



# Delta South Elementary 2022-2023



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# **School Safety**

## 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.

### Action Plan:

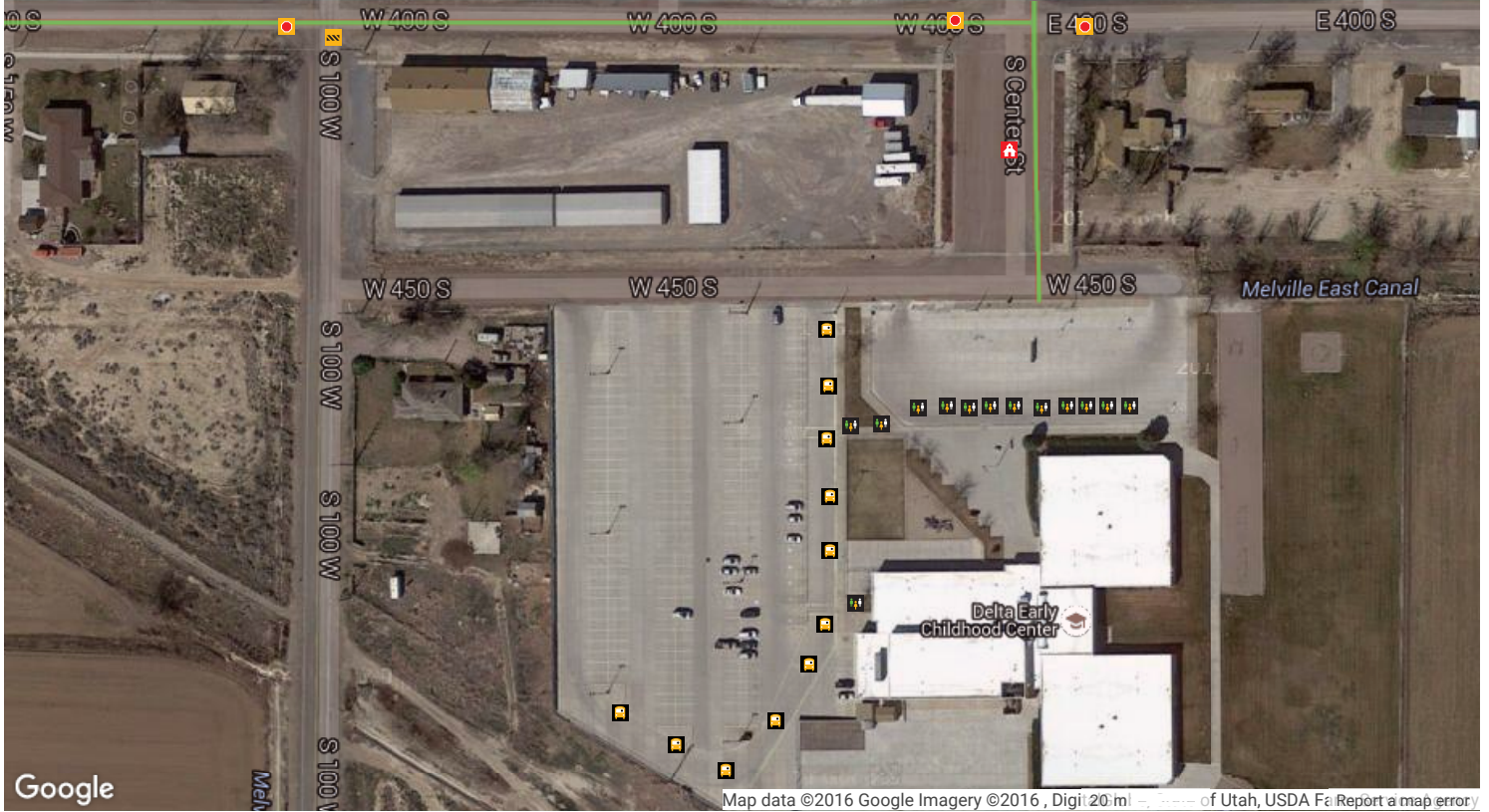
1. Continue to educate parents/patrons about the traffic flow pattern for picking up students in front of the school before and after school.
2. Encourage parents to use the front for pick-up/drop-off only and the West parking lot for those who exit vehicle and/or carpool.
3. Include the traffic flow 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.
7. Paint the exit strip so that it is clear every year.













### 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. Safe walking routes along with bus and car routes and pick-up areas are on file with [saferoutes.ut.gov](http://saferoutes.ut.gov). Copies of the maps have been included.
5. Continue to work with the city to have the crosswalk at 100 West visible to traffic by adding timers to each light.

