

# Dixie Sun EL Final Report 2013-2014

**Financial Proposal and Report** - This report is automatically generated from the School Plan entered in the spring of 2013 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2013-2014.

<b>Available Funds</b>	<b>Planned Expenditures (entered by the school)</b>	<b>Actual Expenditures (entered by the District Business Administrator)</b>
<b>Carry-Over from 2012 - 2013</b>	<b>\$15,915</b>	<b>\$8,537</b>
<b>Distribution for 2013 - 2014</b>	<b>\$26,932</b>	<b>\$34,052</b>
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$42,847</b>	<b>\$42,589</b>
Salaries and Employee Benefits (100 and 200)	\$25,000	\$22,293
Professional and Technical Services (300)	\$17,847	\$14,466
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$426
General Supplies (610)	\$0	\$4,187
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$42,847</b>	<b>\$41,372</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$0</b>	<b>\$1,217</b>

## ITEM A - Report on Goals

### Goal #1

Students who attend Dixie Sun Elementary will continue to have the opportunity to participate in a Fine Arts Music Program. This program will run during the school day as well as a before school choir, drum club, and violin class. Identified academic area(s).

Fine Arts

#### **This was the action plan.**

A certified music teacher will be assigned to teach the daily music classes as well as run the before school clubs. She will plan music activities and lessons that will enhance and enrich the students literacy, math, science, and social studies cores.

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

Mrs. Hunt continued to be our music teacher throughout the 2013-14 school year. She offered many opportunities for students to grow in the arts. Choir, drum clubs, dance festivals, assemblies, and concerts were held throughout the year to provide students with the opportunities to participate in and be enriched from the music experience. In addition to these extra curricular activities each student in the building also had the opportunity to meet with Mrs. Hunt on a weekly basis for class/grade level music instruction. Mrs. Hunt helped to enhance the core curriculum by structuring her music activities in a way that would reinforce literacy, math, science, and social studies.

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

Student participation in weekly music classes. Attendance at before school clubs.

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

100% of students in the building meet with Mrs. Hunt on a weekly basis for 30 minutes for whole class/grade level music instruction.

Last year our choir and drum club was open to any students in grades 4-5. In choir we had 50 students, in drum club there were 20. In addition to this our entire school PK-5 participated in an International Dance Festival for the community to attend.

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
25000	Salaries and Employee Benefits (100 and 200)	This money will be matched to money that is also being contributed by district FTE funds and money from the Beverly Taylor Sorenson Grant.

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and**

**Report displayed above.**

The money that was budgeted in Trust Lands was matched to money being provided by the Beverly Taylor Sorenson Grant to create full time teaching contract for Mrs. Hunt.

**Goal #2**

Teachers and paraprofessional staff members at Dixie Sun will continue to participate in professional development that will help to improve their instructional strategies and increase student engagement in the classroom. This professional development will:

- assist teachers to better plan for and assess student needs in Spanish and English
- design instruction that will meet these specific student needs in both Spanish and English
- spend time learning and developing their understanding of the new math core
- participate in learning walks, site visits, and professional conferences
- participate in 6 week grade level planning/training sessions
- provide training materials
- work on collaborating as Spanish/English cohorts to tie the Language Arts and Math Curriculum's together to reinforce learning in both languages
- focus on individual teacher and team needs to provide resources and training needed to ensure teacher and student success

Identified academic area(s).

Mathematics

Reading

Writing

Technology

**This was the action plan.**

Teachers and paraprofessional staff members will be required to participate in a variety of professional development activities throughout the school year. These professional development activities will include but are not limited to:

- 6 week planning/training by grade level
- learning walks
- professional conferences
- weekly collaboration to analyze student data and correlate Spanish/English curriculum
- Engagement Training
- school and district literacy and math program trainings
- Kagan Training
- Team/Teacher specific training as indicated by needs assessments through collaboration and evaluation procedures

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

Teachers and paraprofessional staff members have been required to participate in a variety of professional development activities throughout the school year. These professional development activities have included but have not been limited to:

- 6 week planning/training by grade level
- learning walks
- professional conferences - Daily 5
- weekly collaboration to analyze student data and correlate Spanish/English curriculum
- Engagement/Explicit Instruction/ One on One Coaching Training with Annette Brinkman
- school and district literacy and math program training
- Kagan Training with Dr. John Goldhardt from Dixie College
- Team/Teacher specific training as indicated by needs assessments through collaboration and evaluation procedures
- One on One coaching sessions with staff developer and Title 1 coordinator

