

PART I - ELIGIBILITY CERTIFICATION

12UT3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 23 Elementary schools (includes K-8)
 (per district designation): 10 Middle/Junior high schools
7 High schools
0 K-12 schools
40 Total schools in district
2. District per-pupil expenditure: 6677

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	33	44		6	0	0	0
K	54	54	108		7	0	0	0
1	53	54	107		8	0	0	0
2	52	49	101		9	0	0	0
3	40	46	86		10	0	0	0
4	34	41	75		11	0	0	0
5	29	26	55		12	0	0	0
Total in Applying School:								576

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
72 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
24 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 16%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	85
(4)	Total number of students in the school as of October 1, 2010	519
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 66%
 Total number of ELL students in the school: 381
 Number of non-English languages represented: 5
 Specify non-English languages:

Navajo , Chinese, Samoan, Russian, Portuguese.

9. Percent of students eligible for free/reduced-priced meals: 85%

Total number of students who qualify: 490

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>19</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>36</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	95%	94%
High school graduation rate	%	%	%	%	%

14. For schools ending in grade 12 (high schools):

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

- No
- Yes

If yes, what was the year of the award?

Located in sunny Saint George, Dixie Sun Elementary School is the only dual immersion public school in the state of Utah. Formally named Dixie Downs Elementary School after an area racetrack that has long since vanished, the new name Dixie Sun signifies the celebration of a transformed school. Dixie Downs was once a declining socioeconomic, low performing school. The innovative forethought of a few school board members of the Washington County School Board, the dual immersion pilot program began at Dixie Downs Elementary School and, the transformation to a twenty first century Exemplary Improving School started.

Washington County Utah was experiencing a population influx between the years 2000-2007. The population increase also resulted in a near doubling of the Spanish speaking population impacting the school district significantly. The innovative idea of the board of education to create a pilot program of English/Spanish dual immersion was primarily created to meet the needs of the growing ESL population. A principal, Dale Porter and teachers were recruited from within Utah and the world to staff this school with dual immersion as the focus which produced a wide variety of teachers and people committed to this innovative project. As the area demographics changed, then Dixie Downs Elementary School was committed to meet the needs of the students.

Dual immersion in Washington County School District became a political fire ball as Dixie Downs Elementary began the change to dual immersion. Teachers who did not want to be part of the dual immersion program moved to other schools in the district leaving about a 90% vacancy in the teaching staff. Considering the fact that the area demographics of southwest Utah was and continues to be about 90% Caucasian, it was extremely difficult to recruit teachers. Dual immersion started at then Dixie Downs Elementary during the 2006-2007 school year, beginning with kindergarten and first grades. Each consecutive year another grade level was added so that the progression of dual immersion continued with the students until the 2010-11 school year which concluded with fifth grade and the completion of the dual immersion model. The status as a pilot program was not revoked until the 2011-12 school year and our solidification as a permanent dual immersion program in the Washington County School District proceeded.

Along with the struggles to implement and maintain dual immersion status, the continued pressure of achieving Annual Yearly Progress (AYP) remained. As each year passed, Dixie Sun Elementary achieved AYP continuously since becoming dual immersion. The continued success of Dixie Sun passing AYP continuously in 2006, 2007, 2008, 2009, 2010 and 2011 was remarkable considering that in 2005, Dixie Downs Elementary (previous name) scored as one of the lowest achieving schools in the state of Utah.

As Dixie Downs Elementary continued implementing dual immersion in a new grade levels every year, several other major changes took place. The school name change to Dixie Sun Elementary School with community input, uniforms were implemented and mandated with help from the PTA, a \$500,000, five year, 21st Century grant was awarded for an after school program, and more recently, Dixie Sun joined the Utah State Dual Immersion cohort.

We will prepare students to be academically competent and socially prepared for the secondary educational level. We will guide students to love learning. This mission statement of Dixie Sun exemplifies the focus of our dual immersion program. The Utah State Office of Education, Utah Spanish Dual Immersion states “Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language.” Our school has used this information as the cornerstone to our instructional focus keeping in mind that our students will have a better chance for success with the educational foundations of dual immersion.

