



Delta South Elementary 2018-2019



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Child Access Routing

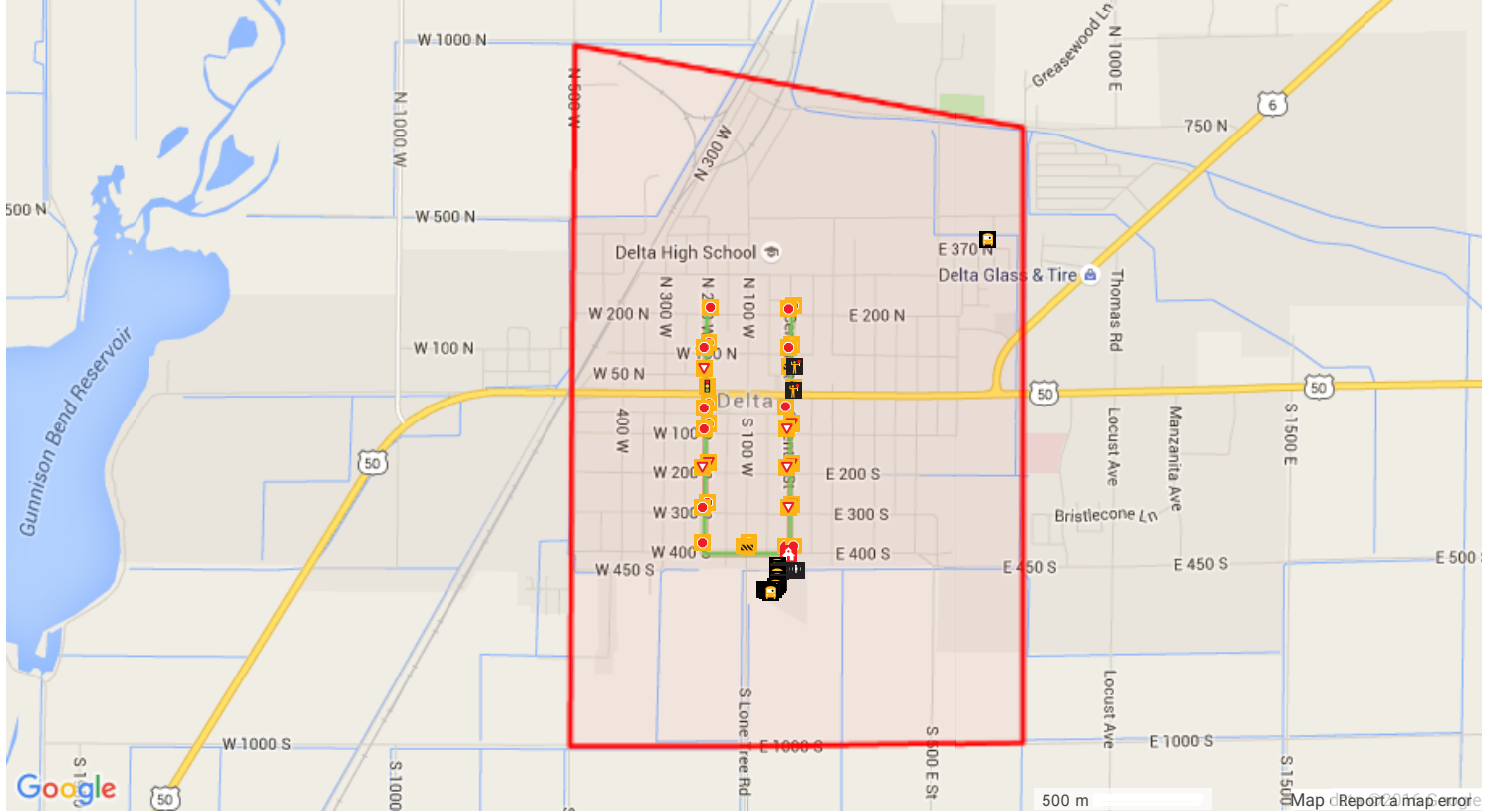
Goal Group: Child Access Routing













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.

