

Oquirrh Elementary School-Wide Goal Planning and Implementation Worksheet CLIMATE/CULTURE October 30, 2009

Statement of Need: In 2008-2009, whole school attendance was 93.5%. The Students With Disabilities subgroup fell below the 93% standard at 92% on the AYP report, which includes grades 2-6. Though our attendance has improved over the past three years, most subgroups continue to stay very near the minimum requirement to meet the additional indicator of 93%. Our ELL subgroup has retained the highest attendance percentages of all subgroups, as reported on our AYP reports (2007-94%, 2008-94%, 2009-95%).

Over the 2008-2009 school year, 667 RTC referrals were made (similar to Think Time) for minor inappropriate student behaviors, as defined in Oquirrh’s School-Wide Behavior Plan (recorded by Oquirrh’s school psychologist). 224 out-of-classroom interventions were required for major inappropriate behaviors, as defined in Oquirrh’s School-Wide Behavior Plan, during the 2008-2009 school year. These incidents required an administrative intervention or office referral.

According to the Oquirrh’s Indicators of School Quality (ISQ), teacher satisfaction regarding parent support, student commitment, and resource management all need improvement. Parents rated parent support, student commitment, instructional quality, and resource management as only “typical.” Students rated all indicators as “superior.”

Improvement is needed in attendance for all subgroups. Educators need to provide a climate in which all students feel safe and valued. Oquirrh also needs to create a school-wide behavior program that provides positive behavior supports for all students. Students need incentives and rewards for attendance, behavior, and academic achievement. Improved resource management, student commitment, parental support, and instructional quality are needed.

Person(s) Responsible: Administrator, Positive Behavior Supports (PBS) Team, Culture/Climate Specialist

SMART Goal for this Focus Area: Decrease by 10% both minor and major inappropriate student behaviors requiring intervention, each year.

JSD Goal KEY: Indicate whether your activity is intended to meet one of the following objectives:
 1) Planning/Implementing PLC’s
 2) Core Curriculum Alignment & Improvement,
 3) Intervention & Reteaching
 4) Enrichment & Acceleration
 5) Progress Monitoring & On-going Assessment
 6) Positive Behavior Supports
NCLB Goal Key: Please identify the additional Title I indicators addressed in your school-wide plan.
 A) Extended Learning Time
 B) Closing Achievement Gap/Accelerate Learning
 C) Pre-school Transition

Actions Steps to Achieve Goal:		NCLB/ JSD Goal: See KEY	Year 1 Incremental Benchmark	Year 3 Incremental Benchmark	Budget Needs by Category							
					CSIP	Title I	ARRA	Land Trust	IT	Equip- ment	Text- book	Supply
1.0 Increase attendance percentage to greater than 93% for every subgroup each year.												
	1.1 Provide community with information regarding the importance of attendance and punctuality at school in English and Spanish.	6,B	Send an attendance /punctuality letter home & reminders in PTA newsletters	Increase frequency and quality of communication regarding attendance.								\$400
	1.2 Provide incentives and rewards for students and classes with 100% attendance and no tardies.	6,B	Teachers provide class rewards	Teachers continue to provide class			\$3,000					

				rewards School acknowledges classes that have exceptional attendance.								
	1.3 Implement the West Jordan Feeder System Absentee Policy and increase communication to the parents when students are not at school.	6,B	Follow policy	Call every student who is not in attendance, every day								
	2.0 Decrease the number of inappropriate student behaviors requiring intervention by 10 % each year.	3,6,B,										
	2.1 As a school, complete the District behavior program, School-wide Behavior Intervention Team (SBIT) training, and the Utah Behavior Initiative course of instruction over the next four years.	3,6,B	Participate and implement strategies learned in the District Student Behavior Intervention Team (SBIT) training	Participate and implement strategies learned from the Utah Behavior Initiative course			\$1,000					
	2.2 Provide professional development and instruction for every teacher on positive behavior supports and effective behavior strategies for school.	3,6,B	Initial PBS training	Continue PBS training for staff, parents		3,000	4,000					
	2.3 Maintain a Positive Behavior Supports team, including parents, teachers, school psychologist, and administrator.	1,3,5,6,B	Establish PBS team, meet monthly	Expand the role of PBS to be a resource to teachers who need assistance with student behaviors			500					
	2.4 Procure books, articles, and resources required to establish and maintain a positive school-wide behavior plan and make them available to staff and parents. Acquire 5 books, DVD's, or	3,6,B,C	Procure 5 books or DVD's to	Procure at least 5 resources for			500/year					

	CD's/ year. Acquire English and Spanish versions, when possible.		provide support for positive behavior	staff and parents every year, advertise their availability, establish a place the resources and a checkout system								
	2.5 Provide student incentives for positive behavior.	3,6,B	Golden Ticket and Principal 200 club drawing incentives	Continue to provide incentives for Positive behavior			\$3,000					
	2.6 Provide character education for all students.	3,6,B	Assistants will teach each class 45 min/week while PLC's are in session Oquirrh Pride with focus on character trait	Secure a program for assistants and teachers to use for character ed. Continue weekly instruction and monthly awards.								
	2.7 Provide teachers with incentives and rewards for providing students with positive feedback.	3,6,B	Periodic drawings and incentives for teachers	Devise a system by which teachers are reinforced more regularly for providing PBS to students			\$500					
	2.8 Provide parenting instruction in a community class that includes the use of positive behavior supports.	6,B, C	One-time Love and Logic class 6-week	Regular parenting classes and workshops			4,000					