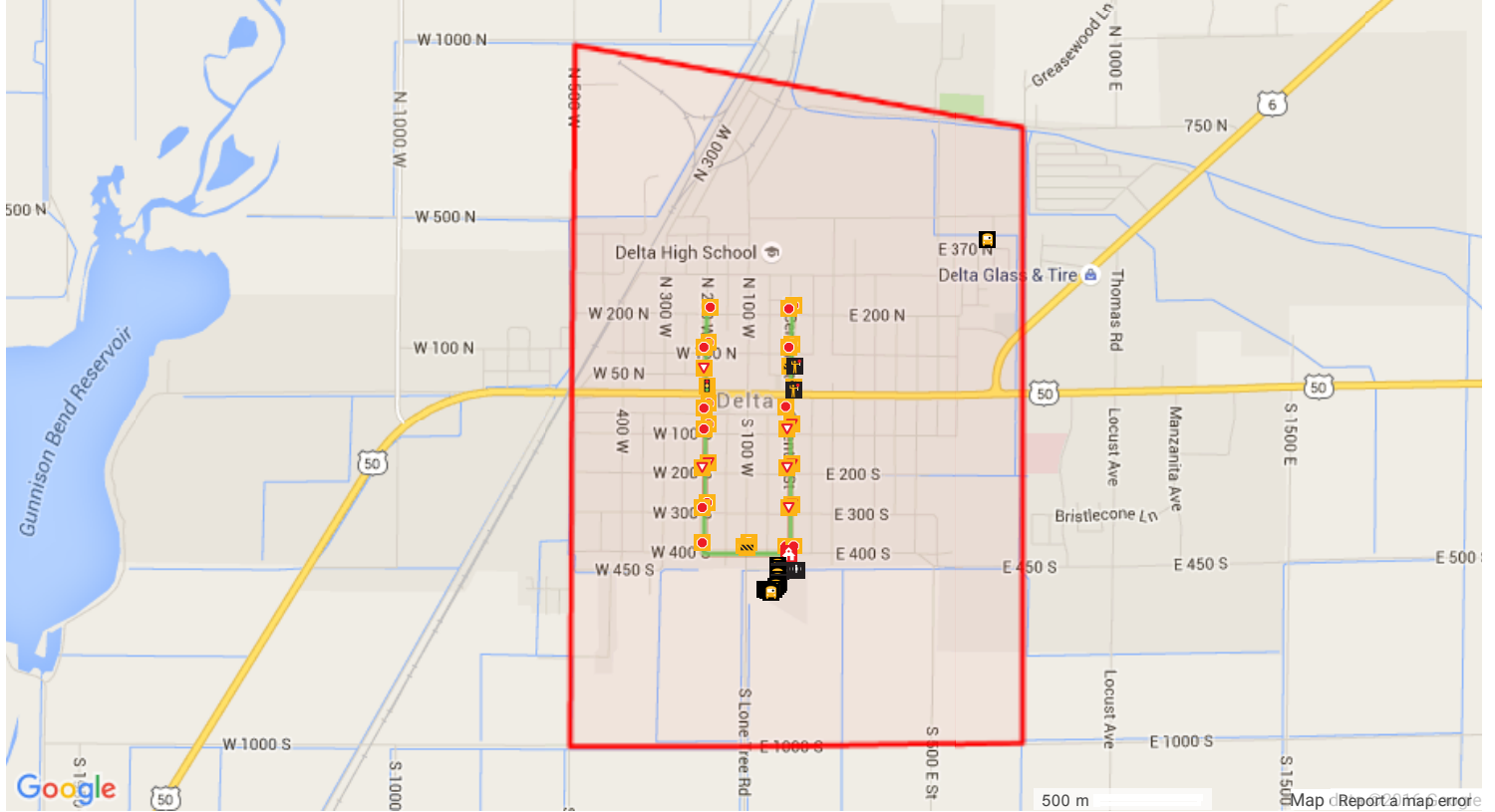
- |   |                      |   |                    |   |                         |
|---|----------------------|---|--------------------|---|-------------------------|
|  | School               |  | School Bus Loading |  | Student Drop-Off/Pickup |
|  | Hazard/Footnote      |  | Crossing Guard    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

