



Delta South Elementary 2019-2020



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Child Access Routing

Child Access Routing













Statement of Goal: The school will continue to assess the effectiveness of the current child routing plan and make changes as necessary for the safety of students and their parents as school numbers are increased.

Action Plan:

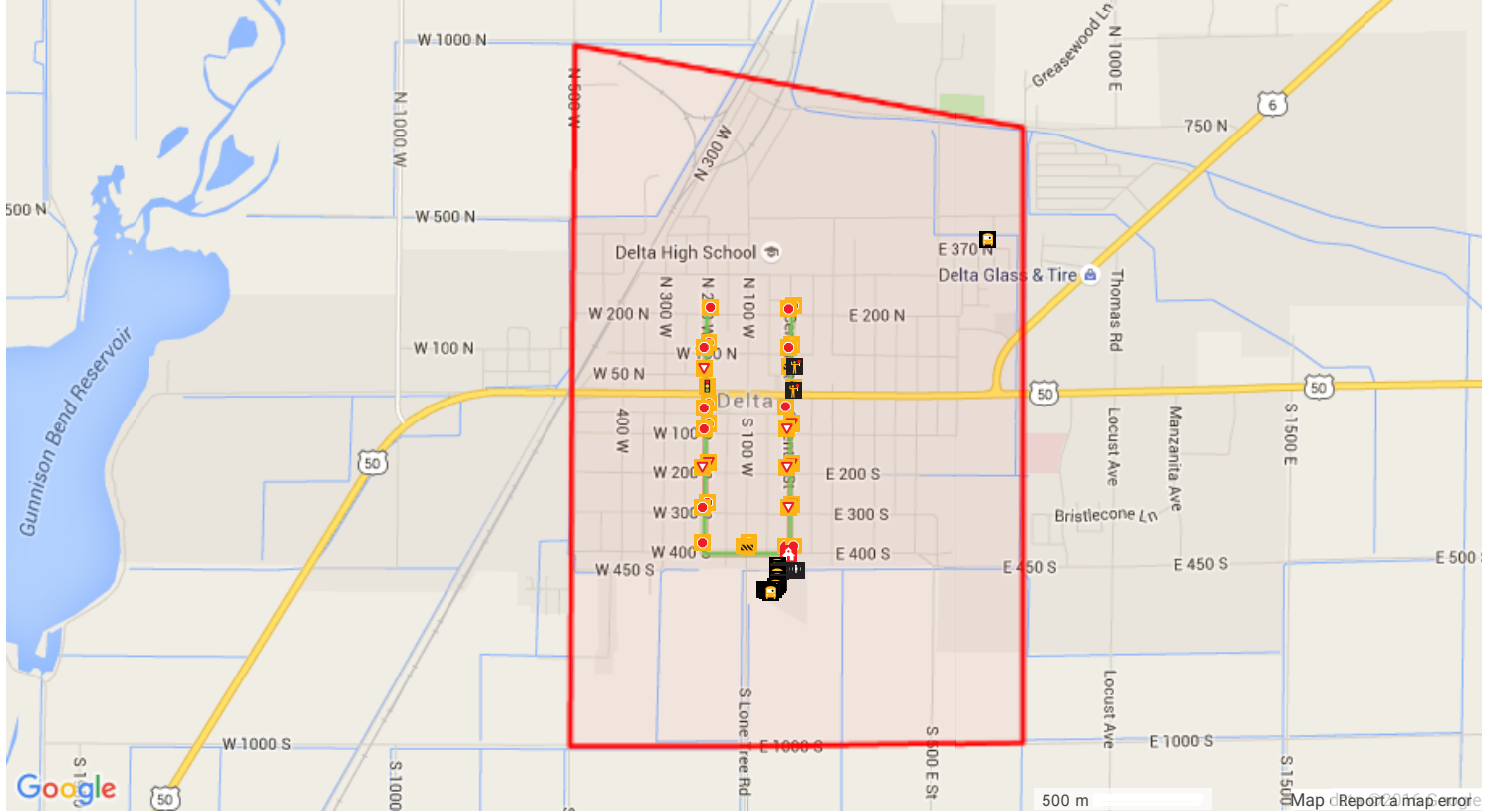
1. Continue to educate parents/patrons about the traffic flow pattern for picking up students in front of the school before and after school.
2. Encourage parents to use the front for pick-up/drop-off only and the West parking lot for those who exit vehicle and/or carpool.
3. Include the traffic flow pattern in the Student/Parent Handbook
4. Continued supervision of busing areas and drop off areas in the morning and after school.
5. Establish protocols for students that are walking/riding bicycles home after school.
6. Monitor the walking traffic on 100 West for the safety of students who are walking/riding to school.