1. Assessment Results:

Dixie Sun Elementary School is the only completely dual immersion public school in the state of Utah. The 2006-07 school year was the year that kindergarten and first grade started the 50:50 dual immersion model. The schools performance on the end of year CRT for grades 3-5 were with students not in the dual immersion program. The 2008-09 school year was the year in which students in the third grade took the CRT and had been in the dual immersion program. Dixie Sun's assessment result have reaped the benefit of dual immersion every year after.

The effects of the dual immersion program implemented at Dixie Sun have been significant in all areas of the standardized testing required by No Child Left Behind (NCLB) to achieve Annual Yearly Progress (AYP) and the Utah State Office of Education UPASS (Utah Performance Assessment System of Students). Once one of the lowest performing schools in the state, Dixie Sun increased scores in all sub groups for grades 3-5 in both language arts and mathematics by approximately 21%. The challenges at Dixie Sun were huge, new staff, no language arts program, no Spanish curriculum and a neighborhood not convinced of the benefits of dual immersion. The fact that the teachers hired were committed to the dual immersion project is the single most significant factor of Dixie Sun's success. The teachers worked extremely hard to create the school that Dixie Sun is today.

The Criterion-Reference Tests (CRTs) created by the Utah State Office of Education (USOE) are multi-choice tests administered near the end of the school year to assess the knowledge and skill of students in grades 2-11 in Language Arts, Mathematics and Science as outlined in the Utah Core Curriculum. These performance trends are based on four levels of proficiency: (1) Minimal and (2) Partial, demonstrate "not proficient"; (3) sufficient and (4) Substantial, demonstrate "proficient" (or "meeting the standard") Mathematics CRTs were substantially revised in 2009 and data from 2009 and on are not comparable to prior years.

The affects of dual immersion instruction statistically come in the long term. Teachers and administrators nervously watched the standardized test score for students at Dixie Sun Elementary School. Teachers in the primary grades struggled to achieve academic success with their students and worried that achievement rates were too low. Teachers in the upper grades also struggled and worried as they struggled to cover the curriculum needed for success on the CRTs. Trends in student achievement started to emerge as the dual language program continued.

Lower grades overall scored at lower levels than expected by teachers. Upper grade teachers achieved higher levels than they anticipated. This is shown in our tests scores as reported by our CRTs. Third grade is the grade level that seems to be the middle of the see saw affect with more fluctuation. The first students in third grade that were in the dual immersion program were during the 2008-09 school year. These students scored 77% in Language Art and 57% in Math which was unexpectedly high in language art and unexpectedly low for Math. This teeter totter affect still continues and is an area of school concern and focus.

Surprise, celebration, joy and excitement occur every year as we await the UPASS and NCLB reports to emerge. The undisputable facts are clear. Dixie Sun students achieve significantly higher in 4th and 5th grade in both language arts and math starting in 2009-10 for 4th grade and 2010-11 for 5th grade. Dual immersion is the factor that has changed our test scores from the 40-50% range to the 70-80% range. Wow, those numbers speak for them selves and the kicker is that our free and reduced changed from 32% in 2006-07 4th grade to 59% in 2010-2011 and in 5th grade 33% in 2006-07 to 65% in 2010-2011

Literacy CRT data from the Spring of 2011 indicates 190 students 3rd-5th grade took the test. Eleven of these students enrolled after October 1st and therefore their scores are not tabulated in the AYP 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.

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.

Closing the achievement gap between the total school scores and our most at risk sub groups is the primary goal of Dixie Sun Elementary School. The sub groups of ELL and special education continue to be an area of strategic intervention by Dixie Sun Elementary School. The primary intervention for our ELL population is our dual immersion model of 50:50 English/Spanish language instruction which starts in pre-school and continues to fifth grade. Additional school wide interventions are in place to provide continual support for the ELL and special education sub groups, these are:

- Early Steps and Next Steps reading intervention program from Univ. of Utah
- Imagine Learning computer based ELL software purchased by the Utah State Office of Ed.
- 21st Century After-School Program Grant awarded to implement an academic after school program.
- Triumphs (McMillian/McGraw Hill language arts program for special ed.)
- Focus Math (Pearson math program for special ed.)
- All-day kindergarten
- Title I Pre-School program