**Delta South Elementary Map | 450 South Center, Delta 84624**















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

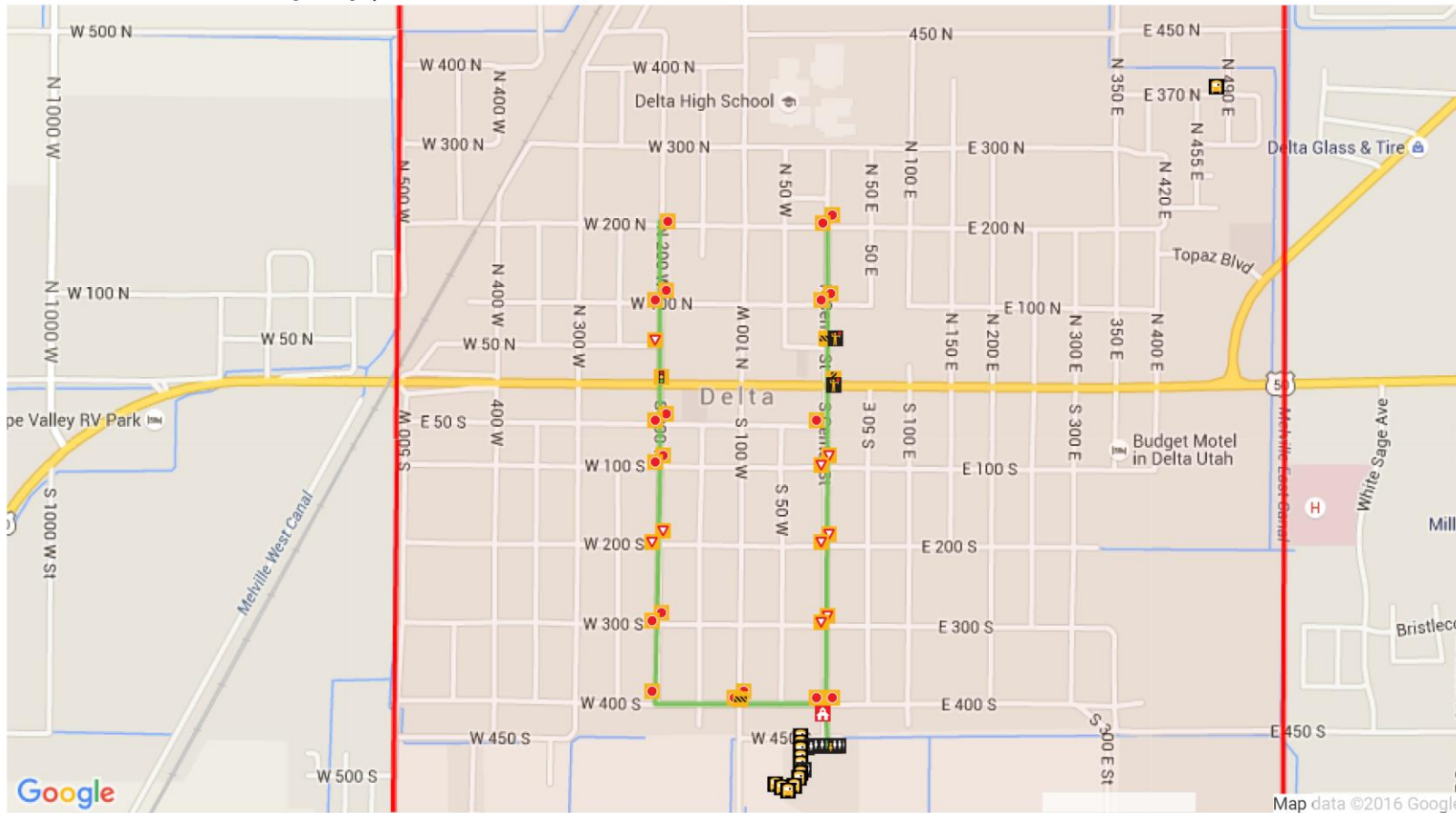
**Delta South Elementary Map | 450 South Center, Delta 84624**





- |   |                      |   |                    |   |                         |
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**Delta South Elementary Map | 450 South Center, Delta 84624**



# Emergency Preparedness

**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. Plan and practice a reunification drill so that students/parents/patrons will know the procedures.
5. Provide tabletop 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.
7. Gather emergency supplies and checklists to meet the needs of students in the case of an evacuation.
8. Additional cameras to see all areas of the parking lot.

## 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 places that DSES can exit to if there needs to be an evacuation. Work with District and identified evacuation sites to establish Memorandums of Use Agreements.
7. Practice drills during recess and non-classroom times.
8. Use website to such as [Iloveguys.org](http://Iloveguys.org) to develop checklists, forms and materials for emergency backpacks.