Strategies:

1. Put parking lot information in the newsletter for a couple of months; send home reminders and hand out diagrams at Back to School, first day of school, etc.
2. Establish patterns for Exit out of the building using several doors for faster egress.
3. Use cones to block off 450 South so that the pickup traffic can only enter from Center Street. Permission has been granted by Delta City mayor.
4. SNAP map is on file with the district and the state. Copies of the maps have been included.
5. Continue to work with the city to have the crosswalk at 100 West visible to traffic.

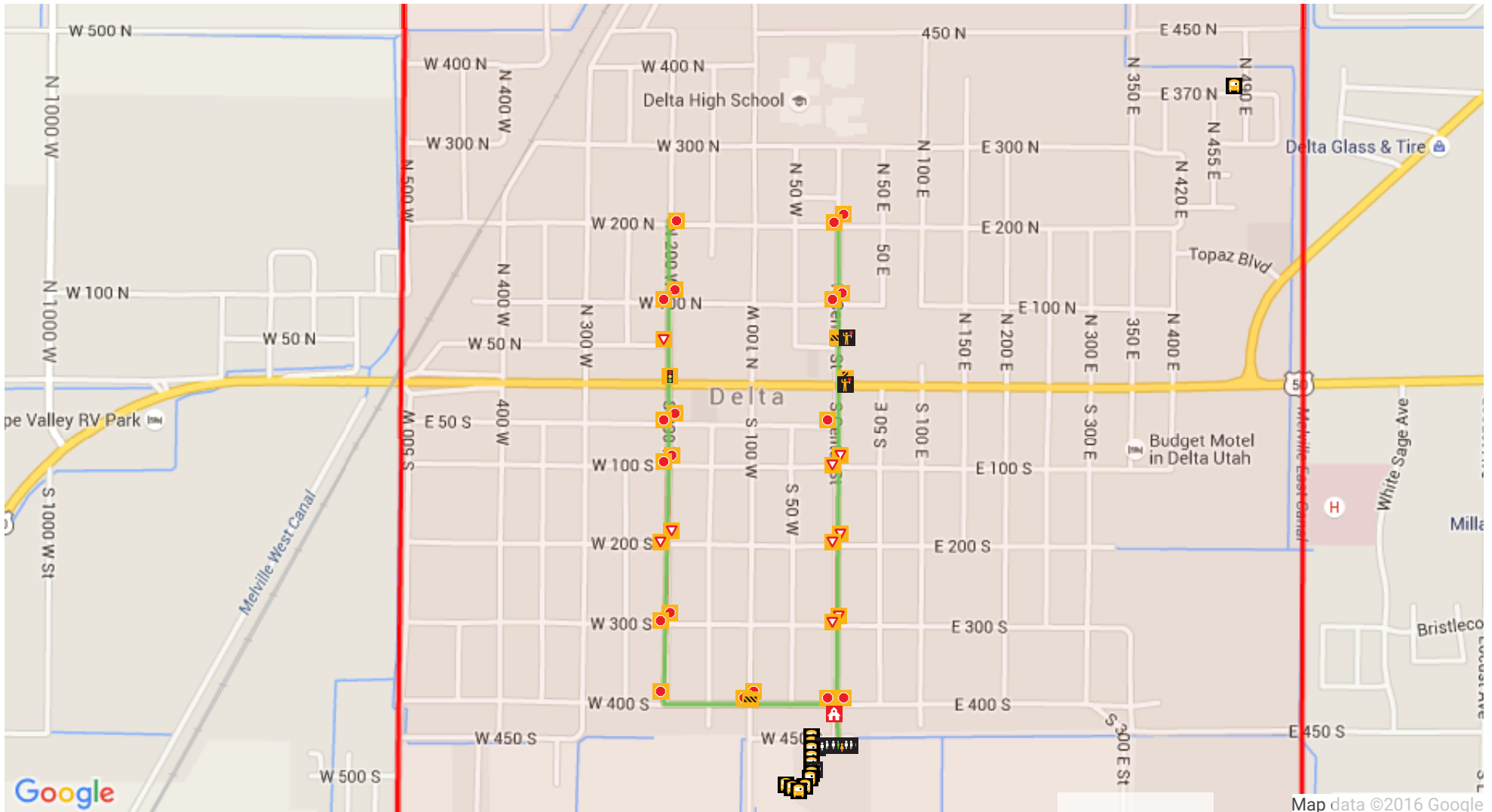
-  School
-  Hazard/Footnote
-  Yield Sign
-  Crosswalk Horizontal
-  School Bus Loading
-  Crossing Guard
-  Stop Sign
-  Boundary
-  Student Drop-Off/Pickup
-  Traffic Signal
-  Crosswalk Vertical
-  Safe Route