The special education sub group at Dixie Sun receives specific interventions to meet their needs. Achievement gap concerns for the special education sub group are in the areas of language art and math for grade levels four and five. Teachers regard the needs of students and provide either an in class intervention or an out of class intervention depending on the needs of the students. The after school program provides additional direct instruction for special education students. Achievement gap concerns for the special education sub group are in the areas of language art and math for grade levels four and five. On the other hand, the special education sub group has made significant progress in third grade language arts CRT scores increasing from 25% passing in 2006-07 to 43% passing in 2010-11. Mathematics also resulted in gains from 13% passing in 2006-07 to 29% passing in 2010-11.

Achievement gap concerns for the ELL sub group focuses on grades three and four in both language art and math. Dual immersion model of instruction has produced significant results in the fifth grade. The fifth grade language arts CRT for the ELL sub group has increased from 29% to 48% from years 2006-07 to 2010-11 which is a percent increase of 66%. Similar results occurred in the fifth grade mathematics CRT, which were 48% passing in 2006-07 to 71% passing in 2010-11 resulting in a 48% increase in the number of students passing.

Demographic data indicates there are 576 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 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.

2. Using Assessment Results:

Dixie Sun Elementary uses Professional Learning Communities to ensure the academic growth of students. Professional Learning Communities establish collaboration between grade level team and the school as a whole. This collaboration occurs weekly with the purpose of identifying both those students who have not and those who have mastered the desired curriculum. Teachers determine and implement a plan of remediation or extension as indicated by the needs of the student.

Data analyzed during PLC come from several source including but not limited to the following:

- Treasures weekly test
- Treasures Unit Test
- Envision Summative Assessment
- EnVision Topic Test
- DIBELS testing

These assessments are used by grade levels and are tracked on three levels, grade level, school level and district level. Remediation or extension are based on the students achievement on the assessments.

Remediation is indicated for 34% of students in literacy. 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.

Classroom teachers provide 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 are grouped according to the needs of students as determined by the teaching team. This occurs Monday through Thursday.

Classroom teachers refer students to the Teacher Action Team (TAT) which meets weekly. If other interventions have failed, students may be referred for further testing by the district and Special Education (Sp.Ed) teacher. An Individual Education Plan (IEP) is created and implemented for each student that qualifies for Sp.Ed. intervention as defined by the State of Utah. Classroom teachers and the special education teacher work together implementation of this plan. The special education teacher provides tier III intervention services to students who qualify and as outlined in the student's IEP. The curriculum follows the adopted curriculum of the regular education students' such as, for language arts the TIER III curriculum is Triumphs (Treasures TIER III) and Focus Math (EnVision TIER III).

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.

The After School Program funded by the 21st Century grant provides an opportunity for additional intervention for students either by a trained paraprofessionals or by the classroom teacher. All students are invited to participate in the after school program. The program meets the needs of students either below, at or above grade level for their instructional needs. At-risk students are strongly encouraged to attend because during the first 45 minutes all students will receive Treasures Tier 2 intervention by teachers. These lessons are short and can be used to supplement the above level students due to the leveled nature of the program. In addition Peer Tutoring with first and third grade students will be under the supervision of AmeriCorps personnel.

The Dixie Sun After School Program also offers extension activities unique to our school, for example, swimming lessons, engineering classes, clicker classes, readers theater, LEGOS building. The after school program of Dixie Sun Elementary School services approximately 230 students Monday thru Thursday from 3:30-6:00 pm. A teacher is the coordinator of the after school program and oversees the

grant, hiring, implementation, and training of staff. This unique program is another contributor to student success at Dixie Sun Elementary School.

3. Sharing Lessons Learned:

The teaching staff of Dixie Sun provides a rich resource to Washington County School District and the State of Utah in the area of dual immersion instruction. Sharing lessons learned creates a valuable environment for dialog and collaboration by focusing on 21st Century teaching skills. There are four areas Dixie Sun focuses on to provide support to school share holders; learning walks, participation in Association of Utah Dual Immersion, professional development and the afterschool program.