## Professional Development:

1. Staff Development using Tabletop 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.
4. Continue to work with Delta City to put signals on Lone Tree Road (100 West)

# Millard School District

## Emergency Action Plan



Fire



Earthquake



Shelter in Place



Violence

The Millard School District has a safe school policy which is intended to provide each student the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary distraction. (Please see MSD policy 6090)

In conjunction with the policy, Millard School District has implemented standard operating guidelines for emergency situations for schools within the district. Every school has been given guidelines and a list of procedures to help standardize emergency drills. Drills are practiced throughout the year for incidents concerning Fire, Earthquake, Shelter in Place (hazardous materials, or violence).

Every effort is made to follow these standardized guidelines. Implementation may be slightly different due to school size, location, age of students, etc. The Millard School District continues to update and review its emergency procedures, policies, and materials. Copies of plans are available at each school and at the district office.

Millard School District is working with other agencies to provide each school with the materials and supplies that are needed to successfully manage an incident. Together we are working at coordinating our efforts so that roles and responsibilities, communications, and responses to situations are clearly defined for each agency that may respond to an emergency.

Please contact your local school if you have questions about emergency action plans or to volunteer your services.

## What are the Standard Operating Guidelines?

### *Fire*

1. Gather class roster and accountability card packet.
2. Exit the building according to the established fire escape route. Teacher is LAST.
3. Upon reaching pre-determined “outside” class location, verify student accountability.
4. If all students are present, hold up green card.
5. If all students are not present or you have extra students, hold up red card and write names on post-it notes.
6. Send a designated runner with post-its to the Group Leader. The Group Leader will contact the teacher to determine possible locations of missing students.

### *Earthquake*

1. At the first sign of an earthquake, all room occupants “drop, cover and hold” remaining in a sheltered position for at least 60 seconds. Do NOT automatically rush class into the corridor or outside the building.
2. Account for all students.
3. Gather the roster and accountability card packet for reporting to the Group Leader.
4. Exit the building when it is safe to do so. The teacher LEADS the way out.
5. When leaving the area, take injured students only if moving them will not cause further injury.
6. Assemble in a pre-designated location.
7. If all students are present, hold up green card.
8. If all students are not present or you have extra students, hold up the red card and write names on post-it notes.
9. Send a designated runner with post-its to the Group Leader. The group Leader will contact the teacher to determine possible locations of missing students.

## Standard Operating Guidelines pg. 2

### *Shelter in Place*

1. Upon hearing the activation of a shelter in place event, staff will immediately close all doors and windows leading to the outside environment.
2. Close all doors leading to a hallway or common area.
3. Cover all openings with tape, paper, or other materials to prevent outside air from entering the room.
4. Verify student accountability.
5. Wait for contact from Group Leader via the intercom or other means.

### *Violence or Intruder*

1. Upon hearing the activation of a “lock down”, staff will immediately close all doors and windows leading to the outside environment.
2. Close all doors leading to a hallway or common area and lock if possible.
3. Move students to a safe place in the room where they will not be targets for people outside of the classroom.
4. Verify student accountability.
5. Wait for contact from Group Leader via the intercom system or other means.
6. Doors are to remain locked until the “all clear” sign is given.

### *Emergency Closure of School*

In the event that schools should be closed or schedules changed for emergency reasons, such as storms, road conditions, unexpected hazards or health precautions, such information will be broadcast over radio stations FM 95.7, 93.7, 97.5 and AM 540, or via Power Announcement which will contact patrons by phone, text, or email. It is important for parents to keep such information current at their local school.

Should school be dismissed early OR have a late start (2 hr delay) due to inclement weather, all parents will be notified. Bus students will be bussed. Non-bus students need to be picked up/dropped off by parent or designated adult.



## Answers to Parent Questions

### ***1. What is my responsibility as a Parent/Guardian during an emergency situation?***

In the event of a serious school or community incident, the school **assumes** responsibility for your children. You will be kept informed about what is happening and given instruction regarding your children through a local radio station and/or Power Announcement which contacts patrons through email, phone or text.

Rushing to the school in your car or calling the school will only impede the school's ability to protect your children and will hinder the communication process with other agencies involved. Children will NOT be sent home until parents/guardians have been notified.

### ***2. What do I do after I have been notified that I can pick up my child?***

Depending on the conditions and emergency, parents should park in the designated areas defined by each school in the child access routing plan.

If indoors, parents should enter the school through the front doors and then proceed to their child's classroom after signing in at the office. **Parents will be required to sign that they are taking custody of their student for security reasons.**

If outdoors, parents should park in designated spots, find their child's teacher and sign them out. Please do not encourage children to run to you or expect that they will come to your vehicle. To keep track of all students, parents MUST sign they have taken custody.