Delta South Elementary Map | 450 South Center, Delta 84624



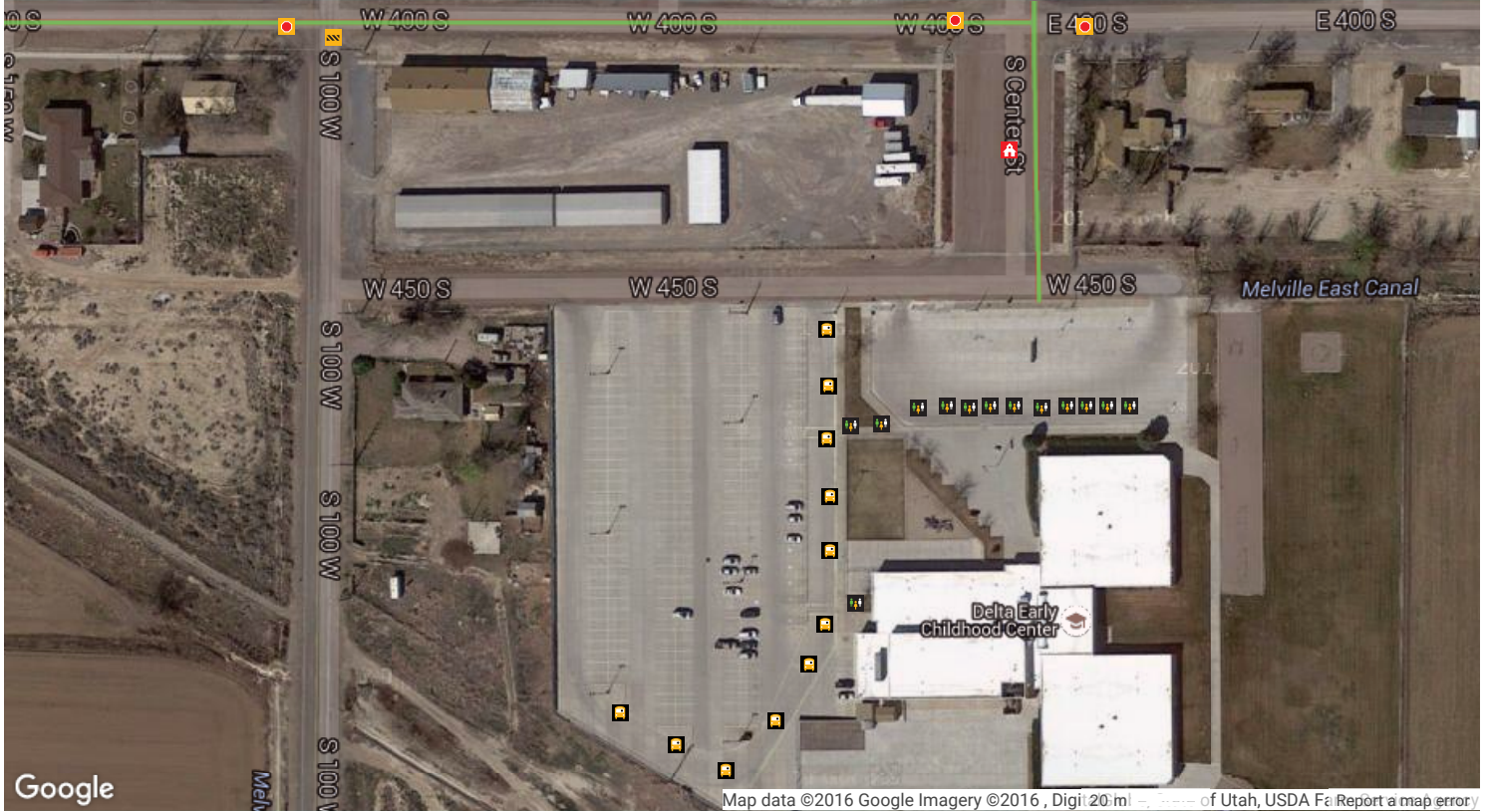
- | | | | | | |
|---|----------------------|---|--------------------|---|-------------------------|
|  | School |  | School Bus Loading |  | Student Drop-Off/Pickup |
|  | Hazard/Footnote |  | Crossing Guard |  | Traffic Signal |
|  | Yield Sign |  | Stop Sign |  | Crosswalk Vertical |
|  | Crosswalk Horizontal |  | Boundary |  | Safe Route |

