**Available Funds**

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

**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:**

<table>
<thead>
<tr>
<th>Amount Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25000</td>
<td>Salaries and Employee Benefits (100 and 200)</td>
</tr>
</tbody>
</table>

Please describe the expenditures made to implement this goal as identified in the Financial Proposal and...
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
- One on One coaching sessions with staff developer and Title 1 coordinator

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

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

### Grade Level Benchmark Score Growth

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

### DIBELS Testing Data

#### 2012-2013
- **September 2012** to **May 2013**
  - **Green**
    - # of Students at Goal: 193
    - % of Students at Goal: 63%
    - # of students who need strategic interventions: 29
    - % of students who need strategic interventions: 10%
    - # of students who need intensive interventions: 81
    - % of students who need intensive interventions: 27%
  - **Red**
    - % of students who need strategic interventions: 50%
    - % of students who need intensive interventions: 21%
  - **Green = -13%**
  - **Yellow = +11%**
  - **Red = +2%**

#### 2013-2014
- **September 2013** to **May 2014**
  - **Green**
    - # of Students at Goal: 161
    - % of Students at Goal: 56%
    - # of students who need strategic interventions: 29
    - % of students who need strategic interventions: 11%
    - # of students who need intensive interventions: 95
    - % of students who need intensive interventions: 33%
  - **Green = +5%**
  - **Yellow = +5%**
  - **Red = -10%**

### LLI Testing Data

<table>
<thead>
<tr>
<th>Test</th>
<th>Students Advancing</th>
<th>Students Tested Proficient/Out of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLI Groups</td>
<td>97/103 94%</td>
<td>51/103 50%</td>
</tr>
</tbody>
</table>

### WIDA Testing Data

<table>
<thead>
<tr>
<th>Test</th>
<th>Students Advancing</th>
<th>Students Tested Proficient/Out of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA</td>
<td>201/259 78%</td>
<td>40/259 15%</td>
</tr>
</tbody>
</table>

### Kinder Testing Data
Test | Pre-test Students' Proficient | Post-test Students' Proficient
--- | --- | ---
Kinder Assessment | 6/92 7% | 88/92 96%
AAPPL Testing Data

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Test</th>
<th>Students Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Speaking</td>
<td>72/88</td>
<td>82%</td>
</tr>
<tr>
<td>4</td>
<td>Listening</td>
<td>76/91</td>
<td>84%</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>75/91</td>
<td>82%</td>
</tr>
<tr>
<td>5</td>
<td>Speaking</td>
<td>57/70</td>
<td>81%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| 17847 | Professional and Technical Services (300) | Cost of: ● substitutes ● presenters ● training materials 

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."

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.

State Leaders | U.S. Senators
--- | ---

State Senators | U.S. Representatives
--- | ---

State Representatives
Dist. 13 Ray, Paul

State School Board

District School Board
Cal Durfey
Debra Zockoll
Laura Hesson
Kelly Blake
Wes Christiansen
Craig Seegmiller
Barbara Beckstrom
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