



**Elementary
Comprehensive School Improvement Plan
CSIP**

**Oquirrh Elementary
Nancy Ward, Principal**



2009 – 2015

CSIP Leadership Team

Representative Group	Individual Names	Role/Responsibility
Parents	Jennifer Stapely	Input, and assists with parent involvement
	Amanda Goodloe *	Input, and assists with parent involvement
	Sharalee Byers**	Input, and assists with parent involvement
Teachers	Joe Milkanin	6th Grade Assistant administrator Reports to faculty
	James Mietchen *	3rd Grade Serves as a GT consultant to the team
	Kristy Whiteside	Special Education Chairs the committee on Positive Behavior Supports
Staff	Kathy Clay	Instructional Assistant Compiles data and completes many reports
	Mona Thomas	CSIP Literacy Interventions for literacy Provides professional development in literacy
	Jenny Bowen *	CSIP Math Interventions for math Provides professional development in math
	Laura Walker	2nd grade (08-09) Culture/Climate (09-10)
Administrators	Nancy Ward	Principal Administrator of the committee

*Committee members added 9/2009

**Committee members who served on the planning team and discontinued 9/2009

Planning meetings:

The entire faculty met for 2 evenings (Feb. 17 and Feb. 25, 2009) to help analyze the school data, record their feedback, complete faculty interviews, and determine school needs. Our Leadership team was selected by recruiting the finest teachers and involved parents to serve in this capacity. Our Title I/CSIP Leadership Team analyzed our school assessment data, surveyed and interviewed every teacher, held focus groups of students and of parents, and gathered historical data. Team members regularly reported progress to the Oquirrh faculty in faculty meetings, and received feedback from them. The team met on several occasions to analyze the data and determine our most critical school needs. This committee created our school improvement plan. The plan was presented to our School Community Council and to our community at two PTA meetings, as well as to our faculty in several faculty meetings. The following meetings took place in an effort to establish Oquirrh's needs and Oquirrh's plan for improvement.

Faculty Data Analysis for all Oquirrh Teachers
Teacher interviews, CRT data analysis
February 17, 2009, Oquirrh Media Center

Faculty Data Analysis for all Oquirrh teachers
CRT data analysis, focus groups
February 25, 2009, Oquirrh Media Center

School visits – Visited Title I schools in Granite School District for members of the Title I Leadership Team, led by Lisa Robinson
Observed programs being run by other Title I schools
March 10, 2009 in Granite School District

Session I Workshop – District meeting for Parents, Teachers, and Principal
Data Review and Needs Assessment
April 14, 2009, 8:30 – 11:30 a.m., Jordan School District Auxiliary Services Building

School visit – Parkside Elementary (Murray School District) for 10 faculty members, one from every team
Attendance-Lindsay Knudsen K, Kathaleen Goodsell 4th; Ron Squire, 1st; Machala Nay, 5th; Annie Kirsten, 2nd; Joe Melanin, 6th; Mona Thomas, Lit Facil; Kathy Clay, Literacy Aide; Nancy Ward, Principal; Tammy Rindlesbacher, Literacy Assistant
Observed Power Hour at Parkside
April 20, 2009

School Title I Leadership Team Meeting for Parents, Teachers, Administration
Attendance-Laura Walker, Joe Milkanin, Mona Thomas, Kristy Whiteside, Kathy Clay, Jennifer Stapley, Sharalee Byers
Analyzed, data, input, worked on plan
April 28, 2009 at Oquirrh

Faculty Meeting for Oquirrh's faculty
Presented Power Hour concept, attendees of the school visit presented
May 1, 2009 at Oquirrh

Session II Workshop –District meeting for Parents, Teachers, and Principals
Goal Setting and Action Planning
Attendance- Laura Walker, Joe Milkanin, Mona Thomas, Kristy Whiteside, Kathy Clay, Jennifer Stapley, Sharalee Byers, Nancy Ward
May 15, 2009 11:00 a.m. Majestic Elementary

Session III Workshop – District meeting for Parents, Teachers, and Principals
Parent Involvement Planning – School Compact, Parent Involvement Policy and Plan
Attendance- Laura Walker, Joe Milkanin, Mona Thomas, Kristy Whiteside, Kathy Clay, Jennifer Stapley, Sharalee Byers, Nancy Ward
May 27, 2009, 9:00 – 11:00 a.m., Majestic elementary

School Community Council Meeting
Presented the plan to the council (as of this date)
June 9,2009, Oquirrh Elementary

School Title I meeting for Oquirrh's Leadership team
Revised and Edited Title I plan
June 22, 2009 at Oquirrh

PTA Back-to-School Morning for all parents and staff, A, B, C Tracks
Presented the Title I plan
July 27, 2009, Oquirrh Elementary Gym

PTA Back-to-School Morning for all parents and staff, D Track
Presented the Title I plan
August 17, 2009, Oquirrh Elementary Gym

School Community Council Meeting
Discussed and ratified Title I plan, as well as Trustlands and C-SIP
September 15, 2009 in Oquirrh Elementary's faculty Room

School Title I Leadership team Meeting for Parents, Teachers, Administration, and Specialists
Final revisions and editing of plan before submission
October 29, 2009 at Oquirrh Elementary

School Community Profile Data

Oquirrh Elementary, located on West Jordan City's west side, is a neighborhood school in a middle-income residential area. The school serves about 600 families; nearly 800 students.