Delta South Elementary Map | 450 South Center, Delta 84624



- | | | | | | |
|---|----------------------|---|--------------------|---|-------------------------|
|  | School |  | School Bus Loading |  | Student Drop-Off/Pickup |
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|  | Crosswalk Horizontal |  | Boundary |  | Safe Route |

Delta South Elementary Map | 450 South Center, Delta 84624



**School
Improvement
Plan**

Building a Positive School Community

Statement of Goal:

1. Delta South Elementary will use materials to promote increased citizenship in students so that they become an example in their homes and community.
2. It is also our goal to provide ways to decrease the numbers of students who are tardy and/or absent.
3. Continue to keep parents aware of school activities and achievements.

Action Plan:

1. Explicit teaching of expectations in non-classroom settings: Hall, Bathroom, Playground, etc.
2. Daily greeting, Theme and Motto, Reminder of the Skill Builder of the Month, Pledge of Allegiance by a student
3. Establish a criterion for student attendance and reward students who reach the goals set.
4. Keep parents up to date through use of the monthly newsletter, Facebook, and Class Dojo.
5. Improve teacher/parent communication by increasing interactions about student growth

Strategies:

1. Teacher use of technology to communicate with parents.
2. Continued use of incentives for students to reach to reach attendance goals and to follow expectations through the school.
3. Establish a Positive Behavior Intervention System (PBIS) committee to provide instruction in expectations and to help establish a proactive approach to skills needed.

Professional Development/Resources:

1. Use the Cool Kids curriculum as a foundation for expectations/skills
2. Coordination of effort with DNES for Leadership Skills
3. Use of a school counselor to help with efforts
4. Technology in-service to help teachers with software

Safety

Statement of Goal: Delta South Elementary School will continue to improve and update the school safety plan for all emergencies.

Action Plan:

1. Continue to implement the district safety techniques in responding to drills.
2. Improve on our school wide communication system (within the building) to account for all students.
3. Establish protocols and information packets for substitute teachers and others who volunteer within the building.
4. Practice a reunification drill during the year so that students/parents/patrons will know the procedures.
5. Provide table top exercises to staff to solidify adults' responses to emergencies.
6. Work with the district in providing additional safety features e.g. doors, cameras, single entry system, etc.

Strategies:

1. Find an app that will help with internal communication in the school and replace batteries in the radios for external communications.
2. Establish a protocol for parents who need to escort students to class daily.
3. Continue to update school plan in relation to the district plan.
4. Inform parents about scheduled drills practice.
5. Use Millard County resources such as the Fire Department, Police Department, Delta City, Utah Highway Patrol for help with education for students.
6. Actively pursue a place that DSES can exit to if there needs to be an evacuation.
7. Practice drills during recess and non-classroom times.

Professional Development:

1. Staff Development using Table Top Exercises
2. Continued in-service at the beginning of the school year regarding the emergency drills
3. Discussion after each drill to determine success and areas of improvement.

Mathematics

Statement of Goal: DSES will continue to strengthen the teaching of Mathematics by providing a program of direct instruction with continued review of basic skills using research based materials.

Action Plan:

1. Provide Tier I instruction to all students.
2. Identify areas of concern using common assessments.
3. Provide a time for Tier II and Tier III to address student weaknesses.
4. Continue to collaborate about vertical instruction.
5. Identify a curriculum that will meet the needs of all students. (During the year of math adoption)
6. Use Technology resources to provide feedback to students.

Strategies:

1. Set Success Criteria for mathematical assessments and tie core standards to each assessment.
2. Identify the GVC (Guaranteed Viable Curriculum) for each of the grade levels.
3. Establish common assessments based on the GVC.
4. Discuss data at PLC's to identify student strengths and weaknesses.
5. Implement a targeted time for Tier II and III.

Professional Development:

1. Professional Development for adopted curriculum
2. USBE professional workshops and conferences
3. District opportunities for endorsements and classes

Resources:

1. Sumdog – a software program that practices math applications
2. Fasttmath – a software program that practices math facts

**Reading
Achievement
Plan
And
Professional
Development
Plan**

Reading Achievement Plan

Statement of Goal:

1. Students at DSES will continue to improve literacy skills through explicit instruction through all grade levels using the Utah Common Core Language Arts Curriculum.
2. Students at DSES will receive a minimum of 90 minutes of Language Arts instruction.
3. DSES will meet or exceed the state goal for typical growth or better.
4. DSES will meet or exceed at least one of the goals set out in the Millard District Literacy Plan.