Our teachers eagerly provide information to our educational community through learning walks. Dixie Sun participates in and initiates learning walks to promote areas of expertise exemplified by our teaching staff. Past learning walks have been focused on small group instruction, writing/ Thinking Maps, and dual immersion instruction. These learning walks have provided the local education community a first hand look of the successes of dual immersion.

Teachers and administrators have also attended and presented at Association of Utah Dual Immersion events, along with Utah Spanish Dual Immersion events. Several areas in which we excel and promote are all day kindergarten in the 50:50 English/Spanish model, Thinking Maps, and our afterschool program. Dixie Sun is the only dual immersion school in Utah that offers all-day kindergarten in the 50:50 model. This has been effective at preparing the students for the difficult curriculum in first grade. Dixie Sun Elementary School culture gives beginning students the initial mindset that all students are attending school are beginning a life-long learning experience. Dixie Sun is eager to help students start the process.

4. Engaging Families and Communities:

Dixie Sun has a Community Council and a PTA organization that provides parent involvement direction. 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:

Dixie Sun's action plan for engaging families and community is comprehensive and has evolved over the past five years to meet the needs of our changing demographics. Parents from both PTA and the Community Council were extremely active in advocating Dixie Sun's successes as the Washington County School District reviewed our status as a pilot program. Dixie Sun underwent a review process which included test data, demographics data and community support. PTA and Community Council were vocal proponents of the positive changes made at Dixie Sun Elementary School.

Dixie Sun involves parents in classroom activities by having parents sign a school/parent compact of responsibilities. A system of uniform credits was created to encourage parent participation by giving uniform credit towards the purchase of uniforms at the PTA uniform store. The goal of increasing parent participation and promotion of our uniform policy. Dixie Sun also maintain and track parent involvement activities. Parents keep informed about school activities through the school communication folders that is sent home weekly. This communication folder for each student is organized by PTA volunteers.

The PTA of Dixie Sun has been instrumental in engaging the families and community around Dixie Sun Elementary School. Transforming a disjointed neighborhood into an active education community. The following are the amazing activities of the Parent Teacher Association of Dixie Sun Elementary School:

1. PTA Pool Party: Fundraising dinner and swimming at Sand Hollow Pool (free admission to members and their families)

2. School Carnival: Games, booths, rides and food stands for the whole family
3. Reflections Art and Literature Contest: Help make participant packets, display, judging and awards
4. 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.
5. Parents & Pastries: Parents come early to school with their kids to have breakfast together and get excited about reading
6. Reading Incentive Program: Kids track the reading they do at home and get recognition and prizes
7. Dr. Seuss Week: Fun, imaginative reading events and contests all week at the school
8. Red Ribbon Week: Drug awareness activities during this special week
9. Teacher Appreciation Week: Special treats, door decorations and a nice luncheon for teachers during this week
10. Maturation Program: A special program for 5th grade students about their changing bodies
11. PTA Fundraising: Help with cookie dough fundraiser and other fundraising activities so we can get money for all of the above programs
12. Copy Center: A weekly assignment making copies in the copy center, a BIG help to all teachers
13. Reading One-on-One: Yearly program where volunteers read weekly with kids in their child's classroom
14. Student Birthdays: Once a month student birthdays are celebrated with a special treat during lunch
15. PTA Phone Tree: Help coordinate volunteers for all of the above programs
16. 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)

Engagement of community partners has been a positive influence and significantly impact Dixie Sun Elementary School on a daily basis. The community partners are:

- University of Utah, College of Education, Reading Clinic
- Beverly Taylor Sorenson Arts Learning Program
- Broadband USA
- Dixie State College, Dental Hygiene Program
- Dixie State College, Music Department
- 21st Century Community Learning Center
- Utah Afterschool Network
- Utah State University Cooperative Extension
- Utah Family Centers
- City of St. George, Parks and Recreation
- City of St. George, Police Department

These positive influences have directly impacted student achievement and social skills in preparation for their future in our community.

1. Curriculum:

The Utah State Office of Education Core Curriculum is the standards based instruction used by teachers at Dixie Sun. The 2011-12 school year was the beginning of the implementation of the new Common Core in Language Arts.