The Oquirrh staff is committed to (1) fostering a collaborative team including students, parents, and staff; (2) achieving high standards of academic success; (3) providing a caring, safe, and unified learning environment; and (4) pursuing high expectations through positive behavior and responsible citizenship. Our motto is, "Oquirrh Cares."

- Oquirrh Elementary serves about eight hundred students from kindergarten through sixth grade.
- The school is a flexible space building with a combination of self-contained classrooms and open areas. Oquirrh was opened in 1979. Following a fire, it was rebuilt and opened in February 1995.
- A school media center provides excellent resources for teachers and circulates thousands of books to students each year.
- A computer lab gives students opportunities to learn keyboarding and other computer skills. Oquirrh has computer lab assistants and software programs to instruct all students using technology.
- Oquirrh has been a year-round school since 1986. Students are divided into four attendance groups or tracks. Each track is in school for 45 days followed by 15 days of vacation. The school takes a common vacation during the month of July.
- The school day begins at 8:30 a.m. and ends at 3:25 p.m. except on Fridays when school is dismissed at 1:25 p.m. to allow teachers time for planning.
- The average teacher/pupil ratio is 1 to 22.3 in first grade, 1 to 23.1 in second grade, 1 to 24.6 in third grade, and 1 to 25.9 in grades four, five and six. The actual class sizes may vary.
- The school curriculum follows the State Core Curriculum guidelines. The learning objectives for each grade level are carefully defined.
- The faculty includes both new and experienced teachers. Many have advanced university degrees. A majority of the teachers regularly participate in in-service classes to improve teaching skills.
- Teachers use a team teaching approach, but students typically work with their own teacher in basic subjects.
- Teachers are expected to be professional in their dealings with students and parents. Regular evaluations are conducted to ensure quality instruction.
- An extended Kindergarten program is available for struggling students. Students come to school during their off-track time to build skills and improve their knowledge base.
- A resource program is provided for students with special needs. Special services are also provided in speech, guidance, vision and hearing, and others, as needed.
- Our school houses three cluster units, one diagnostic kindergarten and two units for students with emotional disturbances.
- A school lunch is provided daily. The student price is \$1.75 per lunch. Meals are cooked in our school kitchen. Breakfast is also provided for students.
- Students are expected to attend school regularly and dress appropriately.
- Most Oquirrh students live within walking distance of the school. One school bus serves Oquirrh.
- Parents are important to the school program. An active PTA and School Community Council enable parents to be directly involved in school plans and programs.
- School volunteers help with a multitude of tasks. Volunteers are always welcome and appreciated.
- Visitors are welcome at Oquirrh and are asked to check in at the office before visiting classrooms.

Disaggregated Demographic Data

Enrollment Data (cognos)

Total Student Enrollment	2006-2007	2007-2008	2008-2009	2009-2010
Kindergarten	127	124	127	
1 st grade	118	121	104	
2 nd grade	112	124	126	
3 grade	113	117	113	
4 th grade	110	118	112	
5 th grade	108	102	102	
6 th grade	104	100	98	
Oquirrh School Totals	795	806	782	

Oquirrh Elementary School's enrollment remains fairly constant at approximately 800 students.

Mobility Data (cognos)

Average Mobility	2006-2007	2007-2008	2008-2009	2009-2010
1 st grade	10.17%	14.88%	9.62%	
2 nd grade	16.07%	20.16%	16.67%	
3 grade	21.24%	12.82%	10.62%	
4 th grade	25.45%	22.88%	10.71%	
5 th grade	18.52%	15.69%	16.67%	
6 th grade	15.38%	13.00%	15.31%	
Totals	18.06%	17.12%	12.63%	

Oquirrh's mobility rate has decreased since 2006. Approximately 87% of Oquirrh's population is stable.

Daily Attendance

Average Daily Attendance K-6	2006-2007	2007-2008	2008-2009
Whole School %	92.4	92.7	93.5
Specific Subgroup Concerns, according to AYP report (grades 2-6)	Students With Disabilities (SWD)- 93% Economically Disadvantaged – 93% Hispanic – 93%	Whole School – 93% Economically Disadvantaged – 92% Caucasian – 93% Hispanic – 93% SWD – 93%	SWD – 92% Economically Disadvantaged – 93%

Concern #1- in our lower grades (K-2) attendance was a greater problem than in our upper grades, as evidenced by the following:

- In 06-07 whole school attendance was 92.4%, though in our AYP report none of the grades (3-6) attended at a rate lower than 93%.
- In 07-08 whole school attendance was 92.7%, though in our AYP report (grades 2-6), only one subgroup fell below the 93% standard.
- In 08-09 whole school attendance was 93.5, but only one small subgroup (SWD) fell below the 93% standard in our AYP report, which includes grades 2-6.

