éxitos académicos y mejor comportamiento social. Padres, maestros y alumnos quedarán más satisfechos.
2. Póliza:
En la escuela de Dixie Sun, se desarrollarán programas para asegurar el involucramiento de padres en la educación de sus niños. Tanto el personal de la escuela como los padres tendrán la expectativa de involucrarse en la educación de los niños.
3. Procedimientos:
 - 3.1 Contar con la expectativa que padres proveerán un ambiente de hogar que valore la educación y que manden sus niños a la escuela listos para aprender.
 - 3.2 Proveer padres con la oportunidad de involucrarse activamente en la educación de sus niños.
 - 3.3 Establecer comunicación efectiva y consistente entre padres, maestros y administradores.
 - 3.4 Proveer información, instrucción y entrenamiento para padres que les soportarán para que puedan ayudar y apoyar sus niños a mantener éxito académico.
 - 3.5 Involucramiento de padres que se lleva acabo con esta póliza es con la intención que sea consultivo a la administrador de Dixie Sun Elementary, lo cual es responsable por los programas de la escuela. Para alentar este involucramiento, comunicación abierto y honesta, sin temor de retaliación hacia cualquier de los partidos (padres, maestros, alumnos o administradores), es esencial para tener éxito en el proceso educacional. Es la intención que miembros de comités formados para poner en efecto esya póliza, servirán bajo la dirección del director de Dixie Sun Elementary.

Volunteering At Dixie Sun

The following fun and important programs are planned, organized and run by the PTA. These programs are not possible with out volunteers. We need parents to help plan and volunteer at these events.

Please **check** all of the following opportunities that interest you and put a **star** by the ones you're most interested in doing. You can help with as many as you like!

- **PTA Pool Party:** Fundraising dinner and swimming at Sand Hollow Pool (free admission to members and their families)
- **School Carnival:** Games, booths, rides and food stands for the whole family
- **Reflections Art and Literature Contest:** Help make participant packets, display, judging and awards
- **Book Fairs:** Scholastic books sold in the library to raise money for PTA and provide great books for families. We do two book fairs a year on SEP (parent/teacher conference) days.
- **Parents & Pastries:** Parents come early to school with their kids to have breakfast together and get excited about reading
- **Reading Incentive Program:** Kids track the reading they do at home and get recognition and prizes
- **Dr. Seuss Week:** Fun, imaginative reading events and contests all week at the school
- **Red Ribbon Week:** Drug awareness activities during this special week
- **Teacher Appreciation Week:** Special treats, door decorations and a nice luncheon for teachers during this week
- **Maturation Program:** A special program for 5th grade students about their changing bodies
- **PTA Fundraising:** Help with cookie dough fundraiser and other fundraising activities so we can get money for all of the above programs
- **Copy Center:** A weekly assignments making copies in the copy center, a BIG help to all teachers
- **Reading One-on-One:** Yearly program where volunteers read weekly with kids in their child's classroom
- **Student Birthdays:** Once a month student birthdays are celebrated with a special treat during lunch
- **PTA Phone Tree:** Help coordinate volunteers for all of the above programs
- **PTA Board Member:** Meet monthly with other parents, the principal and some teachers to give your input, resolve issues and plan upcoming activities (1 hour/month in the evening)

Comments:

Name: _____ **I speak:** English / Spanish / Both

Phone Number: _____ **Email address:** _____ **I prefer to be contacted**

by: Email / Phone **I can help:** During School / After School / Evenings

Child # 1 _____ Grade ____ Teacher _____ Child # 3 _____ Grade ____ Teacher _____

Child # 2 _____ Grade ____ Teacher _____ Child # 4 _____ Grade ____ Teacher _____

Section Eight – Assisting Preschool Children

<p>Goal 1: Gain outside support for preschool age children at Dixie Sun Elementary</p>	<p>Provide a room in our building for preschool to hold 2 classes of 17 children each day. Assure that these students will attend Dixie Sun Elementary.</p>
<p>Goal 2: Organize a preschool at Dixie Sun</p>	<p>Following WCSD Title 1 Preschool program Dixie Sun will implement Preschool instruction.</p>
<p>Goal 3: Locate and inform preschool parents of their options</p>	<p>Conduct a child find in the spring through the month of April. Continue preschool programs through the year and summer.</p>

Section Nine - Funding sources

<u>Funding source</u>	<u>Area of Use in the School</u>
<p>Maintenance and Operation funds from State and County</p>	<p>Funds Majority of teacher salaries, supplies, physical plant costs.</p>
<p>Special Education federal funds</p>	<p>Gives additional help to learning disabled students with small group help and other accommodations.</p>
<p>Title 1 and English as Second Language federal funds</p>	<p>These funds aim to help children that are typically behind in reading and math. 2nd Step reading program is used. Also, Title 1 helps fund full day Kindergarten for all students, teacher training, parental involvement</p>
<p>High Impact funds from Utah State Legislature</p>	<p>These funds pay for instructional aides that are used in the STEPS reading program and in the after school program.</p>
<p>21st Century competitive federal grant.</p>	<p>These monies fund the majority of after-school program and summer programs.</p>

Trust lands State of Utah funds

Small group teacher interventions before and after school are funded with this money. Also instrumental music (violins) are provided for all 4th and 5th grade students.

Section 10 - Evaluation of Plan

Student progress will be monitored using common assessment from instructional programs and the Utah State CRT. The school as a whole, each sub group and each individual student will be tracked. Plan elements will be adjusted based upon their effectiveness as determined by the CRT. Additionally, each program will have effectiveness indicators as indicated in the table below.

<u>Program</u>	<u>Indicator</u>
Treasures and Calle de Lectura literacy	Weekly and unit tests, Dibbles at midyear
Growing with Math	Weekly tests and Year end tests, UTIPS quizzes
Science and Social Studies curriculum	UTIPS quizzes and teacher made tests
Bilingual Instruction	UALPA English acquisition, Calle Spanish acquisition tests
Special Education	Achievement of IEP goals
STEPS Literacy	Weekly rate and accuracy checks, pre, mid and year end reading inventory
Teacher intervention (before and after school)	Tests designed by teacher for the specific group
Music	Performance of music skills by all students
Pre school	Preschool tracks students ability to meet list of basic skills needed for Kindergarten
Parent participation	All parent volunteer hours are recorded. Year end survey of parent attitudes