Literacy Skills:

1. Phonemic Awareness: The ability to hear, identify and manipulate individual sounds (phonemes) in a spoken word.
2. Alphabetic Principle/Phonics: Knowing that words are composed of letters that represent sounds and being able to use letter/sound correspondence to read or spell an unknown word.
3. Fluency: The ability to accurately and automatically read words with no conscious attention or effort so that focus is on comprehension.
4. Vocabulary: These are the words we have to know in order to effectively communicate in listening, speaking, reading and writing.
5. Comprehension: The student's focus is on the meaning of the story.
6. Writing: Students will learn to appreciate that a key purpose for writing is to communicate clearly to an audience and have writing accomplish a particular task and purpose.
7. Speaking and Listening: The student's ability to take part in a variety of rich, structured conversations as part of whole class, in small groups, and with a partner.

Instruction:

1. Tier I - Instruction delivered by a highly qualified classroom teacher to ALL students.
2. Tier II - Instruction delivered by classroom teacher assisted by others as needed. Targeted interventions such as ELL and Title I small group /individual assistance, extended day kindergarten and special education services will be applied and monitored regularly (Additional 30-45 minutes).
3. Tier III - Instruction delivered by special educator or reading specialist/literacy coach (Another 30-45 minutes)
4. Differentiated instruction: Tailoring instruction to address a student's current level of knowledge and skills -- groups are flexible.

Assessments: These are the tests that will be given in order to identify students' strengths and weaknesses. Data from assessments will be used to guide instruction for all students.

1. Reach for Reading unit tests and/or benchmark tests (Teachers will determine which common assessment will give the best data for student instruction)
2. Acadience (DIBELS) given three (3) times yearly
3. KEEP (Kindergarten Entry and Exit Protocols) will be given at the beginning and the end of the year.
4. Core Phonics Survey will be administered to students as a way to diagnose specific literacy deficiencies.

Interventions: Interventions are programs and instruction given to students during Tier II and Tier III instruction.

1. Acadience progress monitoring - Instruction is given to each group of students to maintain progress or to address areas of weakness identified.
 - Benchmark and Above Benchmark students are monitored at least quarterly
 - Below Benchmark students are monitored two time monthly
 - Well Below Benchmark students are monitored weekly
2. Lexia
 - Computer program that is adaptive to the skills that students have. This intervention gives instruction on topics and when students struggle, small group instruction is given to those students who display the same weakness.
 - Strengthens those students who have tested on or above grade level.
3. Reach for Reading
 - Basal program adoption that has provided interventions for all grade levels
 - Designed to give instruction to those students with identified weaknesses
4. Read Live
 - Software that helps students develop fluency while reading – monitored by an adult or reader that is proficient
 - After developing fluency, comprehension is practiced.
5. Raz-Kids – software that helps provide student with reading material on their independent and instructional level. Comprehension is also a component
6. English Language Learners – ESL students are given interventions daily stressing growth in vocabulary and phonics.
7. STAR reading – This is a volunteer one on one reading practice with a trained adult through AmeriCorps.

Professional Development:

1. Reach for Reading professional development during District and School PLC's as we continue implementation.
2. Lexia training provided by Lexia
3. On-site professional by Literacy Coaches on identified areas of instructional concern.
4. USBE sponsored workshops and conferences
5. Professional Learning groups within grade level and school to continue study of current research based practices and strategies
6. School wide/District wide implementation of GVC – Guaranteed Viable Curriculum for each grade level.
7. Technology in-service on programs purchased through the Land Trust program.

Resources/Software:

1. Raz Kids – reading software that students can use at home
2. Read Live – software that improves student fluency and comprehension
3. Spelling City – a program that helps student practice their spelling words in a variety of ways
4. Lexia – software that determines student strengths and weakness in phonemic awareness and phonics
5. Overdrive – an online library for students to pick reading material at their level

Land Trust Plan

Review of the 2018-2019 Land Trust Plan

Goal 1: **Participate in the Beverly Taylor Sorenson Arts grant**

We continued to employ the Art teacher that was hired last year.. We pay 20% of her salary and benefits from land trust money.

Goal 2: **Employ additional personnel**

We planned on hiring four 3.5-hour instructional assistants. Last year we hired two full-time 5.75-hour employees. For this current year we have one 5.75 instructional assistant and two 3.5 hour instructional assistants. This was due to preference of applicants it the fall. This has worked to give us the additional help that we needed for Tier II instruction and to provide additional help in the classrooms for reading and math.