Dixie Sun Elementary uses Professional Learning Communities to ensure the academic growth of students. Teachers use the McGraw-Hill Treasures, Pearson EnVision Math and Calle de Lectura programs for core instruction. Social Studies and Science instruction is given using Interconnections that was translated into Spanish by the Association of Utah Dual Immersion. Para-professionals assist in reading intervention support for at-risk students under the direction of University of Utah Reading Clinic STEPS program. Preschool students attend the on-site Title One preschool four days a week with the Little Treasures curriculum. ESL students receive services through Imagine Learning. Special education students receive instruction using Triumphs Tier III from the Treasures program and Envision Focus Math. Students have music, computers, and library once a week. Additionally, 4th and 5th grades having choir and violins. Our after school program includes math and reading intervention, Imagine Learning, and extensions activities. We are a busy active school with dedicated teachers and staff.

The Utah State Dual Immersion cohort develops and unifies dual immersion instruction in the state of Utah. Instructional times were developed over time and are in place at Dixie Sun.

Dual Immersion Instructional Time: Grade 1-3

- Math in Spanish language (70 min.)
- Content Areas in 2nd language (55 min)
- Spanish language literacy (55 min.)
- English Language Arts (125 min)
- Math and content Areas Reinforcement in English (55 min.)

Dual Immersion Instructional Time: Grades 4-5

- Math and Science in Spanish (90 min)
- Spanish Language Literacy (90 min)
- English Language Arts (90 min)
- Math and Social Studies in English (90 min)

The comprehensive curriculum adopted by Dixie Sun has allowed students to have exemplary instruction for the Utah State Core Curriculum in both English and Spanish in Language Arts and Mathematics.

2. Reading/English:

The Washington County School District adopted the Treasures Literacy Curriculum for grades K-5. This comprehensive language arts curriculum is used by our teachers who teach in English. The 50:50 English/Spanish model suggested by the Utah State Dual Immersion (USDI) cohort allows 125 minutes for language arts which is a significant difference in the time allocated by Treasures program. English language teachers pinpoint vital parts of the program and focus on those. Teachers use the curriculum to

guide in the instruction of the power standards needed for grade levels achievement for students and use methods such as *backwards design* to achieve the instructional goals efficiently. Small group instruction is vital to the success of students at Dixie Sun. Teachers explicitly instruct in small groups with the lessons provided in the Treasures program and provide flexible grouping in reading instruction.

Dixie Sun needed to implement an intervention program to meet the needs of large number of Title I students. The University of Utah Reading Clinic began the implementation of the STEPS intervention program during the 2010-11 school year. A grant was funded to allow for onsite training of Title I aides and classroom teachers in the STEP intervention model. Students identified as needing addition instruction in reading are pulled into triad groups for STEPS reading interventions. Time is coordinated with each teacher to insure that student receiving STEPS interventions are doing so as a supplement to classroom instruction not instead of classroom instruction. This allows for consistence in language arts knowledge for the students.

Currently at Dixie Sun, we use the Treasures weekly assessments along with the unit assessment to adjust our language arts instruction to meet the needs of all students. Each classroom has a set of Active Inspire student response systems.

Washington County School District is implementing the new Common Core for language arts for the 2011-2012 school year. The Treasures program has provided bridge lesson for the new curriculum that will help the Common Core implementation. The new common core has provided a new level of instruction in Language Arts that our English teachers are well prepared for.

3. Mathematics:

Dixie Sun Elementary school follows the Utah State Core in Mathematics. Growing With Math is the Washington County School District adopted math program and the implementation of this program has been successful with test scores achieving over 80% in the 5th grade for two consecutive years.

As our school has shifted to the Utah State Dual Immersion model of instruction, our curriculum and delivery has changed also. The 2011-2012 school year is the first year with EnVision Math, published by Pearson, which allows Dixie Sun to have the capability of teaching math completely in Spanish. Math is being taught in Spanish for 120 minutes per day in Kindergarten - 3rd grade and reinforced by the English teacher with vocabulary instruction and review for 30 minutes per day. In grades 4-5, math is taught 50% in English and 50% in Spanish. The fifth grade teachers are using Growing With Math in 2011-2012 and migrating to EnVision math. Full implementation of this new math program by all teachers will be in effect for the 2012-2013 school year.