Concern #2-Though attendance has improved since 2006, most subgroups continue to stay very near the minimum requirement to meet the additional indicator of 93%.

Note: Oquirrh’s ELL subgroup has retained the highest attendance percentages of all subgroups, as reported on the AYP reports (2007-94%, 2008-94%, 2009-95%).

Socioeconomic Status (cognos)

	2006-2007	2007-2008	2008-2009	2009-2010
Percent Free/Reduced	44.57%	47.02%	51.28%	

Oquirrh’s Economically Disadvantaged population has been increasing by approximately 3% each year. Just over one half of our population meets the qualifications for this subgroup.

Ethnicity (cognos)

Percentage	2006-2007	2007-2008	2008-2009	2009-2010
Caucasian	71.21%	71.71%	68.88%	
Asian	1.52%	1.24%	1.28%	
African American	2.15%	1.86%	1.79%	
Hispanic	18.94%	20.22%	22.32%	
Native American	.25%	.12%	.26%	
Pacific Islander	5.68%	4.71%	5.10%	
Undeclared	.25	.12%	.38%	

Oquirrh’s demographics have remained fairly constant in recent years, with a slight increase in the number of Hispanic students (about 2% per year) and a slight decrease in the percentage of Caucasian students.

English Language Learner Data (cognos - UALPA)

Total Count	2008-2009	2009-2010
"P" Pre-emergent	2	5
"E" Emergent	9	18
"I" Intermediate	63	60
"A" Advanced	21	21
"F" Fluent	14	19
	109	123

Presently, 16.2% of Oquirrh's students are English Language Learners (ELL). Of the Students who are ELL:

- 4% are at level P
- 14.6% are at level E
- 48.8% are at level I
- 17% are at level A, and
- 15.4% are at level F

There has been a slight increase in our limited English Language Learner population at Oquirrh over the past three years, necessitating more teachers who are ESL endorsed. Twelve of our forty-six licensed teachers (28%) have their ESL endorsement. Four additional teachers have begun the ESL endorsement classes (Fall 2009). An additional seven teachers are taking S.I.O.P., a course designed to help teachers improve instruction. This course emphasizes effective instruction for students who are English Language Learners.

Special Education Data (cognos)

Percent Student Enrollment SWD	2006-2007	2007-2008	2008-2009	2009-2010
Kindergarten	14.96%	20.16%	20.47%	
1 st grade	16.10%	12.40%	5.66%	
2 nd grade	16.96%	12.10%	11.20%	
3 grade	16.81%	17.95%	10.62%	
4 th grade	17.27%	16.95%	9.65%	
5 th grade	25.00%	18.63%	9.80%	
6 th grade	12.50%	22.00%	11.11%	
Total	17.09%	17.17%	11.22%	

According to our 2009 AYP report, 17.1% of Oquirrh's students (grades 2-6) have been classified as students with disabilities. School-wide, 11.22% of our students have disabilities. The percentage of Kindergarten students with disabilities is particularly high, as there are two Diagnostic Kindergarten classes at Oquirrh. Oquirrh has a Resource Department that provides pullout services for students who have mild to moderate disabilities. The school's population also includes two self-contained classes for students with severe emotional disturbances.