Goal 3: **Student Achievement Activities/Professional Development**

This goal area was created to provide materials for classroom teachers in all areas of the curriculum. A new teacher was added the DSES staff and money was provided to help purchase math manipulatives, guided reading books, take home books, etc. Other monies were used to purchase science and math materials to provide extensions for students.

We have been trying to implement Reach for Reading (our new basal) during this year. Additional materials for interventions have been purchased to help in the classrooms. We have also been working with Washington County School District to visit classrooms that have implemented it well and have taken each grade level down to visit in that area.

Goal 4: **Character Education**

Delta South has decided to use a "Cool Kids" Curriculum instead of the "7 Habits". In collaborating with DNES, we found that the students needed additional help with learning how to interact with peers and take care of disputes before they turned into fighting. Each social skill is addressed starting in September and going through April. During the morning message the motto of the school is repeated along with theme of YOU are the "key" to kindness. Second grade students participate by leading the school in the pledge of allegiance daily. We have used money to buy supplies for assemblies and to purchase non-food incentives to students who are following the expectations.

Goal 5: **Technology**

As teachers received chrome book labs, on-line resources to use on Google classroom, near pod, class presentations, and student-centered interventions and extensions were purchased. Software that was purchased last year on a trial basis has been purchased. Programs include: Sumdog, FasttMath, Read Live, Razz Kids and Spelling City. We use Lexia provided by the state technology grant. We have purchased the licenses to the beginning of the 19-20 year.

Goal #1:

To provide the students of the Delta South Elementary School an opportunity to participate in an arts class which is partially funded through a Beverly Taylor Sorenson Arts grant. Money allocated from Land Trust will allow us to continue to employ a person to teach Visual Arts for students in grades K-2.

a. Time line:

March 2019 – Renewal for the 2019-2020 school year

May 2019 – Help to complete the LEA portion of the grant to reapply for funds

b. Academic areas: Mathematics, Reading, Fine Arts, Science, Health, Social Studies

c. Specific Measurement:

1. Students will participate in a visual art class once a week with a specialized instructor
2. Curriculum from the above areas will be addressed throughout the year during weekly sessions of the arts
3. Observations of teaching by administration indicate use of curriculum
4. Professional Learning Communities at each grade level will help direct the curriculum choices

d. Action Plan:

1. Collaboration with all grade levels and visual art teacher to review the curriculum periodically throughout the year.
2. Provide an opportunity within the schedule for each class to have a period of visual art weekly.

e. Behavior Component -- None

f. Expenditures:

Salary and Employee Benefits (100 and 200)

The money assigned to this goal will be used to provide 20% of the salary and benefits of one visual arts instructor currently employed through the BTS grant we currently have in place.

Budgeted amount: \$6000.00

Goal #2:

It is our goal to continue to employ additional personnel to meet the needs of all student in all grade levels. These additional Instructional assistants will help with Tier II and III instruction. We employed the equivalent of two (2) 5.75 hour employees for the current year. We want to continue to fund these additional people.

a. Time line:

Spring of 2019 – determine if employees will be returning for the next school year

August of 2019 – advertise and hire Instructional Assistants should there be any vacancies.

b. Academic areas: Mathematics, Reading, Writing**c. Specific Measurement:**

1. Progress monitoring of students is current and up to date. This will be done by checking individual and class progress monitoring records such as those found in the Acadience Reading program.
2. Provide students with Tier II and III needs will have additional help and support. This will be monitored through weekly PLCs and bi monthly data reviews.
3. Observations of Instructional Assistants while working with small groups of students.

d. Action Plan:

1. Train the instructional assistants and help them become familiar with research based instructional practices, the new basal adoption materials, progress monitoring, and small group instruction. This will be done at the beginning of the year and will have follow-up sessions as needed monthly.
2. Use the Instructional Assistants to help with progress monitoring of students in all grade levels and to help provide small group instruction during literacy instruction.
3. Instructional assistants will work under the direction of the classroom teacher and the academic coach.

e. Behavior Component -- None**f. Expenditures:****Salary and Employee Benefits (100 and 200)**

Salaries including benefits for the equivalent of two (2) instructional assistants for the school year.

