

Dixie School District #101
Dixie Elementary School
School Improvement Plan 2024-25
Dixie School District; Dixie Elementary

The mission of Dixie School District #101 is to provide a safe environment encouraging all students to achieve their fullest potential as life-long learners and productive citizens in an ever-changing world.

1. Evidence and date of annual school board approval

The *Dixie School District* School Improvement plan (SIP) will be reviewed and approved by the school board each year. Feedback from the school board will be incorporated into this plan. Initially approved by the Dixie School Board on January 1, 2007, Reviewed & Updated at school board meetings over the years and most recently by Dixie School Board on February 24, 2025 .

2. Evidence that staff certification requirements are met

There are currently two teachers for reading, writing and math. One teaches K-1, 2, another grades 3-5. All staff members hold K-8 elementary certification and meet highly qualified status. The principal holds superintendent certification and also has current certification as a principal. When we offer preschool, a paraprofessional teaches our preschool class.

Three staff members work as para-professionals. All staff members are highly qualified by virtue of meeting testing standards or associate degrees. There are 2 bus drivers, a part time custodian, and a business manager/secretary. There are a variety of services that are hired out through ESD 112 and ESD 123.

3. Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents and community members).

There are currently 14 students enrolled in Dixie School District.

Parents and students met during parent conferences in November of 2024 and participated in an instructional activity and an open discussions of the current programs. The staff are always available by phone and/or email daily to address specific concerns and to give feedback of student work and achievement. Teachers will issue progress reports every nine weeks, or four times during the school year. Parent-teacher conferences are scheduled after the first and third reporting periods and as needed through out the year. The principal/superintendent holds meetings throughout the school year with staff and the parents to review the program and make necessary changes to ensure the program is running smoothly.

The Dixie staff reviewed the data from the state SBAC test, DIBELS, I-Ready and the curriculum throughout the year. Data from these tests were also distributed and shared with parents during parent conferences. The conclusion of these

discussions was that we need to continue to make improvements in reading and writing, and we need to continue to pursue additional supports. A change of curriculum was also discussed for next year.

Parents are encouraged to communicate with teachers at any time regarding individual student progress. For assistance in scheduling an appointment, the school office can always be called at (509) 525-5339.

Dixie School District also welcomes parent involvement and seeks to cultivate and maintain good communication between the school and the home. Parents are told that should concerns or problems arise, the parent/guardian is encouraged to first speak with the teacher or other staff member involved. Most problems and misunderstandings have been resolved by active communication between parents and staff. If a resolution is not found, parents may request a meeting with the superintendent. If a resolution is still not reached, the parents may additionally request in writing a hearing with the school board.

4. Brief summary of use of data to establish improvement

Teachers, paraeducators, and parents are involved in identifying students at risk in grades K-5 using multiple assessments as data points. Assessments include state assessments such as the SBAC tests, DIBELS, and I-Ready tests.

Data is used to monitor progress students growth, and those with the highest identified needs are provided additional time to supplement the child's learning at each grade level, thus promoting a high quality education and closing the achievement gap. Students who need special education support are tested and provided with additional support in those areas. Progress monitoring takes place weekly for students who are identified by tests as being in need of academic support.

5. Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements.

Individual student improvement is our goal each and every day. Funding is used to supplement instruction for identified students in grades K-5. Instruction is differentiated to meet student needs in reading and Math. Data from the classroom, DIBELS, SBAC, I-Ready, and curriculum assessments to closely monitor all students and their growth.

6. Recognition of non-academic student learning, what and how.

Identified students will receive tutoring support, both individually as in a pullout activity, or in a small group activity. Likewise, student independence is encouraged through use of I-Ready testing. These strategies supplement instructional time within the reading block. Using multi-tiered layers of support, and RTI programs we will improve student's measured learning. Additionally, we will implement our programs with fidelity to ensure that every student finds success. Following state standards and researched based practices, we will use

progress monitoring to monitor student growth throughout the year. Using this data, teachers will be able to focus efforts on foundational skills to meet predetermined standards, targets and learning goals.