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

The following tools will be used to measure student progress based on the professional development of classroom teachers and paraprofessionals:

- weekly pre and post assessment data in both Math and Language Arts
- Summative Unit assessments in Math and Language Arts
- Dibbles assessment scores beginning/middle/end of school year
- Reading Fluency Data - based on scores from Lucky Listener
- DWA- Direct Writing Assessment in 5th Grade
- CRT Data - 3rd, 4th, 5th
- UALPA
- Kindergarten Benchmark Assessment
- APPLE- Language Fluency Assessment 3rd & 4th Grades

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

Treasures Testing Data

Grade Level	2012-2013 Unit 1-2 Score	2013-2014 Benchmark 1	Student Year by Year Growth
1st	75%		
2nd	50%	66%	-9
3rd	32%	59%	+9
4th	27%	67%	+35
5th		64%	+13

Grade Level	2012-2013 Benchmark Score	2013-2014 Benchmark Score	Growth
1st	71%	71%	0
2nd	51%	65%	+14
3rd	43%	67%	+24
4th	54%	75%	+21
5th	56%	63%	+7

DIBELS Testing Data

2012-2013

September 2012

May 2013

Green

Yellow

Red

Green Yellow

# of Students at Goal

# of students who need strategic interventions

# of students who need intensive interventions

# of Students

193

29

81

146 63 86

63%

10%

27%

50% 21% 2

Green = -13%

Yellow = +11%

Red = +2%

2013-2014

September 2013

May 2014

Green

Yellow

Red

Green Yellow

# of Students at Goal

# of students who need strategic interventions

# of students who need intensive interventions

# of Students

161

29

95

174 47 65

56%

11%

33%

61% 16% 2

Green = +5%

Yellow = +5%

Red = -10%

LLI Testing Data

**Test Students Advancing Students Tested Proficient/Out of Services**

LLI Groups 97/103 94%

51/103 50%

WIDA Testing Data

**Test Students Advancing Students Tested Proficient/Out of Services**

WIDA 201/259 78%

40/259 15%

Kinder Testing Data

**Test Pre-test Students' Proficient Post-test Students' Proficient**

Kinder Assessment 6/92 7% 88/92 96%

**AAPPL Testing Data**

<b>Grade Level Test</b>	<b>Students Proficient</b>	<b>Percent Proficient</b>
3 Speaking	72/88	82%
4 Listening	76/91	84%
4 Reading	75/91	82%
5 Speaking	57/70	81%

**The amounts, categories and descriptions of expenditures planned to implement this goal are listed here:**

<b>Amount</b>	<b>Category</b>	<b>Description</b>
17847	Professional and Technical Services (300)	Cost of: <ul style="list-style-type: none"> <li>● substitutes</li> <li>● presenters</li> <li>● training materials</li> </ul>

**Please describe the expenditures made to implement this goal as identified in the Financial Proposal and Report displayed above.**

Funding was used to pay for the expenses of bringing in Annette Brinkman an outside trainer from Granite School District. During the time this presenter was here, substitutes were also needed for learning walks, professional development sessions, and one-on-one coaching. Each teacher was provided with the necessary study materials that they needed to be successful in explicit instruction and engagement. Teachers were also provided with an "Ahead of the Curve" book to help them in better understanding the need for effective formative and summative assessments.

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

Additional funding will be added to our Professional Development account to assist in the completion of Goal #2 listed above.

**The distribution was about 14% more that the estimate in the school plan. Please explain how the additional money was spent, if it was spent for items other than expenditures described in the approved goals above. If all expenditures were spent for items in the goals, please enter "Not applicable."**

Not Applicable

**ITEM D - The school plan was advertised to the community in the following way(s):**

- School website

**ITEM E - Please select from the pull down menus the names of policymakers the council has communicated with about the School LAND Trust Program. To choose more than one name on a list, use CTRL while selecting. To unhighlight a selected name, choose another name or use CTRL and select it.**

<b>State Leaders</b>	<b>U.S. Senators</b>
<b>State Senators</b>	<b>U.S. Representatives</b>
<b>State Representatives</b> Dist. 13 Ray, Paul	<b>District School Board</b> Cal Durfey Debra Zockoll Laura Hesson Kelly Blake Wes Christiansen Craig Seegmiller Barbara Beckstrom
<b>State School Board</b>	

**ITEM G - A summary of this Final Report must be provided to parents and posted on the school website by October 20th of the 2014. When was this task completed?**

**Not required for Charter Schools.**

10/20/2014