Budget Amount: \$37,000.00

Goal #3:

1. Delta South Elementary will use the 'Cool Kids' curriculum to promote increased citizenship in students so that they become an example in their homes and community. This program integrates social skills into regular classroom time in a simple step by step fashion.
2. It is also our goal to use a social skills approach to bring awareness to students and parents to decrease the numbers of students who are tardy and/or absent.

a. Time line:

- August 2019: Introduce the Social Skills that we will be teaching through the year.
- September 2018: Plan the year of assemblies to introduce each habit.
- Sept-Apr: Monthly Assemblies
- Quarterly: In-service with staff members
- Monthly: Celebrations of success for the school in the social skills tools within the classroom
- Monthly: Celebrations of success for students who have achieved the goals for attendance.

b. Academic areas: Mathematics, Language Arts, Writing**c. Specific Measurement:**

1. Student referrals to the office will decrease as the social skills are introduced and worked on through the months.
2. Reduce student tardies by 5% and absentees by 10% for the 2019-2020 school year.

d. Action Plan:

1. Explicit teaching of expectations in non-classroom settings: Hall, Bathroom, Playground, etc.
2. Daily greeting, Theme and Motto, Reminder of the Skill Builder of the Month, Pledge of Allegiance by a student
3. Establish a criterion for student attendance and reward students who reach the goals set.
4. Keep parents up to date through use of the monthly newsletter, Facebook, and Class Dojo.

e. Behavior Component -- Yes

Absenteeism and tardiness are affecting student learning. It is important to share the skills with our school community, parents, and others to help them realize the correlation of student attendance with student achievement. Teaching students skills for social interaction will decrease the number of office referrals if students have the skills to manage their interaction with peers.

f. Expenditures:General Supplies (610)

Supplies for classroom posters, teacher teaching materials, materials for assemblies, nominal student incentives for students who achieve goals.

Budget Amount: \$500.00

Goal #4:

1. Delta South Elementary will review all programs of Instruction in Language Arts and Mathematics and decide on materials and instructional strategies that can be used to help students achieve typical growth in both curriculum areas.
2. Professional Development opportunities will be provided in the identified areas to strengthen instruction.
3. PLC's will be held bi-monthly to a) Plan and collaborate on the Guaranteed Viable Curriculum that has been decided by each grade level and b) look at data to adjust instruction to meet the needs of the student.
4. Technology will be used to help with interventions and extensions.

a. Time line:

- Professional Development for DIBELS for Middle of Year (MOY) – January 2019
- PLC's school-wide and grade-level to determine the needs of the students using End of Year data (EOY) to identify students not making typical growth – May 2019
- Identify the Guaranteed Viable Curriculum and resources needed for Language Arts and Mathematics and begin to develop common assessments– Monthly during 19-20
- Decide on a criterion for adoption of a new Mathematics program and decide which program meets those needs. Sept 2019 and March 2020
- DIBELS training under the direction of the Utah Board of Education—Various times during the BOY, MOY and EOY windows for 19-20 year
- Provide teachers who are willing to transfer instructional materials into a technology format an additional stipend – 19-20 year

b. Academic areas: Mathematics, Reading, Writing**c. Specific Measurement:**

1. Acadience (DIBELS) given 3x yearly with progress monitoring done for those who need intense intervention or strategic intervention. Intense intervention to be progressed monitored weekly and strategic 2x monthly. It is the goal for DSES to meet or exceed the state average for each grade level for typical growth of students.
2. Kindergarten students will be given the KEEP (Kindergarten Entry and Exit Profile) in the fall as school begins in August 2019. A posttest will be given in May of 2020. Delta South Kindergarten students will meet or exceed the state proficiency and growth score.
3. 80% of students will make at least one year's growth on adaptive testing provided by the district. Use of technology and assessment along with software that will help with progress monitoring will be used. Specific programs will be determined by the district and the school.
4. Identify students who fit the criteria to work with AmeriCorps. This program provides a one on one reading practice. Look at data in October, January and May to see the growth of students. Establish peer tutoring within the school and track the data for growth.

d. Action Plan:

1. Teachers will look at student growth for current students to determine areas of strengths and weaknesses. Materials to enhance the learning in areas of weakness may be purchased to help with instruction. Identified materials will be purchased to help with the instruction. Materials may include leveled libraries at the classroom or grade level, use of software such as Moby Max, and Overdrive (an eBook resource), manipulatives for Math and Science activities, etc.
2. Bi-monthly PLCs will be held to establish Success Criteria using a Guaranteed Viable curriculum model. Teachers will adjust instruction and create common assessments to track student growth.
3. Teachers will look at their 2019-2020 class data from the previous year to determine areas in need of additional/supplemental instruction.
4. Reach for Reading implementation will be discussed and opportunities will be given to transfer materials to be presented in a technology format.

e. Behavior Component -- None

f. Expenditures:

General Supplies (610)

Materials to enhance the curriculum areas listed above of Math, Reading, and Writing.