Teacher Qualification Information – 2009 Staff Data

10/28/2009 License Areas and Endorsements for JORDAN DISTRICT

Page 1 of 2

	License Level	License Area of Concentration	License Expiration	Lic Area NCLB	Lic Area HQ	Lic Area Type	Endorsement	Endorse NCLB	Endorsement HQ	Expiration
OQUIRRH SCHOOL										
547470	Janel Barnhart	1	Early Childhood Education (K-3)	06/30/2011	Yes	Standard				
			Preschool Special Education (Birth		N/A	Standard				
98896	Jennifer Bowen	2	Early Childhood Education (K-3)	06/30/2013	Yes	Standard				
437269	Joylyne Brown	1	Elementary Education (1-8)	06/30/2010	Yes	Standard	Geography			No
543522	Clarissa Coley	2	Early Childhood Education (K-3)	06/30/2012	Yes	Standard				
			Elementary Education (1-8)		Yes	Standard				
84874	Keri Corfield	2	Elementary Education (1-8)	06/30/2013	Yes	Standard	Reading			Yes
							English as a Second Language			Yes
84931	Krista Cummings	2	Elementary Education (1-8)	06/30/2014	Yes	Standard	Mathematics Endorsement 2			No
549935	Michelle Flint	1	Elementary Education (1-8)	06/30/2012	Yes	Standard				
453098	Jennifer Goff	2	Elementary Education (1-8)	06/30/2014	Yes	Standard				
79441	Kathaleen Goodsell	2	Elementary Education (1-8)	06/30/2010	Yes	Standard	English as a Second Language			Yes
85467	Kathleen Gunther	2	Early Childhood Education (K-3)	06/30/2010	Yes	Standard				
			Elementary Education (1-8)		Yes	Standard				
85545	Pamela Hansen	2	Early Childhood Education (K-3)	06/30/2013	Yes	Standard	English as a Second Language			N/A
			Elementary Education (1-8)		Yes	Standard	English as a Second Language			N/A
85703	Bradley Holden	2	Elementary Education (1-8)	06/30/2013	Yes	Standard				
77743	Jennifer Joos	2	Elementary Education (1-8)	06/30/2011	Yes	Standard	Reading			Yes
							Advanced Reading			Yes
85960	Mary Katsanevas	2	Speech - Language Pathologist	06/30/2014	N/A	Standard				
85978	Ronald Kelly	2	Elementary Education (1-8)	06/30/2013	Yes	Standard				
548529	Lindsay Knudsen	C	Early Childhood Education (K-3)	06/30/2011	No	COND				
85410	Annette Zbinden	2	Elementary Education (1-8)	06/30/2010	Yes	Standard				
86742	Stacy Kourmianos	2	Elementary Education (1-8)	06/30/2014	Yes	Standard				
542647	Luzvisminda Kramar	2	Early Childhood Education (K-3)	06/30/2012	Yes	Standard	English as a Second Language			Yes
			Elementary Education (1-8)		Yes	Standard	English as a Second Language			Yes
86131	Karen Leeper	2	Elementary Education (1-8)	06/30/2010	Yes	Standard	Music (K-6) level I			N/A
							English as a Second Language			Yes
82303	James Mietchen	2	Elementary Education (1-8)	06/30/2010	Yes	Standard	Gifted / Talented			Yes
86416	Joseph Milkanin	2	Elementary Education (1-8)	06/30/2012	Yes	Standard	Health Education			N/A
							Physical Education			N/A
							English as a Second Language			Yes
			Middle Education (5-9)		No	Standard	Health Education			N/A
							Physical Education			N/A
							English as a Second Language			Yes
			Secondary Education (6-12)		N/A	Standard	Health Education			N/A
							Physical Education			N/A
							English as a Second Language			Yes
81749	Alice Montgomery	2	Early Childhood Education (K-3)	06/30/2014	Yes	Standard	English as a Second Language			Yes
			Elementary Education (1-8)		Yes	Standard	English as a Second Language			Yes
86530	Lori Munk	2	Elementary Education (1-8)	06/30/2013	Yes	Standard	Mathematics Endorsement 2			No
							Gifted / Talented			Yes
452779	Michala Nay	2	Elementary Education (1-8)	06/30/2014	Yes	Standard				
558231	Leonee O'Brien	1	Elementary Education (K-6)	06/30/2012	Yes	Standard				
151352	Emily Olaya	2	Elementary Education (1-8)	06/30/2012	Yes	Standard	English as a Second Language			Yes
442438	Amie Oliveira	2	Elementary Education (1-8)	06/30/2014	Yes	Standard				
82806	Laurie Pryanovich	2	Special Education (K-12+)	06/30/2011	Yes	Standard	Mild / Moderate Disabilities			Yes