Areas of Concern	Strategies	Strategies (cont.)
Cars are not following the recommended pattern of traffic flow to pick up students in front of the school after school.	Hand out the flow pattern of the front drop off zone during a Back to School Night. Explain the use of the travel lane so there is less congestion.	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.
Cars that are parking outside of the parking lots along Center Street.	Continued supervision of students as they wait in the pick-up area. Exit out of the building using several doors for faster egress. Set Expectations for using the sidewalk to get to cars parked on Center Street instead of cutting across the parking lot.	Put the map of the traffic flow as part of the handbook so that it goes home with every student. Add the walking student pattern to the traffic map so that students do not cut across the parking lot.
Supervision of bus students will be critical as buses will wind around the parking lot.	Use of teachers and staff in brightly colored vests to encourage movement to get on the buses in a safe manner.	SNAP map is on file with the district and the state.
Encourage front of school as space for pick up without exiting. West parking lot for those who exit vehicle and/or carpool.	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. Include the parking lot flow pattern during registration time, on-line (Facebook and Web Page) and at Back to School Night.	SNAP map is on file with the district and state.

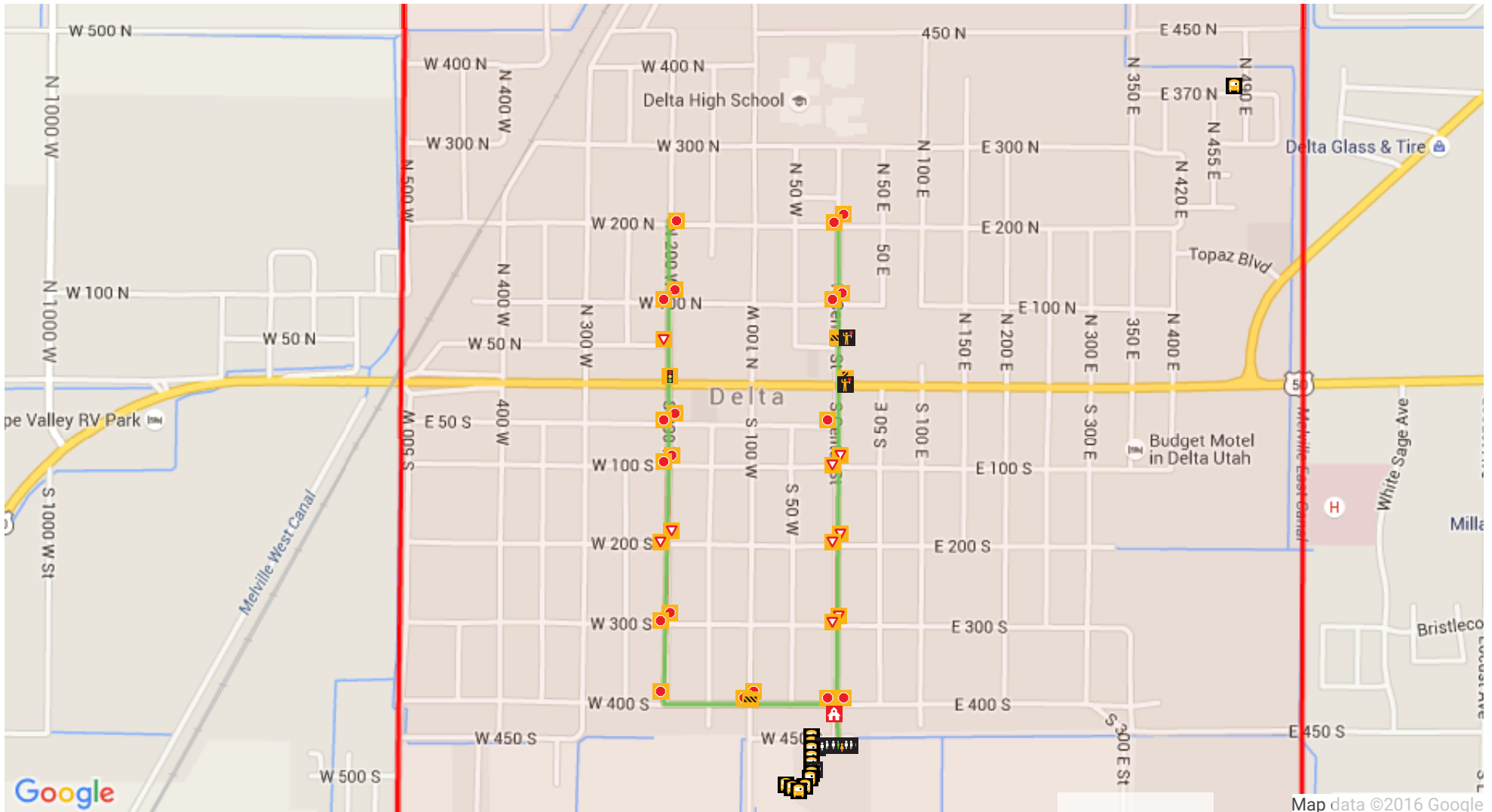
-  School
-  Hazard/Footnote
-  Yield Sign
-  Crosswalk Horizontal
-  School Bus Loading
-  Crossing Guard
-  Stop Sign
-  Boundary
-  Student Drop-Off/Pickup
-  Traffic Signal
-  Crosswalk Vertical
-  Safe Route