The collaboration between the English and Spanish teachers in the instruction of math has been very successful for Dixie Sun. The adoption of a new curriculum has put our school in an excellent position for the implementation of the new common core that Utah has adopted for math instruction. Mathematics has become a corner stone in our Spanish language instruction which allows students who otherwise would struggle in reading or writing to acquire language through the medium of Spanish.

4. Additional Curriculum Area:

The music program of Dixie Sun Elementary School was instrumental in bridging the political gap of dual immersion at Dixie Sun Elementary School. Our students have performed all over St. George and in Salt Lake City in both English and Spanish allowing the public, school and government officials see to the abilities of our students in both languages. Instead of taking a passive role in the success of our school, our music teacher aggressively pursued opportunities to showcase and promote our dual language program.

Students at Dixie Sun receive 45 minutes of music instruction per week which includes choral, Orff, and percussion instruction. Violin instruction is taught to 4th and 5th grade students twice a week and specialty groups of choir, orchestra, conga town and violin are provided before and after school. All of the students at Dixie Sun elementary perform the skills they learn in music.

The music goals and plans are implemented by Randi Hunt, a certificated teacher and excellent musician. At Dixie Sun Elementary, music will be integrated with grade level math, science, social studies, and literacy curriculum. Music at Dixie Sun Elementary School entail the following:

- Each class has a weekly music time devoted to building grade level skills.
- Music teacher meets weekly with teachers in the grade level PLC's to coordinate curriculum being taught.
- Each grade level performs programs at the end of the year to demonstrate curriculum skills learned through music.
- 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.
- The Orff Schulwerk based classroom provides weekly instrumental experiences in rhythm, and improvisation using a classroom set of the Orff Instrumentarium.
- 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.
- 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. Dixie Sun Elementary implements daily early morning music program beginning at 8:00 a.m. where Choirs, Orchestra and Conga Town members meet to prepare musical selections to be performed in the community, and school and assemblies. Dixie Sun Elementary has a yearly school wide dance festival outside where all classes perform folk dances from various countries complete with authentic music, dances and costumes. Music has tied the school and community together as a source of celebration of diversity.

5. Instructional Methods:

Dixie Sun Elementary school is a brain based learning environment and uses this philosophy as a driving force of instruction. Instructional strategies that encourage higher level cognitive skills such as Thinking Maps and Kagan cooperative grouping are implemented daily in all classrooms whole group and small group. Instructional strategies such as visual aids, hands-on-activities, sufficient wait time, modeled spoken language, and respecting the silent phase, are strategies specific to teaching in a "target language" are implemented school wide. An emphasis will be place on the use of oral Spanish by all students since this is the "target language".

Dual language instruction is delivered in Spanish and English with the day being divided between the two languages. The main literacy block will be taught in English. Mathematics, science, social studies and Spanish language grammar will be taught by the Spanish teacher. This model allows for subject areas to be split between the English and Spanish teacher which enables more effective direct instruction without overlapping. The purpose of this model is NOT to translate between the languages but to immerse

students into the language. This provides just enough cognitive stress to urge students into long term acquisition of knowledge regardless of the language.

Small group, direct instruction is a school wide focus as well. Class sizes are purposefully low and intervention instruction are direct and at a teacher-student ratio of 1:1 or 1:3. The small group instructional method has provided exceptional results in all academic areas and is used by classroom teachers and Title I aide as their means of instruction. Direct, explicit lessons for tier I, tier II and tier III instruction is used by the teaching staff at Dixie Sun Elementary School.

6. Professional Development:

Dixie Sun Elementary School is a school with many programs and varied curriculums. Success of the school curriculum is dependent on professional development for the staff. Trainings take place on Friday afternoons designated by the school district as a minimum day for students for the purpose of teacher training and collaboration.