	License Level	License Area of Concentration	License Expiration	Lic Area NCLB	Lic Area HQ	Lic Area Type	Endorsement	Endorse NCLB HQ	Endorsement Expiration
OQUIRRH SCHOOL									
86919	Jolynn Rebentisch	2	Special Education (K-12+)	06/30/2012	Yes	Standard	Mild / Moderate Disabilities Severe Disabilities Blind and Visually Impaired	Yes Yes Yes	
151156	Angie Richardson	1	Elementary Education (1-8)	06/30/2011	Yes	Standard			
86966	Carol Rideout	2	Special Education (K-12+)	06/30/2010	Yes	Standard	Mild / Moderate Disabilities English as a Second Language	Yes Yes	
543512	Yolanda Rothfuss	1	Early Childhood Education (K-3) Elementary Education (1-8)	06/30/2010	Yes	Standard Standard	English as a Second Language English as a Second Language	N/A N/A	
171876	Ronald Squire	2	Elementary Education (1-8) Special Education (K-12+)	06/30/2013	Yes	Standard Standard	Mild / Moderate Disabilities	Yes	
553304	Shireen Taintor	1	Early Childhood Education (K-3)	06/30/2011	Yes	Standard			
498273	Beth Taylor	1	Elementary Education (1-8)	06/30/2012	Yes	Standard	Reading	Yes	
98033	Susan Taylor	2	Elementary Education (1-8)	06/30/2014	Yes	Standard	English as a Second Language	Yes	
87466	Lois Thomas	2	Elementary Education (1-8)	06/30/2010	Yes	Standard	Reading Advanced Reading	Yes Yes	
66658	Sharon Velluto	2	Elementary Education (1-8) Secondary Education (6-12)	06/30/2012	Yes	Standard Standard	Visual Art	Yes	
264788	Laura Walker	1	Elementary Education (1-8)	06/30/2011	Yes	Standard			
87632	Nancy Ward	2	Administrative/Supervisory (K-12) Special Education (K-12+)	06/30/2010	N/A	Standard Standard	Special Ed NCLB-HQ in Language Ar Special Ed NCLB-HQ in Mathematics Mild / Moderate Disabilities Severe Disabilities English as a Second Language	Yes Yes Yes Yes Yes	
139790	Kristy Whiteside	2	Early Childhood Education (K-3) Elementary Education (1-8) Special Education (K-12+)	06/30/2014	Yes	Standard Standard Standard	English as a Second Language English as a Second Language Mild / Moderate Disabilities Severe Disabilities English as a Second Language	Yes Yes Yes Yes Yes	
87779	Cissy Wolff	2	Elementary Education (1-8) Communication Disorders (K-12+) Special Education (K-12+)	06/30/2012	Yes	Standard Standard Standard	English as a Second Language English as a Second Language Mild / Moderate Disabilities English as a Second Language	Yes Yes Yes Yes	
			Speech - Language Pathologist		N/A	Standard			
177058	Andrew Wood	2	Special Education (K-12+)	06/30/2014	Yes	Standard	Mild / Moderate Disabilities English as a Second Language	Yes Yes	
86724	Judith Zimmerman	2	School Psychologist (K-12) Special Education (K-12+)	06/30/2010	N/A	Standard Standard	Mild / Moderate Disabilities Severe Disabilities	No No	

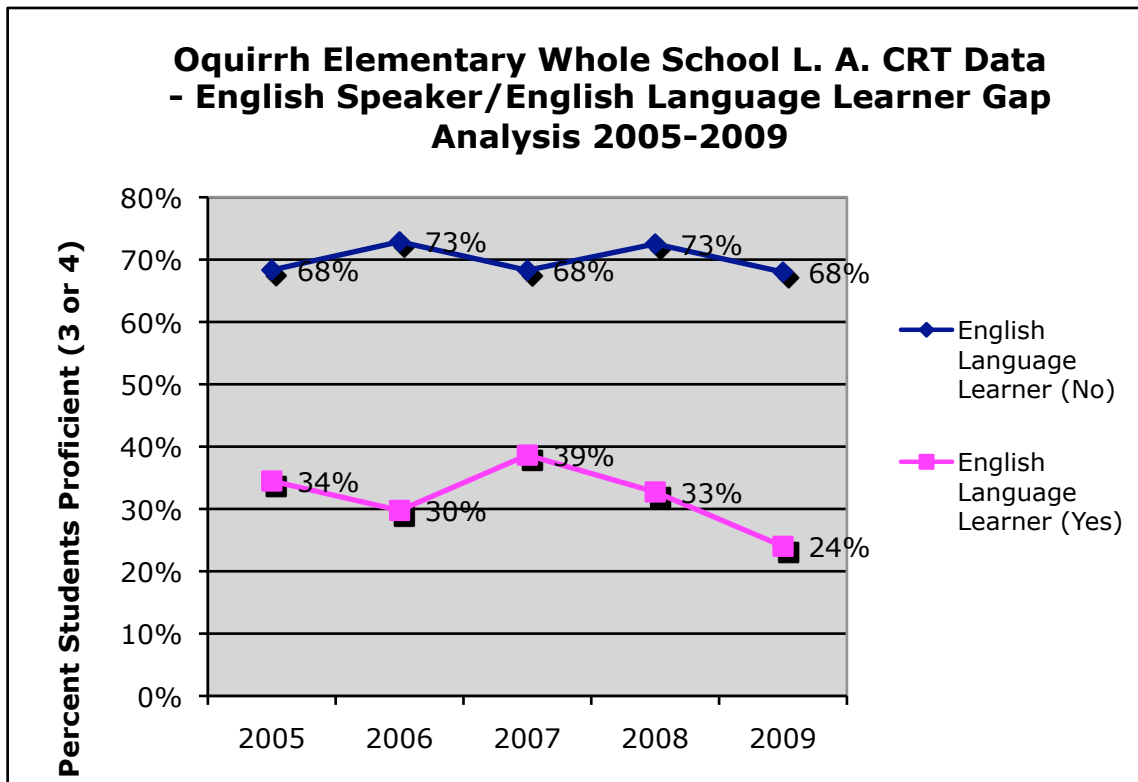
Oquirrh employs a licensed staff of forty-six, two of which are not Highly Qualified for their present assignments. One teacher is scheduled to take the Praxis exam in November of 2009. The other is working with the State and District to correct a license error that occurred when she moved to Utah from another state.