If schools are in a lock down situation (violence or shelter in place) all doors to the school will be locked. Parents will put themselves and others in jeopardy if they try to enter the school. See #1 to see when it would be safe to pick up your child.

## Answers to Parent Questions(2)

### ***3. What will happen if I am not home or I cannot be reached?***

If parents are not at home or cannot be contacted during an emergency incident, the school will continue to assume responsibility of that student until the emergency contact person listed on the registration form has been contacted. It is very important that EVERY parent has an emergency contact person listed with the school who will take responsibility for that child until the parent/guardian is available.

### ***4. If the school is unsafe, where will my child be?***

Each school will have an alternative site if it is necessary to move from the building. As each emergency is different, you will find out if your student has been moved by listening to the radio or you will be contacted via Power Announcement which uses email, text, and phone.

### ***5. Is the school prepared with emergency supplies?***

Each school has some preparedness materials that they have gathered. In the case of an emergency, most classrooms have minimal supplies in a bucket that will help provide students with food, water, blankets, vital information about students, games and activities to keep them calm, and materials to help during shelter in place situations.

### ***6. Is the staff qualified to help during an emergency?***

Staff members are given basic in-service training in first aid and CPR. Some staff member are trained members of CERT (Community Emergency Response Team) and have additional skills. Working in partnership with community agencies, additional training sessions are available throughout the county.

## MSD Preparedness Activities

Millard School District continues to work on emergency preparedness by being involved in the following activities:

- Town/City CERT training program
- MSD is part of the Local Emergency Preparedness Committee (LEPC). This committee helps coordinate activities among local, state and federal agencies and updates emergency procedures/policies
- Continue training in first aid and CPR and annual practice drills of all types
- PTA, PTO parental involvement
- Annual updating of the MSD emergency preparedness handbook

## Things you can do to help

1. Be involved with the parent organization — volunteer to be on the safety committee
2. Volunteer to coordinate emergency supplies in your local school
3. Donate items needed to your neighborhood school. Following are some suggestions: Emergency blankets, ponchos, hand warmers, hand sanitizer, energy bars, trail mix, granola bars, jolly ranchers or other hard candy, wool blankets, water, duct tape, plastic, buckets, etc. Contact the school to see what is needed most.
4. Donate money to the MSD foundation or PTA for purchase of supplies

### **Excerpt Millard County Sheriff's Department Website**

"Sheriff Dekker urges all individuals and businesses to log onto the Sheriff's Office website, [www.millardsheriff.org](http://www.millardsheriff.org), and follow the link to the "CodeRED Residential and Business Data Collection" page. Those without Internet access may call the Sheriff's Office 435-743-5302 or 435-864-2755, Monday through Friday (8AM-5PM), to give their information over the phone. Required information includes first and last name, street address (physical address, no P.O. boxes), city, state, zip code, and primary phone number, additional phone numbers (optional)...The information will only be used for emergency notification purposes".

# Positive Behavior Plan – Delta South Elementary

## Statement of Goal:

1. Delta South Elementary will use materials to promote citizenship in students so that they become an example in their homes and community.
2. Provide students with tools for mental health by increasing awareness in topics such as grief, anxiety, depression, bullying, peer pressure, suicide awareness, etc. in a grade appropriate setting.
3. Provide professional development to increase awareness of topics for teachers and staff.
4. Provide opportunities for student service-based learning opportunities.

## Action Plan:

1. Explicit teaching of expectations in non-classroom settings: Hall, Bathroom, Playground, etc.
2. Daily greeting, thought for the day, Pledge of Allegiance by a student and a reminder of motto – Do Good, Be Kind
3. Provide a time during the day for students to reflect on themselves by using a system such as Inner Explorer.
4. Provide a space – a calm room – where students can take time to regroup and then return to the classroom. Establish protocols for use of room.
5. Monthly lessons that are age appropriate for students in Preschool through second grade. Lessons provided by the school counselor.
6. Parental Involvement and awareness through monthly newsletters which are posted on Facebook and Class Dojo.
7. Establish trauma sensitive practices for adults and students.

## Strategies:

1. Introduce and reteach the tenets the dogoodbekind.org school component. (Be Kind to yourself, Be Kind to others, Be Kind to the world around you)
2. Establish a Positive Behavior Intervention System (PBIS) committee to provide instruction in expectations and to help establish a proactive approach to skills needed.
3. Reinforce skills through a variety of activities such as tickets, positive praise, etc.
4. School counselor will provide resources for individual students, small groups, and grade levels.