Professional development also takes place on three other district designated days

The Dixie Sun Elementary School professional development schedule involves training provided by the staff developer, district personnel or outside vendors. The following are the areas of professional development:

- Treasures/Calle de Lectura Literacy Training
- EnVision Math;
- Steps
- Treasures Tier 2
- Thinking Maps
- Kagan Strategies
- Writing

The teachers at Dixie Sun are committed to personal professional development. Currently teachers on our staff are enrolled in the following professional course work:

- ESL Endorsements-5 teachers are involved in the ESL endorsement classes offered by the District.
- Master Degree Candidates- 4 teachers are
- Sp. Ed. Leadership Academy
- Annual Dual Immersion Instruction Conference
- 2 teachers are currently in Masters programs.
- Five days of training on PLC and RTI training for Sp. Ed. Teacher.
- Administration and Spanish speaking teachers will be sent to AUDII Conference

Preparing the staff for the 21st century teaching profession has directly impacted the student achievement at Dixie Sun Elementary by giving the students highly qualified teachers.

7. School Leadership:

School leadership at Dixie Sun is comprised of a principal, staff developer, title one coordinator, and ESL coordinator. Grade level team leaders are selected every year to meet monthly with the principal to discuss school wide or grade level specific information. The PTA is the leader of the parent component and Community Council is the leader of the community component of Dixie Sun Elementary School.

Starting a dual immersion program like Dixie Sun could not have succeeded without the steady hand of our principal. This project required a leader with passion and conviction. This project required a communicator of ideals and facts. Now that Dixie Sun Elementary School is a successful addition to the Washington County School District, the principal continues to be a driving force of success. He is an advocate for students and their futures and believes in the knowledge that all students have the right to the best education possible. The belief in Dual Immersion held by Dale Porter has carried Dixie Sun through to this day and has now spread to other schools in Washington County School District.

The 2012-13 school year in Washington County School District (WCSD) will start five strand models of the dual immersion program. These programs will be in Spanish and Chinese and will start in first grade. Dixie Sun and Dale Porter are committed to helping these other schools in the district succeed. Introducing the Washington County Schools new to dual immersion instruction has been provided by Dixie Sun with learning walks and trainings specific to the dual immersion schools. Dixie Sun also led a contingent of WCSD principals and staff developers to the National Association of Bilingual Education's annual conference in Dallas, Texas in February of 2012. The leadership of Dixie Sun Elementary School in the area dual immersion has been successful because of; passion and conviction, ideals and facts, and the belief that all students have the rights to the best education possible.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Elementary Mathematics 3

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	55	71	57	63	60
Advanced	27	40	26	36	34
Number of students tested	83	62	74	80	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	5	9	8
Percent of students alternatively assessed	8	5	7	11	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	53	67	48	60	60
Advanced	23	31	18	37	31
Number of students tested	75	51	61	75	62
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested			1	1	3
3. Hispanic or Latino Students					
Proficient/Advanced	48	60	45	60	56
Advanced	16	27	15	35	16
Number of students tested	67	37	47	37	43
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	7	3	5	9	8
5. English Language Learner Students					
Proficient/Advanced	30	44	31	36	47
Advanced	7	9	11	14	21
Number of students tested	44	23	35	28	38
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Elementary Language Arts 3

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	58	65	77	73	62
Advanced	22	31	33	36	27
Number of students tested	83	62	73	77	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	3	5	9	8
Percent of students alternatively assessed	8	4	7	12	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	56	61	73	74	59
Advanced	20	27	22	35	23
Number of students tested	75	51	60	72	61
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested			1		3
3. Hispanic or Latino Students					
Proficient/Advanced	49	57	70	71	52
Advanced	15	27	15	34	19
Number of students tested	67	37	46	35	42
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested	7	3	5	9	8
5. English Language Learner Students					
Proficient/Advanced	30	35	59	48	51
Advanced	5	9	0	12	11
Number of students tested	44	23	34	25	37
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Elementary Mathematics 4

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	64	82	75	65	41
Advanced	54	54	55	41	30
Number of students tested	56	68	77	68	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	11	10	16
Percent of students alternatively assessed	7	8	14	14	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	59	80	73	60	32
Advanced	49	49	51	40	21
Number of students tested	49	59	70	55	62
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient/Advanced	54	81	70	60	31
Advanced	44	51	44	38	26
Number of students tested	39	47	43	47	35
4. Special Education Students					
Proficient/Advanced			46	40	13
Advanced					
Number of students tested	4	6	11	10	16
5. English Language Learner Students					
Proficient/Advanced	20	77	56	43	24
Advanced	15	40	22	17	18
Number of students tested	20	30	32	30	33
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Elementary Language Arts 4