Delta South Elementary Map | 450 South Center, Delta 84624



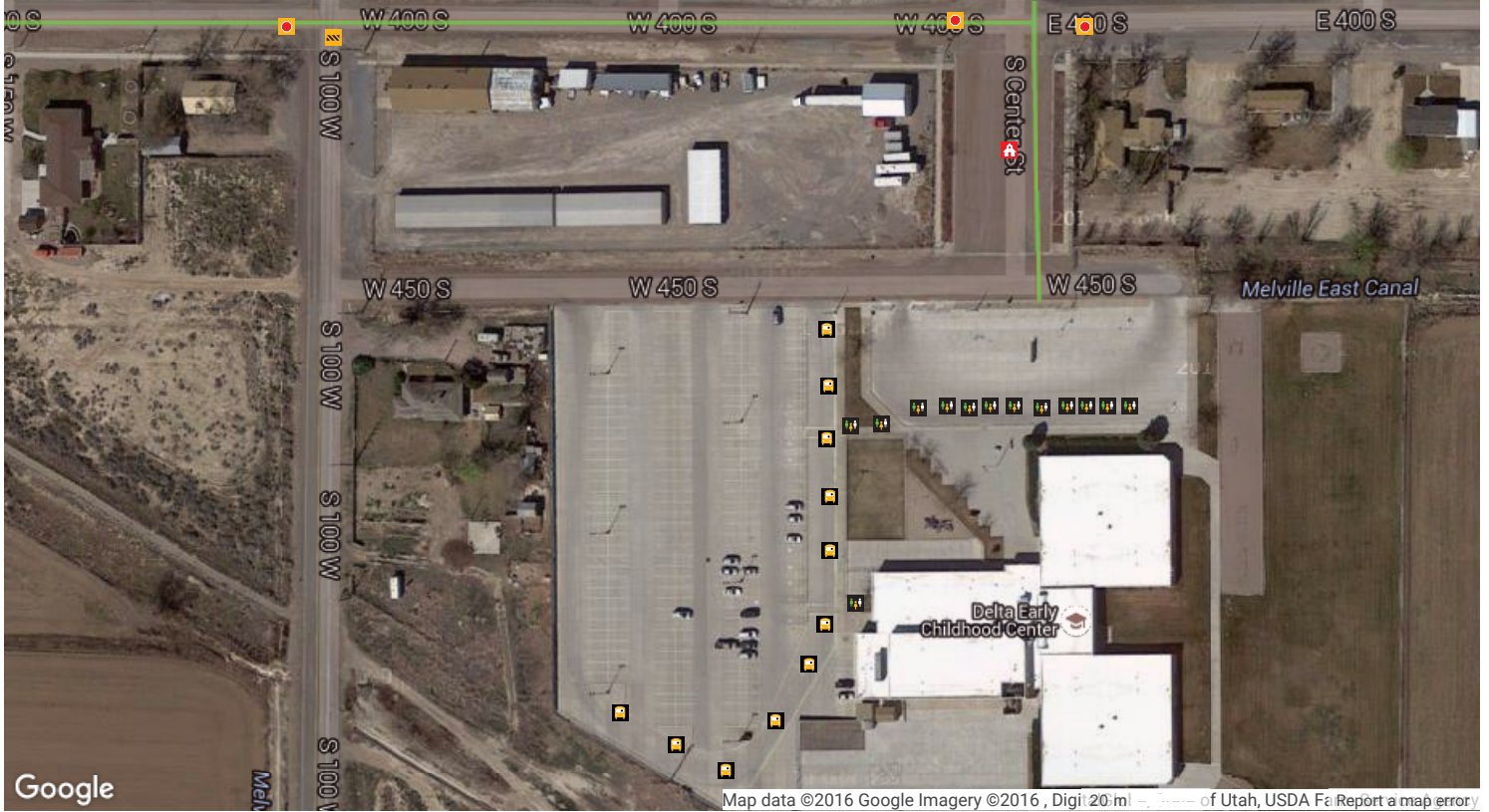
- | | | | | | |
|---|----------------------|---|--------------------|---|-------------------------|
|  | School |  | School Bus Loading |  | Student Drop-Off/Pickup |
|  | Hazard/Footnote |  | Crossing Guard |  | Traffic Signal |
|  | Yield Sign |  | Stop Sign |  | Crosswalk Vertical |
|  | Crosswalk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