## Professional Development/Resources:

1. Use an Elementary Social Skills curriculum as a foundation for expectations/skills.
2. Literature that depicts social behaviors to share with students in a large group setting.
3. DoGoodBeKind.org
4. Community Resources such as Central Utah Counseling, etc.

**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

# Digital Citizenship Training and Internet Safety

## Statement of Goal:

Delta South Elementary will provide internet safety training on a yearly basis.

## Action Plan:

1. Parents and students sign a district user agreement yearly during the registration process. The district provides the filters and monitors use of inappropriate sites.
2. Teachers will remind students of appropriate internet behaviors when using technology for instruction, interventions, and extensions. Discussions will be tailored for each grade level.
3. Technology/Coding teacher will provide quarterly safety training to each K-1 class.

## Strategies/Resources:

1. Invite SEDC personnel to come to the school and give instructions in digital safety in an assembly format using Safe Kids.
2. Teachers can use a website such as NetSmartz. This is a website that talks about digital responsibility and the use of appropriate use of social media.

**Teacher  
and Student  
Success  
Plan**

# Teacher and Student Success Plan

## Language Arts

### 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 on state testing protocols.
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 read words accurately and automatically with no conscious attention or effort so that focus is on comprehension.
4. Vocabulary: These are the words we must know 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 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 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. Training provided as needed for the following: Reach for Reading, Lexia, Acadience, etc.
2. Grade Level PLC's weekly to discuss progress monitoring, data from common assessments, implementations of interventions, extensions, and student successes.
1. Instructional Coaches provide instructions in identified areas of need.
2. USBE sponsored workshops and conferences
3. Professional Learning groups within grade level and school to continue study of current research-based practices and strategies—Attendance at a National Conference of PLC's as a grade level.
4. School wide/District wide implementation of GVC – Guaranteed Viable Curriculum for each grade level.
5. Technology in-service on programs purchased.

**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. Sora – an online library for students to pick reading material at their level.

# 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. Coding.org – a site that applies that knowledge of mathematics
3. Prodigy – a free resource to help students practice math facts and applications
4. Freckle Math – provides practice for Math Number sense and applications

## Assessment:

1. Teacher generated common assessments to identify strengths and weaknesses.
2. Use of Acadience Math 3X per year to assess the growth of students through the year.
3. Progress monitoring of Math for those students who are below benchmark or well below benchmark.



## **Fine Arts Instruction**

**Statement of Goal:** Delta South Elementary believes that the Fine Arts are an integral part of a student's complete education integrating all subjects within the arts discipline. Providing instruction in a Fine Art will continue to help students develop a deeper level of understanding of grade-level core content and enriches the learning experience for both students and teachers.

### **Action Plan:**

1. Provide collaboration between fine arts teacher and classroom teachers to decide on concepts.
2. Fund the matching portion of the Beverly Taylor Sorenson Arts grant.
3. Provide an opportunity within the schedule so that every K-1 student has a class at least once per week.

### **Strategies:**

1. Student display of work throughout the year.
2. Provide a community art night to expose students to a different type of art form. Invite parents to participate with families.
3. Choose the best artwork for display during the art night.
4. Portfolios will be generated by each student showing their pictorial representations of academic concepts.

### **Professional Development:**

1. Teacher participation in Regional Professional Development
2. Collaborations throughout the region in partnership with a university.

**Delta South Elementary**  
**School-Student-Parent Compact**

The compact outlines **shared responsibilities** for high student academic achievement and is developed jointly with parents, teachers, administrators, and if appropriate students.

	<b>Student will:</b>	<b>Parent will:</b>	<b>Teacher will:</b>	<b>School will:</b>
<b>Preparation</b>	Arrive at school on time and ready to learn	Ensure my child attends school regularly and on time	Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment by	Provide high quality, engaging curriculum and instruction in a supportive and effective learning environment by
<b>Engagement</b>	Listen, participate, and ask for help when I need it	Attend scheduled conferences, contact school with questions or concerns	Provide data, materials, and/or instructions to empower family engagement	Regular, two-way communication including at least two PCCR conferences
<b>Build Community</b>	Respect other students, adults, and their property	Volunteer, participate in PTO, SCC, and/or other committees when possible	Engage in two-way, meaningful communication	Provide opportunities for parents to volunteer, observe, and participate in decision making
<b>Reading</b>	Read 20 minutes every night	Read with my child and/or ask questions related to reading	Utilize evidence-based practices to support individualized student needs	Support the use of evidence-based practices
<b>Homework</b>	Complete and return all homework assignments daily	Establish a distraction-free place and time for assisting my child with homework	Provide timely and meaningful feedback on assignments and assessments	Send home four progress reports per year

**Delta South Elementary  
Parent and Family Engagement Policy**

**I. Annual Title I Parent Meeting**

Delta South Elementary will convene an annual meeting, at a convenient time, to which all parents of all participating children shall be invited and encouraged to attend. At these meetings, parents and families will be informed of Delta South Elementary's participation in the Title I program and their rights to be involved. Such meetings could be: Back to School Night, PCCR meetings, and individual meetings with teachers or intervention specialists.