Three staff members have their administrative degrees. Twelve have ESL endorsements, with an additional four who are taking ESL endorsement courses. Three have math endorsements. Four have GT endorsements. Four have reading endorsements, and fifteen have master's degrees.

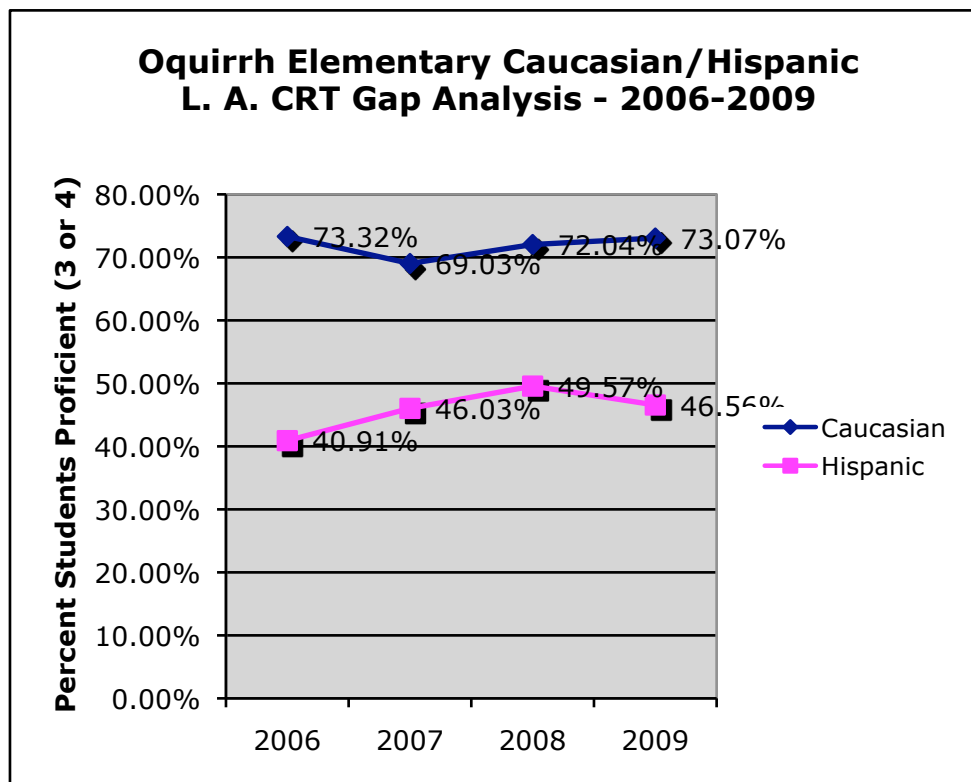
Student Achievement Data

C.R.T. Trend Data

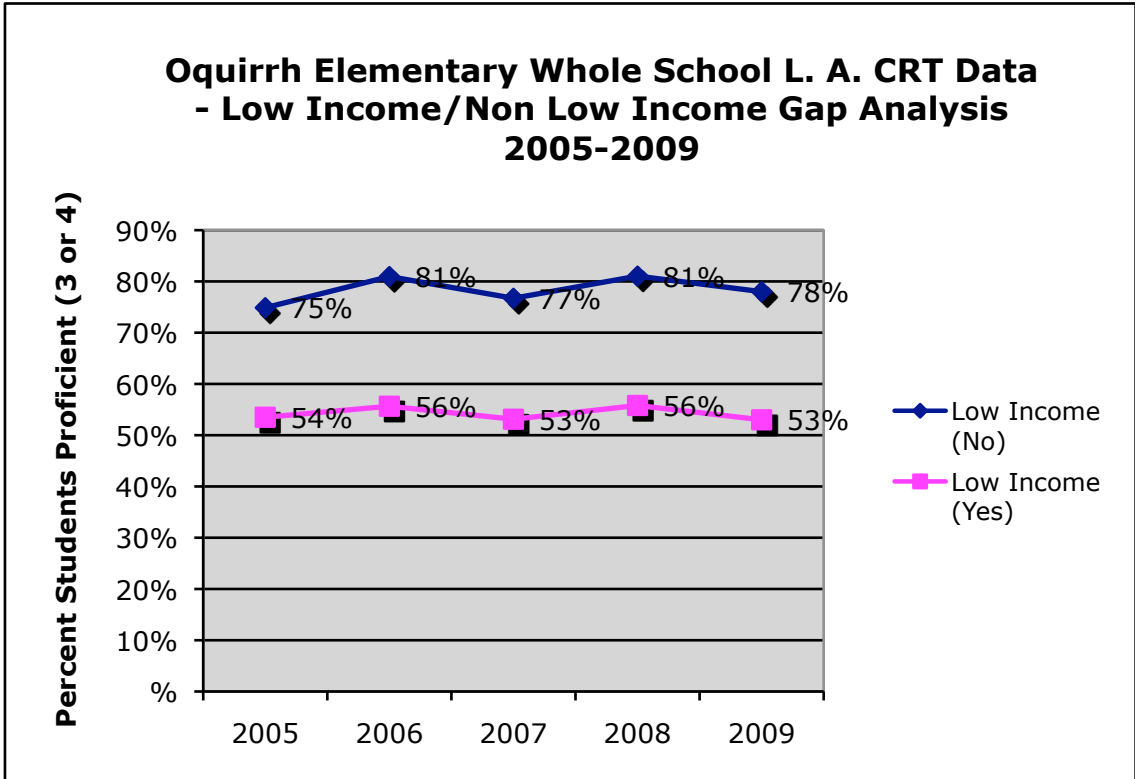
Language Arts



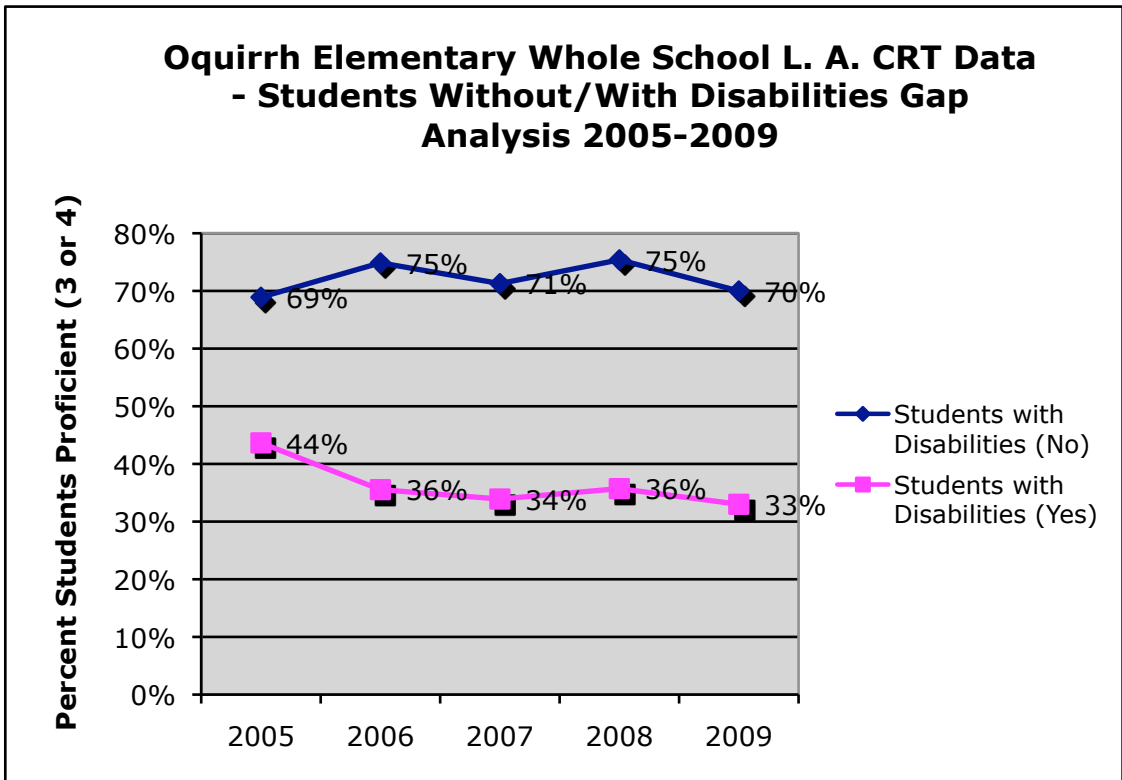
According to the trend data shown, the ELL population continues to score well below their English-speaking peers. Their scores have dropped steadily over the past three years, widening the gap from 29% in 2007 to 44% in 2009.



Oquirrh's Hispanic population had improved in their Language Arts scores for three years, and then dropped slightly in 2009. There is a 26% gap between Hispanic students' Language Arts skills and their Caucasian counterparts.