Delta South Elementary Map | 450 South Center, Delta 84624



- | | | | | | |
|---|----------------------|---|--------------------|---|-------------------------|
|  | School |  | School Bus Loading |  | Student Drop-Off/Pickup |
|  | 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
Improvement
Plan**

Goal: Safety

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

Activities	Resources	Professional Development
Continue to implement the district safety techniques in responding to drills.	Green/Red Cards, safety instruction sheets, class rosters	School level in-service at the beginning of the school year. Development of a safety/behavior handbook for substitutes and other volunteers within the school.
Improve on our school wide communication system to account for all students during the drills.	Radios, telephones in each room, communication protocol, cell phone use	Mini-in-service and/or faculty meetings to go over areas of improvement and need after each type of drill.
Tie in school emergency drills with community plan.	CERT instructors, Sheriff's department, Fire department, Delta City Mayor's office, Utah Highway Patrol Continue to update the school plan and tie it in with the district plan.	Discussions with staff to address the issues of hazards in the community around our school. Participation in the Local Emergency Planning Committee (LEPC)
Identify and work on issues of guests entering and leaving DSES.	Work on the traffic pattern within the school to ease congestion of students, protocols for checking students/adults in and out-How can we change it to be safer?	Discussion with Community Council, Parent Volunteer Group, and staff. Communication with parents and visitors to the school.

Goal Group: Building a Positive School Community

Statement of Goal: Delta South Elementary will continue the implementation of “The Leader in Me”. It is our goal to increase citizenship in students so that they become an example in their homes and community. It is also our goal to decrease the numbers of students who are tardy and absent. We will set goals to lower those numbers and recognize student achievement.

Activities	Resources	Professional Development
Explicit teaching of expectations in non-classroom settings: Halls, Bathroom, Playground, Lunchroom, Assemblies, Computer Lab, Bus, Office, etc. Review areas of concern through the year.	Posters hung in the appropriate setting clearly stating expectations. USBE resources and conferences Organize a team of teachers and staffs to help promote expectations and behaviors.	Input from staff about the non-classroom expectations. Training of students throughout the year. Continued use of the incentives to reward good behaviors in target areas each month.
Use the “Leader in Me” book to teach the 7 habits to students. Create classroom expectations that reflect the 7 habits.	“Leader in Me” Trainings School Counselor Coordination of effort with Delta North Elementary for expectations.	Short staff in-services to introduce different topics Assemblies/Instruction for the 7 traits – notebooks compiled by committee Introduce parents to the skills of the month via the Bunny Bulletin.
Improve Teacher/Parent Communication by increasing interactions about student growth	Keep parents up to date by posting the habits on Facebook, school newsletters, web page, etc. Teachers will use technology like PowerSchool, Class Dojo, or other similar interactive software.	Using the technology specialist to provide training to teachers who are interested. Teacher initiators provide training during PLC’s

Goal Group: 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.

