

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>	
		\$54,978.00
Program	Cost	Running Total
Carry Over From 20-21	\$30,000.00	\$84,978.00
Additional Increase if any		
Fine Arts	\$6,650.00	\$78,328.00
Additional Personnel	\$40,000.00	\$38,328.00
Software	\$3,553.00	\$34,775.00
ESGI, Raz Kids, Read Live		
Student Achievement	\$34,775.00	\$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>	
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 Teacher Student and Success Plan. Funds may also be allocated to allow teachers to purchase additional materials.