**II. Parent Input and Review of Policy and Plan**

Delta South Elementary recognizes the value and benefits of parent and family contributions in the educational process. Our faculty and staff receive professional development to ensure proper and productive communication, outreach, and engagement of parents in educational decisions, policies and school procedures. Delta South Elementary will engage parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parental engagement policy and joint development of the Title I Schoolwide Plan. Such engagement may include, but is not limited to, Community Council Meetings, PVG meetings, school newsletters, media such as Facebook, Class Dojo or Instagram and other forms of feedback and input.

**III. Description and Explanation to Parent of School Curriculum, Assessments and State Standards.**

Delta South Elementary uses a variety of research-based materials to deliver instruction aligned with state standards. Such programs include but are not limited to: Into Math, Reach for Reading, Lexia Reading, and Dyad reading. Delta South Elementary uses a variety of formative and summative assessments such as Acadience, Reach for Reading, and grade level common assessments.

**IV. Home and School Connection**

Delta South Elementary will provide all parents and families with appropriate materials and training to help them work with their children to improve achievement and academic success in literacy and mathematics. Such materials may include, appropriately leveled reading books and materials, homework folders, and mathematics practice assignments.

Parental training may include Back to School Night, PCCR conferences, Parent Newsletters, individual meetings with teachers and intervention specialists, or the availability of parent resource materials at the school. The establishment and maintenance of strong parent/family ties will help to ensure student academic success and positive school culture and climate.

**V. Coordination To Early Childhood**

Delta South Elementary will, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities to parents of preschool age children entering kindergarten in the fall at kindergarten registration. In addition, public and private preschools will be encouraged to visit the school to become acquainted with the facility, teachers, and staff.

**VI. Equal Access to Information**

Delta South Elementary will ensure that information related to school and parent programs, meetings, and other activities are made available to parents of participating students in a platform or format in, to the extent possible, a language that the parents can understand. Delta South Elementary will also provide such other reasonable support for parental engagement as parents may request.

# **Land Trust Plan**

## **Review of the 2021-2022 Land Trust Plan**

Components of The Teacher and Student Success Plan:

### Language Arts/Mathematics

- Three years ago, Millard School District did not meet their goals for Millard District Literacy Plan. During COVID, we remained on school improvement. This year we were able to make growth and continue to grow until the end of the year. It is the first time we have made growth for MOY for many years. This helped us to make the growth we needed to no longer be monitored by the state.
- Due to plan improvement, we have concentrated on Progress Monitoring in Acadience and giving students interventions based on gaps.
- All students receive Tier I instruction. Some are provided Tier II instruction and we have identified the Tier III students and have begun a new program to address those concerns.
- Students in subgroups are receiving additional instruction. (Special Education, ELL, others)
- Implementation of the Mathematics adoption is going better during our 3rd year of use. Teachers have tools, on-line and printed, that provide extensions as well as interventions for all students.
- On-line resources are being used to strengthen mathematical skills. (Sumdog, Coding.org, BOOM cards, etc.)
- We are currently looking for additional materials to help students master basic fact skills.

### Fine Arts Instruction

- Integration of subjects is occurring in art instruction.
- Collaboration takes place at least monthly with all grade levels.
- A monthly newsletter is posted every month showing student artwork.
- Art night will be virtual instead of in person and materials will be sent home for the project with students during the month of April.
- Collaboration with the Southern Utah University happens quarterly.

## Land Trust Goal

**Goal:** Students at DSES will continue to improve literacy and math skills through explicit instruction through all grade levels using the Utah Common Core integrated curriculum.

1. DSES will meet or exceed the state goal for typical growth or better on state testing protocols. (Acadience, KEEP entrance and exit exams)
2. DSES will meet or exceed at least one of the goals set out in the yearly Millard District Literacy Plan.
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.
4. Assessments in Mathematics will occur 3x yearly to determine student mastery of mathematical concepts taught at each grade level.
5. Bi-monthly or weekly PLCs (Professional Learning Communities) will be held at each grade level for discussion of student growth using data from common assessments.
6. Provide daily instruction time for Tier II and Tier III.