Instructional Areas	Strategies	Professional Development
<p>Representing and comparing whole numbers, initially with sets of objects:</p> <ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Numbers and Operations <p>Describing shapes and space:</p> <ul style="list-style-type: none"> • Measurement and Data • Geometry 	<p>Continue to coordinate efforts between schools to provide vertical alignment.</p> <p>Find materials that align with math program to address the needs of struggling students.</p> <p>Implement a Tier 2 and Tier 3 system to address the needs of all students. Find research based materials that address the needs of the students in these Tiers.</p> <p>Use technology resources to provide feedback to parents and students about mathematics progress.</p> <p>Provide training to parents about technology for assignments and to be aware of the progress of students. Awareness of the helps for Parents to help with homework.</p> <p>Identify Learning Centered Problems – what is the basic skill that is needed by most students and practice those skills.</p> <p>Set Success Criteria for mathematical assessments and tie core standards to each assessment.</p> <p>Use a Standardized Based Report card for student progress reports.</p>	<p>PLC’s at school and district level to coordinate the math core with the resources that are available.</p> <p>Awareness of current research and materials to help address areas of concern.</p> <p>Attendance at professional development opportunities offered by the district and state office.</p> <p>Math resources and learning opportunities provided by the district and USBE.</p> <p>Encourage teachers to enroll in Math endorsement classes.</p>

**Reading
Achievement
Plan
And
Professional
Development
Plan**

Goal Group: Reading Achievement Plan: Instructional Strategies

Statement of Goal: DSES will find instructional materials that are aligned with the Utah Common Core that has been adopted in Math and Language Arts as well as all other content areas.

Activities	Strategies	Professional Development
<p>Continue to implement a quality reading program that addresses all levels of learning.</p> <p>Use the SIOP instructional strategies to enhance the learning of all students.</p> <p>Explicit and systematic instruction across all curriculum areas.</p> <p>Use data to guide screening, benchmarks, progress monitoring, assessments and final outcomes.</p> <p>Use the data to design effective instruction in all curriculum areas.</p> <p>Identify intervention programs that will help students who are struggling and not meeting benchmark standards.</p>	<p>Use research from the National Reading Panel, National Mathematics Council, and others to find materials that are most appropriate for the grade level.</p> <p>Use academic coaches to help identify programs and areas that will help with assessments and interventions.</p> <p>Attend professional development for newly adopted Language Arts program.</p> <p>Define Learning Centered problems for Math and Language Arts and set success criteria for assessments.</p>	<p>Use the in-service provided by the academic coach to ensure that all staff is aware of each component of the program.</p> <p>Provide opportunities for in-service in areas of concern for staff.</p> <p>Professional learning groups within grade level and school for study of current research and practices.</p> <p>Participate in the Core Academies in all subject areas sponsored by the state in an on-line format.</p> <p>Participate in local, regional and state trainings for the Common Core and testing platforms.</p>

Goal Group: Reading Achievement Plan: Early Literacy/Literacy Skills

Statement of Goal: Students will continue to improve literacy skills through explicit instruction through all grade levels using the Utah Common Core Language Arts Curriculum.

