

# Dixon MD 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>\$13,884</b>	<b>\$15,254</b>
<b>Distribution for 2013 - 2014</b>	<b>\$40,124</b>	<b>\$51,585</b>
<b>Total Available for Expenditure in 2013 - 2014</b>	<b>\$54,008</b>	<b>\$66,839</b>
Salaries and Employee Benefits (100 and 200)	\$50,008	\$57,454
Professional and Technical Services (300)	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0
Other Purchased Services (Admission and Printing) (500)	\$0	\$0
Travel (580)	\$0	\$0
General Supplies (610)	\$0	\$0
Textbooks (641)	\$0	\$0
Library Books (644)	\$0	\$0
Periodicals, AV Materials (650-660)	\$0	\$0
Software (670)	\$4,000	\$2,227
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0
<b>Total Expenditures</b>	<b>\$54,008</b>	<b>\$59,681</b>
<b>Remaining Funds (Carry-Over to 2014 - 2015)</b>	<b>\$0</b>	<b>\$7,158</b>

## ITEM A - Report on Goals

### Goal #1

Dixon Middle School will increase student proficiency for both 7th and 8th grade mathematics by demonstrating a 5% increase on our standardized test scores.

Identified academic area(s).

Mathematics

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

- Provide math intervention support by hiring and training instructional assistants and an hourly Math teacher for classroom intervention services for struggling Math students.
- Purchase school licenses for targeted math support software for intervention of data identified students that are struggling with essential learning concepts (I Can Statements) to be used during iTime, small-group instruction and after school intervention.
- Provide a volunteer coordinator to recruit, train and assign tutors to provide direct support to assist students with tutoring, respond to parents and school staff regarding immediate student needs and coordinate small group instruction.

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

Two classes were added to our Master Schedule to provide targeted interventions in both Math 7 and Math 8 classes. A certified teacher co-taught classes with special educators and para-professionals to narrow the focus of this class to provide support for essential skills (I Can Statements) and offer additional time and support using a research based computer program/tutorial.

Students completed prescriptive assignments with the STAR Math Program as one of several differentiated activities during this support class and also as part of our after school program for targeted interventions.

Referrals to these classes came from assessment data and teacher recommendations.

This class was an additional class where students were looped back to their regular teacher to receive this extra support in small group activities under the direction of the regular education teacher.

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

Results of math department common assessments throughout the year.

End of year math CRT results.

Record of activities and visits to the parent center.

Record of students that received support services, mentoring, and progress reports.

Log of volunteer times and visits.

Student, parent and teacher reports of intervention effectiveness.

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

60 student referrals were made to these classes during the year.

Students made an average gain of 1.3 grade levels as reported by the STAR Math program. The greatest gain was 2.4

grade levels of growth.

75% of students improved their performance on Common Assessments after remediation efforts in Math 7.

45% of student in Math 8 improved their performance on Common Assessments after interventions.

Volunteers logged over 120 hours in our After School Math Intervention/Homework Lab.

Final SAGE data is currently being interpreted as it has only recently become available to the school.

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
36000	Salaries and Employee Benefits (100 and 200)	Salary and benefits for the Parent Center/volunteer coordinator and for math instructional assistants to provide intervention and instruction.
4000	Software (670)	School licenses for math intervention software

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

Salary and Benefits for two additional Regular Ed Teacher prep periods and to hire a certified Special Education Teacher to assist with interventions.

Licenses for STAR Math Computer Based Intervention Programs

## **Goal #2**

Dixon Middle School will increase student proficiency in both 7th and 8th grade Language Arts by demonstrating a 5% increase on our standardized test scores.

Identified academic area(s).

Reading

**This was the action plan.**

Provide literacy intervention support by hiring and training an instructional assistant for classroom intervention services for struggling students in reading.

Provide additional hours for a technology specialist to assist teachers with continued device integration to improve classroom engagement and student success in Language Arts. To provide assistance with computer based assessments and data collection.

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

45 Students were enrolled in an additional Literacy Support class in grades 7 and 8 to provide a "looped" classroom experience with a Special Education Teacher, Regular Education Teacher, and a Para-Professional. Small group interventions focused on the new Common Core expectations of writing were emphasized throughout the course. Progress monitoring tools (DIBELS, SRA, and school specific common assessments) and small group strategies were used throughout the year to help these Regular Ed, ELL, and Special Education Students.

iPad technology was used throughout the year to provide engaging tools to teach writing, vocabulary, and to access immediate feedback for reading fluency and vocabulary.

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

Results of English department common assessments throughout the year.

CRT comprehension results.

DRP scores

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

DRP scores - 70% of students raised their comprehension scores by 5 points or more.

Dibels- 100% of students raised their scores above 90 wpm on a grade 6 level passage.

DRA- 60% of students raised their Comprehension scores by >1 grade level.

80% of students met the grade level expectation for common assessments after remediation.

Final SAGE data is currently being interpreted as it has only recently become available to the school.

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

<b>Amount</b>	<b>Category</b>	<b>Description</b>
14008	Salaries and Employee Benefits (100 and 200)	Salary and benefits for the literacy instructional assistant and for technology specialist.

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

1/7 of a teacher contract (Salary and Benefits) was paid to provide intervention classes in English 7 and 8.

Para-professional hourly wages and benefits were paid to provide interventions and technology support for these classes (2 hours per day).

**ITEM B - In the Financial Proposal and Report, there is a carry-over of \$7158 to the 2014-2015 school year. This is 14% of the distribution received in 2013-2014. Please describe the reason for a carry-over of more than 10% of the distribution.**

There are several reasons:

Our planned expenditures were based upon a lower proposed distribution.

The total cost for our computer based program (STAR Math) was less than anticipated.

The proposed plan for 2014-2015 includes a significant commitment to meeting the needs of one area of Critical Need (Science 7) in our future plan. We intend to utilize the 14% carry-over to meet that need.

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

If the July distribution should be larger than we have budgeted for, then we would apply any additional funds toward the hiring and salary of an additional instructional assistant for math intervention as already outlined in goal 2.

**The distribution was about 14% more than 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."**

Additional funds were spent on hiring an additional Math aide/Certified SPED Teacher to assist with small group interventions and to provide differentiated teaching during class.

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

- School newsletter
- School website
- School marquee
- Other: Please explain.

Social media efforts- Facebook

Information Booth at Back to School Open House and at Fall Parent Teacher Conferences

**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**

**District School Board**

Steven Staples

Shannon Poulsen

**State School Board**

Jim Pettersson

Marsha Judkins

Vance Checketts

Julie Rash

Michelle Kaufusi

**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