### Measurements:

1. Acadience given 3x yearly with progress monitoring done for those who need intense intervention or strategic intervention. Weekly progress monitoring will be done weekly for Well Below Benchmark students and Below Benchmark students will be done twice monthly.
2. Identify the GVC (Guaranteed Viable Curriculum) for math and language arts and prepare common assessments given 3x yearly
3. Students will take a literacy and numeracy pretest to determine skill level and placement in Tier II and III instruction. Bi-monthly assessments will be given to determine growth and mastery of concepts.
4. Tier I instruction will change as data is discussed in the PLCs to meet the needs of individual students.
5. Schedule will reflect dedicated times for Tiers I, II, and III.

## **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. Grade level participation in a national PLC conference over the next two years.
3. Hire and train instructional assistants help with Tier II and Tier II instruction and to help with progress monitoring. Training would include research based instructional strategies, progress monitoring protocols, and small group instruction practices. All Instructional assistants will work under the direction of the teacher or academic coach.
4. Students will be assigned to work with Instructional Assistants and Classroom teachers on specific skills allowing instructional groups to be smaller and the skills more diversified.
5. Integrate math, language arts, science and social studies into a weekly art time for grades K-2. Standards from each grade level will be determined through PLC's. Visual Arts teacher will be paid from the Beverly Taylor Sorenson Arts program.
6. Monitor progress monitoring of each student giving teachers at least bi-weekly updates on status of students. This will be accomplished by running the progress monitoring report that is part of Acadience.

## Trust Lands Proposed Budget 22-23


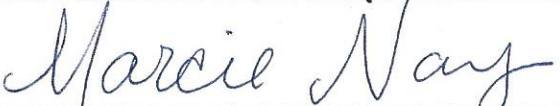



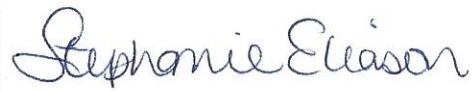



	<i>Anticipated Budget*</i>	
		<b>\$54,978.00</b>
Program	Cost	Running Total
Carry Over From 20-21	\$30,000.00	\$84,978.00
Additional Increase if any		
<b>Fine Arts</b>	<b>\$6,650.00</b>	\$78,328.00
<b>Additional Personnel</b>	<b>\$40,000.00</b>	\$38,328.00
<b>Software</b>	<b>\$3,553.00</b>	\$34,775.00
ESGI, Raz Kids, Read Live		
<b>Student Achievement</b>	<b>\$34,775.00</b>	\$0.00
<i>Professional Development LETRS</i>	<i>\$30,000.00</i>	
14 teacher's stipend \$1600+benefits		
<i>General Supplies</i>	<i>\$4,775.00</i>	
<b>Anticipated Carry Over</b>		<b>\$0.00</b>

### 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 Teacher Student and Success Plan. Funds may also be allocated to allow teachers to purchase additional materials.



<b>Name</b>	<b>Role</b>
Kelsey Gardner	Chair
Carlee Griffiths	Co-Chair
Brian Huber	parent
Megan Chappell	parent
Shiloh Lewis	parent
Stephanie Eliason	parent
Rhonda Harrison	Principal
Duane Rawlinson	school member
Jane Ann Losee	school member
Marcie Nay	school member

Name	Role	email address	Signature of Participation	Date
Duane Rawlinson	school member	<a href="mailto:duane.rawlinson@millardk12.org">duane.rawlinson@millardk12.org</a>		3/1
Marcie Nay	school member	<a href="mailto:marcie.nay@millardk12.org">marcie.nay@millardk12.org</a>		3/1
Jane Ann Losee	school member	<a href="mailto:jane.losee@millardk12.org">jane.losee@millardk12.org</a>		3/1
Rhonda Harrison	Principal	<a href="mailto:rhonda@millardk12.org">rhonda@millardk12.org</a>		3/1
Brian Huber	parent	<a href="mailto:brianhuber74@gmail.com">brianhuber74@gmail.com</a>		3/1
Stephanie Eliason	parent	<a href="mailto:stephfarr_6@hotmail.com">stephfarr_6@hotmail.com</a>		3/1
Carlee Griffiths	parent	<a href="mailto:carleegriffiths@gmail.com">carleegriffiths@gmail.com</a>		3/1
Megan Chappell	parent	<a href="mailto:meganchappell135@gmail.com">meganchappell135@gmail.com</a>		
Shiloh Lewis	parent	<a href="mailto:shilew8@gmail.com">shilew8@gmail.com</a>		3/1
Kelsey Gardner	parent	<a href="mailto:pilotwifecoach@gmail.com">pilotwifecoach@gmail.com</a>		3/1