Materials would include the following items:

Math: *manipulatives such as counting bears, base 10 blocks, geometric shapes and geometrical 3-D shapes, rulers, clocks, scales, and other measurement tools, math literature, and overhead materials for whiteboard use.*

Reading: *leveled readers for Tier II instruction and e-books for use with whiteboards*

Budget amount: \$2200.00

Software (670)

License renewals for software that teachers want to use for the 2019-2020 school year: Sumdog, Read Live, Razz Kids, FasttMath, Near Pod, Spelling City

Budget Amount: \$6750.00

Salary and Employee Benefits (100 and 200)

Money for travel and expenses for Acadience (DIBELs) training, basal training or other training that fits under the goals listed above.

Budget Amount: \$2500.00

Salary and Employee Benefits (100 and 200)

Teacher stipends for bi-monthly PLC's to plan Guaranteed Viable Curriculums, create common assessments, look at student data, and create materials that integrate technology in the Language Arts and Mathematics curriculum

Budget Amount: \$16,500.00

Trust Lands Proposed Budget 19-20		
	<i>Anticipated Budget*</i>	
		\$71,559.00
Program	Cost	Running Total
Carry Over From 18-19	\$0.00	\$71,559.00
Additional Increase if any		
Goal #1--Dance	\$6,000.00	\$65,559.00
Goal #2--Additional Personnel	\$37,000.00	\$28,559.00
Goal # 3 -- Character Education	\$500.00	\$28,059.00
Goal #4 -- Student Achievement	\$27,950.00	\$109.00
<i>Technology</i>	<i>\$6,750.00</i>	
<i>Professional Development</i>	<i>\$2,500.00</i>	
<i>PLC's and Tech. Development</i>	<i>\$16,500.00</i>	
<i>General Supplies</i>	<i>\$2,200.00</i>	
Anticipated Carry Over		\$109.00

Increased distribution:

Should there be any leftover or additional funds, we would use the money to compensate teachers and instructional assistants for additional professional development and/or collaboration after hours in areas as identified by the school improvement plan. Funds may also be allocated to Goal #3 to allow teachers to purchase additional materials in this goal area.

Digital Citizenship Training:

Delta South Elementary does the following activities:

- ✓ All students are enrolled in a keyboarding class. Discussions about websites that are appropriate are discussed. It goes from simple in preschool to additional details in second grade.
- ✓ Technology teacher goes to NetSmartz quarterly to show appropriate videos to students and they participate in the games and activities. These activities talk about digital responsibility and the use of appropriate social media.
- ✓ Every year, SEDC personnel come to the school and give instruction in digital safety in an assembly format using Safe Kids.
- ✓ Follow the district policy for users of the internet. Students and parents sign the user agreement at the beginning of the year.

**School
Discipline
Plan**

Students:

Appropriate student behavior is critical for success at school. One of our primary objectives at Delta South Elementary School is to help students learn proper classroom and school behavior. Students are expected to conduct themselves in a manner that shows respect for others and for school property. All students are expected to comply with the rules and regulations outline by the Millard School District Board of Education.

Parents:

Parents are encouraged to become aware of Delta South Elementary School and Millard School District rules and policies and to spend time teaching and reinforcing proper school and classroom behavior.

DSES Behavioral Expectations

Common Area	BE KIND	BE SAFE	BE RESPONSIBLE
Halls	*Use quiet voice	*Always walk *Keep hands and feet to self.	*Get straight to your destination.
Playground	*Use kind words *Include everyone.	*Use equipment correctly	*Stay in assigned areas *Bring in Equipment *Beat the teacher
Restroom	*Use quiet voice *Respect others	*Wash hands with soap *Keep area clean	*Enter, Go, Leave
Lunchroom	*Show your appreciation *Use an indoor voice	*Pay attention *Walk	*Clean up your area *Hands, Feet and Food to self
Assembly	*Voice is quiet *Show Appreciation	*Sit school style *Hand and feet to self	*Eyes Watching *Ears Listening

Expectations Hierarchy

Please use name if you know it

1. "Please" + request
2. "I Need You To" + request + "Now"
3. Sign the Behavior Log/Clipboard
4. Time Out/Think Time/ Flip Card/Marble/Ticket/ Etc.
5. Office Referral**

**Immediate office referral for fighting, swearing, bullying, and safe school policy violations.
Also if behavior is frequent i.e. daily