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.