Skills	Strategies	Professional Development
<p>Phonemic Awareness: The ability to hear, identify and manipulate individual sounds (phonemes) in a spoken word.</p> <p>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.</p> <p>Fluency: The ability to accurately and automatically read words with no conscious attention or effort so that focus is on comprehension.</p> <p>Vocabulary: These are the words we have to know in order to effectively communicate in listening, speaking, reading and writing.</p> <p>Comprehension: The student's focus is on the meaning of the story.</p>	<p>Use research based instruction that will increase student achievement.</p> <p>Implementation of new basal adoption</p> <p>Identify research based instructional strategies to enhance Tier I instruction</p> <p>Use differentiation to address individual needs of students identified in screening or benchmark assessment.</p> <p>Set aside a block of time (minimum 90 minutes or more) to concentrate on literacy skills.</p> <p>Explicit instruction in all skills areas.</p> <p>Continue to use instruments to screen, benchmark, progress monitor, and diagnose areas of concern that are approved by the district. (DIBELS, Spalding, common assessment, etc.)</p> <p>Try to create before/after school opportunities for literacy practice using resources such as: Read Live, Peer Tutors, Review of phonograms, etc.</p> <p>Schedule a dedicated time for Tier II instruction within the school schedule.</p> <p>Use AmeriCorps volunteers to practice literacy skills.</p>	<p>Ongoing in-service training provided by local, regional, and state specialists.</p> <p>In-service for software and programs that are implemented as part of an intervention and/or extension.</p> <p>In-service and professional collaboration for the instructional processes.</p> <p>Literacy coaches used as a resource for building level in-service and peer coaching.</p> <p>Continued collaboration within the school and district as the common core continues to be implemented.</p>

Goal Group: Reading Achievement Plan: Writing

Statement of Goal: Students will continue to improve their writing skills using strategies outlined in a comprehensive literacy program.

Areas of Focus	Strategies	Professional Development
<p>Preparing to write by gathering and organizing information</p> <p>Informative and opinion writing components</p> <p>Revision of written drafts</p> <p>Elaborate and clarify drafts</p> <p>Word Usage</p> <p>Mechanics</p> <p>Early Writing skills that include oral language and picture writing</p>	<p>Explicit teaching of the components of composition, word usage, mechanics and spelling.</p> <p>Include more cross-curricular writing using the types of writing in the common core: persuasive, narrative, informative, and informative-narrative.</p> <p>Model and demonstrate to students.</p> <p>Develop writing goals for each grade level with student portfolios work samples showing student growth in the writing area.</p> <p>Thinking maps (types of graphic organizers) to help with the writing process.</p> <p>Resources such as “Talking, Drawing, Writing” for Pre-K and Kindergarten.</p> <p>Display student samples of proficient writing.</p>	<p>Common Core professional learning communities to share ideas that increase the writing skills in the three types of writing.</p> <p>Grade Level/cross curriculum professional development to better use the strategies for the common core.</p> <p>Grade-level collaboration grading of writing samples that will help to set the standards for writing equally.</p> <p>Use of software and other technology resources to increase writing proficiency.</p>

Goal Group: Reading Achievement Plan: Assessment and Evaluation of Progress

Statement of Goal: DSES will implement a tiered instructional system which will address the needs of all students, both struggling and advanced. Assessments will be used to monitor progress of students in order to differentiate instruction.

Activities	Assessments	Professional Development
<p>Tiered Instruction:</p> <p>I - Instruction delivered by a highly qualified classroom teacher to ALL students.</p> <p>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).</p> <p>III - Instruction delivered by special educator or reading specialist/literacy coach (Another 30-45 minutes)</p> <p>Communication with parents on progress and growth in each of the levels at PCCR's.</p> <p>Differentiated instruction: Tailoring instruction to address a student's current level of knowledge and skills -- groups are flexible.</p>	<p>DIBELS Given 3 times/year – Goal is to meet or exceed the state average in each grade level.</p> <p>DIBELS Progress Monitoring and Screening – ongoing through the year.</p> <p>Common Assessments for Math/Writing/Literacy – ongoing throughout the year.</p> <p>Kindergarten Entry and Exit Profile (KEEP) administered twice annually.</p> <p>Programs which will use a multi-sensory language approach that rebuilds a foundation for learning to read. (Basal/Spalding/etc.)</p>	<p>In-service provided by district and regional specialists in the areas of literacy.</p> <p>Collaborative teams of professionals and paraprofessionals to identify strengths and weaknesses of students.</p> <p>Common Core curriculum mapping – use of a standards-based report card in K-2.</p> <p>Common assessments for the Language Arts and Mathematics.</p> <p>Use of Learning Intentions and Success Criteria in all core academic areas.</p> <p>Integration of other subjects: Science, Social Studies, Health, etc. within the literacy framework.</p>