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	67	75	65	55	41
Advanced	42	40	40	27	22
Number of students tested	55	67	75	67	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	11	10	15
Percent of students alternatively assessed	7	9	15	15	18
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	65	71	62	54	33
Advanced	35	33	38	24	16
Number of students tested	48	58	68	54	61
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested		1		1	1
3. Hispanic or Latino Students					
Proficient/Advanced	61	65	56	52	35
Advanced	29	22	24	17	15
Number of students tested	38	46	41	46	34
4. Special Education Students					
Proficient/Advanced			36	40	27
Advanced					
Number of students tested	4	6	11	10	15
5. English Language Learner Students					
Proficient/Advanced	21	48	40	35	25
Advanced	0	7	13	3	12
Number of students tested	19	29	33	29	32
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Elementary Mathematics 5

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	83	86	72	63	58
Advanced	57	68	45	49	40
Number of students tested	53	66	65	75	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	9	12	12	7
Percent of students alternatively assessed	8	14	18	16	10
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	83	85	70	63	56
Advanced	54	66	44	48	34
Number of students tested	46	61	57	64	50
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	81	84	57	59	52
Advanced	55	64	46	46	30
Number of students tested	42	45	48	39	27
4. Special Education Students					
Proficient/Advanced			25	17	
Advanced					
Number of students tested	4	9	12	12	7
5. English Language Learner Students					
Proficient/Advanced	71	73	57	55	48
Advanced	33	42	33	34	24
Number of students tested	21	26	30	38	25
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Elementary Language Arts 5

Edition/Publication Year: current year Publisher: Utah State Office Of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced	75	71	66	46	58
Advanced	30	39	31	15	21
Number of students tested	53	66	64	74	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	76	68	61	46	51
Advanced	24	36	30	11	24
Number of students tested	46	61	56	63	49
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	71	64	60	45	35
Advanced	26	27	23	18	19
Number of students tested	42	45	47	38	26
4. Special Education Students					
Proficient/Advanced			33	8	
Advanced					
Number of students tested	4	9	12	12	7
5. English Language Learner Students					
Proficient/Advanced	48	46	45	35	29
Advanced	5	0	10	11	12
Number of students tested	21	26	29	37	24
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	65	79	67	63	52
Substantial	43	54	42	41	34
Number of students tested	192	196	216	223	233
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	15	18	28	31	31
Percent of students alternatively assessed	7	9	13	13	12
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	62	77	63	60	48
Substantial	38	49	38	41	28
Number of students tested	170	171	188	194	174
2. African American Students					
Proficient					
Substantial					
Number of students tested	0	1	1	2	4
3. Hispanic or Latino Students					
Proficient	58	76	56	59	46
Substantial	34	48	34	39	22
Number of students tested	148	129	138	123	105
4. Special Education Students					
Proficient	20	38	39	32	19
Substantial	0	0	0	0	0
Number of students tested	15	18	28	31	31
5. English Language Learner Students					
Proficient	37	66	47	45	39
Substantial	15	31	21	22	20
Number of students tested	85	79	97	96	96
6.					
Proficient	0	0	0	0	0
Substantial	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12UT3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	65	70	69	58	53
Substantial	29	36	34	26	23
Number of students tested	191	195	212	218	229
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	9	16	19	23
Percent of students alternatively assessed	7	6	11	13	14
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	64	66	65	58	47
Substantial	25	32	30	23	20
Number of students tested	169	170	184	189	171
2. African American Students					
Proficient					
Substantial					
Number of students tested	0	1	1	1	4
3. Hispanic or Latino Students					
Proficient	58	62	62	55	42
Substantial	21	25	20	22	17
Number of students tested	147	128	134	119	102
4. Special Education Students					
Proficient	26	44	39	25	26
Substantial	0	0	0	0	0
Number of students tested	15	18	28	31	30
5. English Language Learner Students					
Proficient	32	43	48	38	36
Substantial	3	5	7	8	11
Number of students tested	84	78	96	91	93
6.					
Proficient	0	0	0	0	0
Substantial	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12UT3