7. Plan addresses characteristics of successful schools

In order to keep head of new ideas and best practices, on-going professional development is provided for administrator, teachers, and paraeducators. A preschool option, previously unavailable, due to our rural location, will be made available to the community in the future. Some of our K-2 students are lacking skills in letter recognition, early literacy, speech, and behavior. These funds will provide staffing support for this program. This program will allow more children to be in a preschool.

8. Plan addresses educational equality (gender, race, ethnicity, culture, language and physical/mental ability).

There were 15 students to begin the year. The population of students on free or reduced lunch continues to be more than 70%. Our school provides support to several students with special needs. One of those students has high needs and is provided with additional support through our ESD contract. We currently have no ELL students. Dixie remains committed to inclusion and opportunities for all students. We respect individual differences: culture, interests and abilities.

Dixie is a very small school. All students that enter, including any possible migratory students, are assessed quickly and needed services are provided following the same basis as other students. Any migratory children will be evaluated on the same criteria to see if they qualify as "most in need of services" through our rank ordering of students. Identified services will begin immediately.

9. Plan addresses use of technology to facilitate instruction.

Dixie operates on a Windows based computer system and iPad platform. We have wireless network capabilities on all floors and we have a gigabit network capability as well.

Dixie uses some internet based services this year. I-Ready and other online programs are available to each classroom. The Dixie data is housed on a secure internet server at with I-Ready. We also educational support for special education and regular teaching through the ESD. This service includes not only the digital videos but also many teacher support materials. This is provided through our media cooperative at ESD123. There were a number of technology resources in Dixie this year. We have classroom video conferencing equipment. This includes a camera and related hardware plus a large 50+ inch flat panel monitor in each room. Each classroom has a document camera and projector to assist with teaching. Classrooms have chrome book laptops for every student w/wireless capabilities or iPads. All classrooms have the proper set up for projectors and large televisions to take advantage of an increasing number of formats.

10. Plan addresses parent, family and community involvement.

Dixie school district offers parent meetings to allow parents to understand what opportunities within the school are available to parents. Also volunteer opportunities.

The staff works as a team to discuss and identify barriers and solutions for parent involvement. Some barriers include social economic, times of availability, and communication. To assist our parents we provide school supplies, all curriculum, technology and assistance during the school day to support students and parents. We employ multiple means of communication, online, phone, mail and personal contact in order to keep our parents informed and connected.

11. Equity statement:

Children need to come to elementary school ready to learn. Dixie Elementary School supports the following readiness initiatives

1. Full time kindergarten.
2. Transitional kindergarten program (as needed based on enrollment)
3. As needed, Pre-school for special needs children.
4. As needed, Pre-school program for Title I eligible and regular education students ages four to five.

Parents are a child's first teacher. We will continue to support strong relationships with parents and groups of parents such as PTSO. We will explore parental involvement in pre-school as well.

A well-trained staff is a vital factor to our success. We must meet the No Child Left Behind Act of 2001 requiring all our teachers to be "highly qualified".

Through collaboration and sharing we learn from others and they learn from us. We need to reach out and collaborate with other districts and the ESD.

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the superintendent, will receive guidance on meaningful communication with LEP parents, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the superintendent to effectuate the language access plan.

Appropriate district staff, as determined by the superintendent, will also receive guidance on the interactions of and proper effective communication with students, families, and community members with disabilities.

12. Parent Involvement:

We are committed to involving parents. As a district, our involvement policy was

adopted by the school board following review and input by a committee consisting of staff and parents. During our winter concert we review options for parents to support students and we provide opportunity for questions or suggestions. During board meetings and other parent meetings, we explain how we utilize the funds allocated and how it affects student learning and parent involvement. Next we ask for updates/improvements to our current policy through a discussion lead process. Any agreed upon alterations to the program are implemented based on a majority decision and subsequent board approval. At our school functions we also provide support for parents and training as needed, offering school events in the fall, winter and spring. Online we offer many of our programs and our website and social media pages provide assistance for parents. We also support parents through parent conferences. Technical support for parents is also offered during parent conferences.

ON-GOING ASSESSMENT OF PROGRAMS;

Annual evaluation of the School Improvement Plan shall take place between May and September of each school year to best prepare for the evaluation of program for improvement noted or lack of, along with upcoming student’s individual needs. Within this evaluation, the effectiveness of the implemented school improvement strategies will be analyzed and updated. Title I and L.A.P. programs will be evaluated as a component to improving student achievement as identified by a district rank order of students according to need. The data used to identify and monitor student progress in Title I and L.A.P. programs during the year will be utilized to improve programs listed previously in this document in all areas relating to school improvement.