Land Trust Plan

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 2018 – Renewal for the 2018-2019 school year

May 2018 – 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:

- Students will participate in a visual art class once a week with a specialized instructor
- Curriculum from the above areas will be addressed throughout the year during weekly sessions of the arts
- Observations of teaching by administration indicate use of curriculum
- 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: \$5600.00

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 two (2) 5.75-hour employees for the current year. We want to continue to fund these additional people.

a. Time line:

Spring of 2018 – determine if employees will be returning for the next school year
August of 2018 – 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 DIBELs program.
2. Provide students with Tier II/III needs will have additional help and support. This will be monitored through weekly PLC's and bi-monthly data reviews.
3. Observations of Instructional Assistants while working with small groups of students.

d. Action Plan:

- Train the instructional assistants and help them become familiar with the instructional practices of Spalding (English Language Arts method of instruction), 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.
- 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.
- 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 two (2) instructional assistants for the 2018-2019 school year

Budget Amount: \$35,500.00

Goal #3:

Delta South Elementary will review all programs of Instruction and decide on materials and instructional strategies that can be used to help students achieve typical growth in language arts and mathematics. Professional Development will be provided in the identified areas to strengthen instruction. PLC's will be held bi-monthly to discuss the strengths and weaknesses of students. Adjustments will be made to Learning Center Problems and Success criteria will be established to address the needs of students.

a. Time line:

- Professional Development for DIBELS for Middle of Year (MOY) – January 2018
- 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 2018
- Identify the Learning Centered problems using student data for Mathematics and Language Arts – January 2018, May 2018, October 2018, January 2019, March 2019, May 2019
- Professional Development for Language Arts Adoption – May 2018, August 2018, Oct 2018
- DIBELS training under the direction of the Utah Board of Education—Various times during the BOY, MOY and EOY windows for 18-19 year

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

1. 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 2018. A posttest will be given in May of 2018. 80% of 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:

- 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 will be the focus of this area.
- Teachers will look at their 2018-2019 class data from the previous year to determine areas in need of additional/supplemental 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.
- Purchases would be approved by the administration.

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*

Writing: *Use of software such as Moby Max or Read Live as determined by grade level/classroom choice.*

Budget amount: \$3684.00

Software (670)

This money will be used to pay for the software component of our goal.

Money is allocated in Goal #5 under the technology goal.

Salary and Employee Benefits (100 and 200)

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

Budget Amount: \$2500.00

Goal #4:

Delta South Elementary has continued to implement the “Leader in Me” program during the 2017-2018 school year. We would like to continue this program because it would continue to help us teach students leadership skills, communication skills, responsibility for their own learning, conflict resolution, etc.

a. Time line:

- August 2018: Introduce the “7 Habits” through an assembly.
- 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 – Looking at leaders in all areas

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

1. Students will set goals in areas of testing (DIBELs) and will track their progress to their goal using data binders.
2. Students will set goals in other academic areas such as Language Arts, Mathematics and Writing.
3. Teachers will discuss student progress monthly.
4. Student referrals to the office will decrease as the “7 Habits” are introduced and worked on through the months.
5. Reduce student tardies by 5% and absentees by 10% for the 2018-2019 school year.

d. Action Plan:

- Monthly Assemblies and teaching of each habit in the classroom
- Celebrate student success
- Involve parents through the newsletter and other communications such as Facebook and school web page.

e. Behavior Component -- Yes

Absenteeism and tardiness are affecting student learning. The “Seven (7) Habits” have been implemented with success. It is important to share the habits with our school community, parents, and others to help them realize the correlation of student attendance with student achievement.

f. Expenditures:***General Supplies (610)***

Supplies for data binders, teacher teaching materials, posters and materials for the leadership walls, materials for assemblies, nominal academic student incentives, and celebrations, “Leader in Me” books for adult in-service.