			course for parents on L&L and PBS									
	2.9 Involve teachers, parents, and community in creating a clear written code of conduct and written behavior plan, in English and Spanish.	6,B	Create Code of Conduct and school-wide behavior plan	Evaluate effectiveness of plan and make needed adjustments								
	2.10 Explicitly teach, practice, and review the procedures for the school-wide behavior plan.	3,6,B	Initially teach behavior expectations in an assembly	Reteach each year with assembly and celebration		1,000						
	3.0 Create a system of support to help all students and their families meet their complex needs through coordinated health, human, and community services.	2,3,4,6, A,B,C										
	3.1 Provide increased access to health related services and community resources using needed personnel, technology, and increased communication with our community.	6,B	Collaborate with JSIT, Sealants for Smiles, SLCHD for immunizations, to provide health care	Expand health services at school								
	3.2 Coordinate and support efforts of the Jordan Student Intervention Team to meet the needs of families who are English Language Learners or who need community services.	6,B	Provide continuous support to JSIT	Work as a team with JSIT to meet family needs								
	3.3 Increase and improve communication with our community through increased PTA communication, increased posted communication, and increased activities that support family school/relationship, with all communication including Spanish translations.	2,3,4,6, A,B,C	Increase number of PTA newsletters to 8, Spanish translations, literacy and math newsletters, dates to remember	Electronic marquis, continue with efforts already in place.			1,500					
	3.4 Increase business partnership and volunteerism that support family needs.	6,B	Contact Business partners for help for	Expand business partnerships and								

Professional Development Plan: to achieve above goal PD Activity Details (include presenter names, address, contact #'s, locations, dates, etc.):	Person Responsible for Completion	Materials/ Resources Needed	Budgeting Plan	Who will attend <i>(Teachers, Para-Professionals, Parents)</i>	Evaluation Process or Product Shown	Completion Date
2.1 As a school, complete the Utah Behavior Initiative course of instruction over the next four years.	Administrator	Send a team of teachers to the Utah Behavior Initiative training		Teachers, administrator, psychologist		
2.1.A. Send a team (teacher, sp. Ed. Teacher, administrator, school psychologist) to the District course, SBIT. Team will implement strategies learned in SBIT at Oquirrh. Provide student incentives for student interventions.	Administrator	Supplies (notebooks, other) and student incentives	\$1,000	Teachers, administrator, psychologist	Attendance Rolls, log of strategies implemented.	July 2010
2.1.B. As a school, complete the Utah Behavior Initiative (UBI) course of instruction	Administrator	Provided by UBI		Teachers, administrator, psychologist	Attendance Rolls, completion of the program	Begin 2010 Complete 2013
2.2 Provide professional development and instruction for every teacher and for interested parents on positive behavior supports and effective behavior strategies for home and school.	Administrator, Climate and Culture Specialist	Books, posters for PBS		Teachers, administrator, psychologist, paras, parents		
2.2.A. Provide an all day training on July 17, 2009 on positive behavior supports for teachers and parent representatives.	Administrator	Notebooks, Think Time materials, Schedules,	\$4,000	All licensed teachers, full time staff and parent representatives.	Attendance roll,	July 17, 2009
2.2.B. Provide on-going training for staff during faculty meeting spotlights, regarding positive behavior supports.	Administrator	To Be determined		Teachers	Faculty Meeting agendas	July 2010
2.2.C. Provide parenting classes and invite all parents and staff to Attend.	Administrator	Books and incentives for parents	\$3,000	Parents	Attendance Rolls and evaluation forms	Jan. 2010
2.3 Maintain a Positive Behavior Supports team, including parents, teachers, school psychologist, and administrator.	Administrator, PBS Team Leader, Psychologist	Expand use of PBS team				
2.3.A. PBS team will meet monthly to address school-wide behavior needs and solutions, follow up on previous assignments, evaluate the effectiveness of the plan, and adjust the plan to meet school needs.	Administrator, PBS Team leader	Supplies and incentives, based on needs determined in the team meetings.	\$500	Teachers	Team notes	July 2010 Ongoing
2.3.B. Teachers and staff may come to PBS meetings to receive ideas, instruction, and suggestions on how to address behavior needs of their students. The PBS team will act a resource to all school staff.	Administrator PBS Team Leader			School Staff	Team notes	July 2010 Ongoing

2.4 Procure books, articles, and resources required to establish and maintain a positive school-wide behavior plan and make them available to staff and parents. Acquire 5 books, DVD's, or CD's/ year. Acquire English and Spanish versions, when possible.	School Psychologist	Books, DVD's,	\$500/year	Staff and Parents	Check-out record	July 2010 Add resources yearly
2.4.A Set up a checkout system for books and resources. Advertise the availability of the resources at home and at school.	Administrator					

Parent/Community Involvement Plan:

Activity	Volunteering	Parenting	Learning @ Home	Communi-cation	Community Involvement	Decision Making
2.2 Provide professional development for every teacher and for parent representatives on positive behavior supports.		X		X	X	
2.4 Procure books, articles, and resources required to establish and maintain a positive school-wide behavior plan and make them available to staff and parents. Acquire 5 books, DVD's, or CD's/ year. Acquire English and Spanish versions, when possible.		X	X	X	X	
2.8 Provide parenting instruction and a class on positive behavior supports for parents._		X	X	X	X	
3.1 Provide increased access to health related services and community resources using needed personnel, technology, and clearer communication with our community.			X	X		
3.2 Coordinate and support efforts of the Jordan Student Intervention Team to meet the needs of families who are English Language Learners or who need community services.	X	X		X	X	
3.3 Increase and improve communication with our community through increased PTA communication, increased posted communication, and all communication with Spanish translations.	X			X	X	
3.4 Increase business partnership and volunteerism that support family needs.	X	X	X	X	X	X