Plans:

Reading Action Plan

School Improvement Goal: 75% of all 3rd grade students tested will achieve standard. 100% of all 4th grade students tested will achieve standard. 100% of all 5th grade students tested will achieve standard.

Rationale: Students will perform better on assessments if the concepts are taught and practiced.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Provide reading program(s) for both preschool and children so that they will come with	Adopted Reading Curriculum training	Year long	Fall LID day	All staff working with students’ academics	SBAC results I-Ready results Teacher input

strong readiness to read skills.					Curriculum testing <i>Readiness Skills</i>
Continue pre-school (ages 0-5) as needed parent partnerships that provide support, training and materials to nurture early reading development.	Training through ESD123	In place	Special Education and Title I funds. Small Rural School Grant Program (SRSGP)	staff	More students will come to kindergarten with a stronger set of social and academic skills.
Continue use of Accelerated Reader and I-Ready reading and testing programs.	Accelerated Reading training for all staff to access data to immediately improve/impact student learning	Yearly	Update STAR and AR annually.	staff	Student data will be reviewed on a quarterly basis. Teachers will monitor utilization and share reports with staff.
All kids will read regularly over the summer to maintain or improve their reading levels as they transition to the next grade level.		program in place	Title I and Student Achievement money. Library books to be checked out over summer months.	staff	I-Ready will indicate that students' skills do not decline over the summer.
The school will continue to encourage participation with the Walla Walla County Library Summer Outreach Program.			Walla Walla County Library Summer Outreach Program	Staff	
Implement alternative reading program	training from Special Education director	Fall 2010	ESD 112 CoOp	Teachers; Paraprofessionals	Informal I-Ready, Reading increase scores

Procedures for evaluating success in reaching this goal: An annual review/evaluation of this document will be administered by staff, school board and parents. The data will include: STAR testing, SBAC scores, AR scores, Teacher input and district curriculum testing. This data will be used to rank order students to place the most at-need students into Title I and L.A.P. programs. Student scores will be used to identify, alter, and create direction for the Dixie School District to improve student achievement for the upcoming school year.

Math Action Plan:

School Improvement Goal: At least 75% of all students tested will achieve standard.

Rationale: Students will perform better on assessments if the concepts are taught and practiced.

Activities to Achieve this Goal: What actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline When will this strategy or action begin and end?	Resources Available What are the existing and new resources that will be used to accomplish the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Review new math curriculum	Additional time to contracts	Begin process in Fall 2013	Collaboration time State training opportunities	Staff	I-Ready and SBAC data
Work with staff on released items particularly for 4 th grade math and the use of a rubric.	Internal training.	Initiated & on-going	Collaboration time & OSPI website	Staff	I-Ready and SBAC data
Implement new Math curriculum	Additional time to contracts	Fall 2014	Curriculum companies/ Staff	Staff	I-Ready and SBAC data

Procedures for evaluating success in reaching this goal: The annual evaluation by staff, parents, and school board will include: STAR testing, MSP scores, Teacher input and district curriculum testing. This data will be used to rank order students to place the most at-need students into Title I and L.A.P. programs. Student scores will be used to identify, alter, and create direction for the Dixie School District to improve student achievement for the upcoming school year.

Dixie School District:

Dixie Elementary

Enrollment

October 2024, 15 students

Gender

Male 7, Female 8

Race/Ethnicity

Native 3

White 11

Hispanic/Latino 1

Special Programs, as of October 2024

Free or Reduced-Price Meals: 6

Special Education: 2

Transitional Bilingual: 0

Migrant: 0

Section 504: 0

Foster Care: 0

Homeless: 2

Other Information

Dixie School District had an average attendance rate of 84% 2023-24

Board Approval

Approved Not Approved Date:

Board Chair Superintendent

Previously, approved by the Dixie School Board on January 15, 2007

Reviewed & Updated by Dixie School Board on September 16, 2013

Reviewed, updated & approved by Dixie School Board on February 18, 2020

Reviewed, updated & approved by Dixie School Board on February 24, 2025