Budget Amount: \$500.00

Goal #5:

Millard School District has implemented a technology initiative. This has provided most of the teachers with a chrome book lab. Each student has access to a chrome book daily. Teachers have used their technology time to develop lessons, organize materials, and find software that meets the needs of students. They have also researched materials that can be used in whole class presentations and have organized lessons with multi-media components which have been shared in Google Drive. The goal is to continue providing materials for teachers to be successful in the use of technology in their classroom including and additional hardware and software.

a. Time line:

- April/May 2018—Identify needs for hardware or software
- July 2018 – Contact vendors for license cost
- Aug 2018-January 2019 – Purchase software and hardware as needed

b. Academic areas: Mathematics, Language Arts, Writing, Social Studies, Science

c. Specific Measurement:

1. Increased technology use by students – observation within the classrooms
2. Use of technology to address student need – reports from software vendors and reports printed out by teacher – shared in the PLC’s to drive instruction
3. Use of chrome books by students for practice, assessment, intervention, extension

d. Action Plan:

- Teachers continue to work on units of instruction and develop materials for student use with the chrome books.
- Walk through observations – look at how students are using the technology
- Increased use by teacher and students of web-based activities
- Licenses for Software: Sumdog, Read Live, Razz Kids, FasttMath, Near Pod

e. Behavior Component -- None

f. Expenditures:Software (670)

License renewals for software that teachers want to use for the 2018-2019 school year: Sumdog, Read Live, Razz Kids, FasttMath, Near Pod

Budget Amount: \$14,155.00

Review of the 2017-2018 Land Trust Plan

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

We hired an Art teacher for this year. Upon the retirement of the Dance teacher, we advertised for any of the arts to continue the BTSA grant at Delta South. All applicants were in the Visual Arts area, so we prepared for an Art teacher. We had to rearrange a room and move other materials to make a classroom dedicated to Art. We pay 20% of her salary from land trust money.

Goal 2: **Employ additional personnel**

We planned on hiring four 3.5-hour instructional assistants. The pool for employment was not as big as we needed, and applicants wanted full time positions. In lieu of four part-time, we hired two full-time 5.75-hour employees. 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**

This goal area was created to provide materials for classroom teachers in all areas of the curriculum. Four new teachers were 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.

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. Additional software such as Sumdog, FasttMath, Read Live and Lexia were provided by the district and as a result we have purchased an additional year of subscription for several.

Goal 4: **Character Education**

Delta South has implemented the "Leader in Me" program. We purchased materials to help teach each of the "7 Habits" to the students. Each habit is address starting in September and going through April. During the morning message the motto of the school is repeated along with our goal of being on time. Second grade students participate by leading the school in the pledge of allegiance daily. We have used money to buy supplies to teacher the habits, have provided materials to new teachers, celebrated students with no tardies and no absences monthly with prizes provided by community donations. Students are celebrated in their classroom monthly.

Goal 5: **Technology**

Our plan was to purchase 20 refurbished mini iPads for student use in the classroom. This added to previous years' purchases. Because we had \$14000 that was carried over, we were able to purchase 30 iPads for student use along with heavy duty covers. Mini iPads were distributed to all grades so that each teacher has three for classroom use.

We have also been able to purchase headphone, mice, and software for use with the chrome book labs. As indicated in Goal 3, we purchased materials for use with Google classroom.

In addition, because of carried over balances, we purchased 25 iPads for teacher use in progress monitoring DIBELs, using the reports to help guide literacy instruction, and for use in managing classroom activities with Google classroom and near pod.

Trust Lands Proposed Budget 2018-2019

	<i>Anticipated Budget*</i>		<i>Actual budget</i>	
		\$61,939.00		
Program	Cost	Running Total	Cost	Running Total
Carry Over From 17-18	\$0.00	\$61,939.00		\$61,939.00
Additional Increase if any				
Dance	\$5,600.00	\$56,339.00		\$61,939.00
Professional Development	\$2,500.00	\$53,839.00		\$61,939.00
Instructional Assistants	\$35,500.00	\$18,339.00		\$61,939.00
Character Education	\$500.00	\$17,839.00		\$61,939.00
Technology	\$14,155.00	\$3,684.00		\$61,939.00
Hardware				
Software	\$14,155.00			
Student Achievement Activities	\$3,684.00	\$0.00		\$61,939.00
Anticipated Carry Over		\$0.00		

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 three years, 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