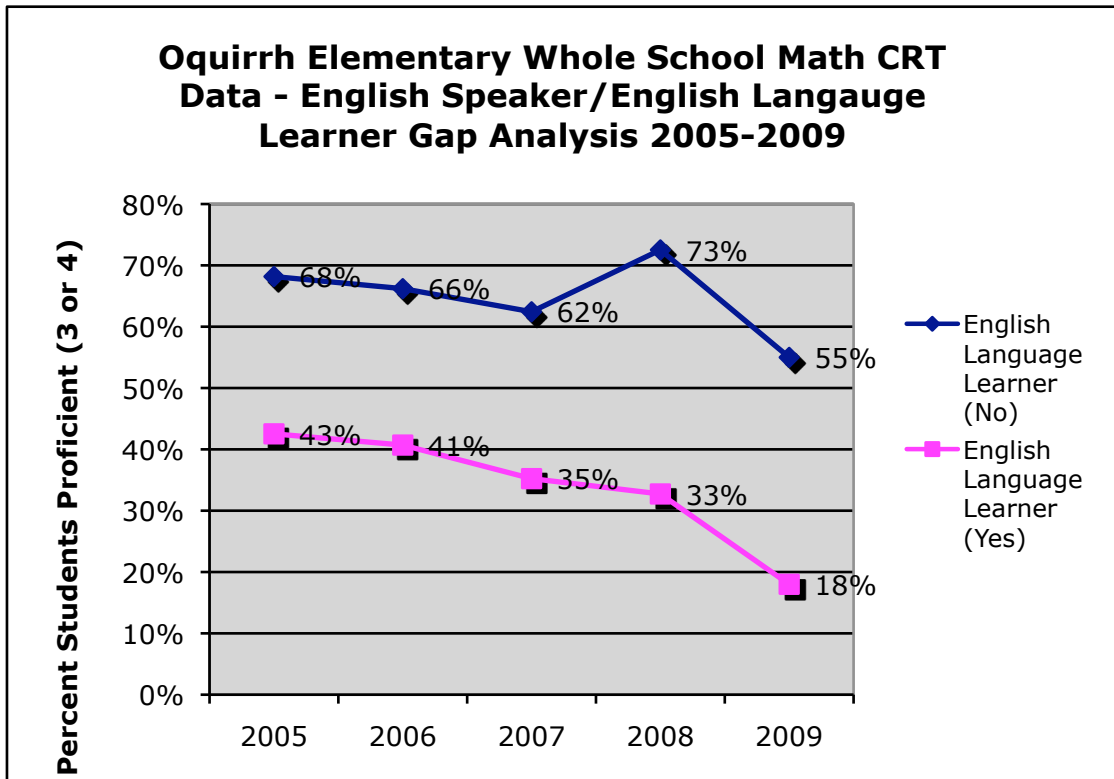


Low-income students maintain a 25% gap in Language Arts scores, as compared to their counterparts who are not low-income.

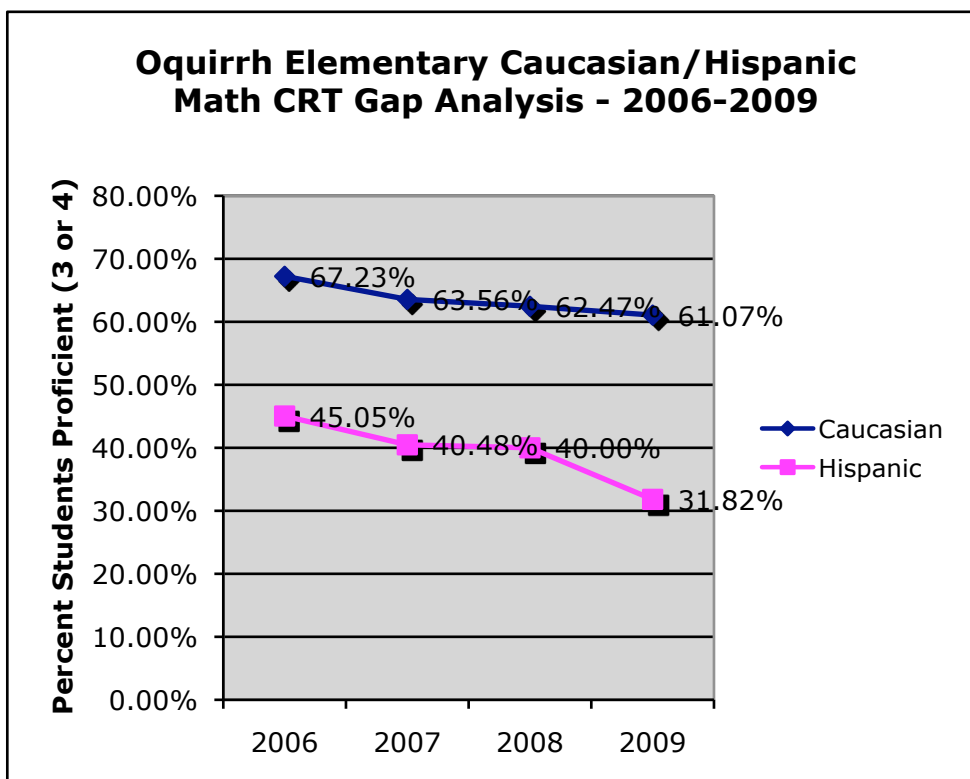


Language Arts scores for students with disabilities have steadily declined over the past four years. The scores of our students without disabilities have remained roughly the same. The gap has grown from 25% to 37%.

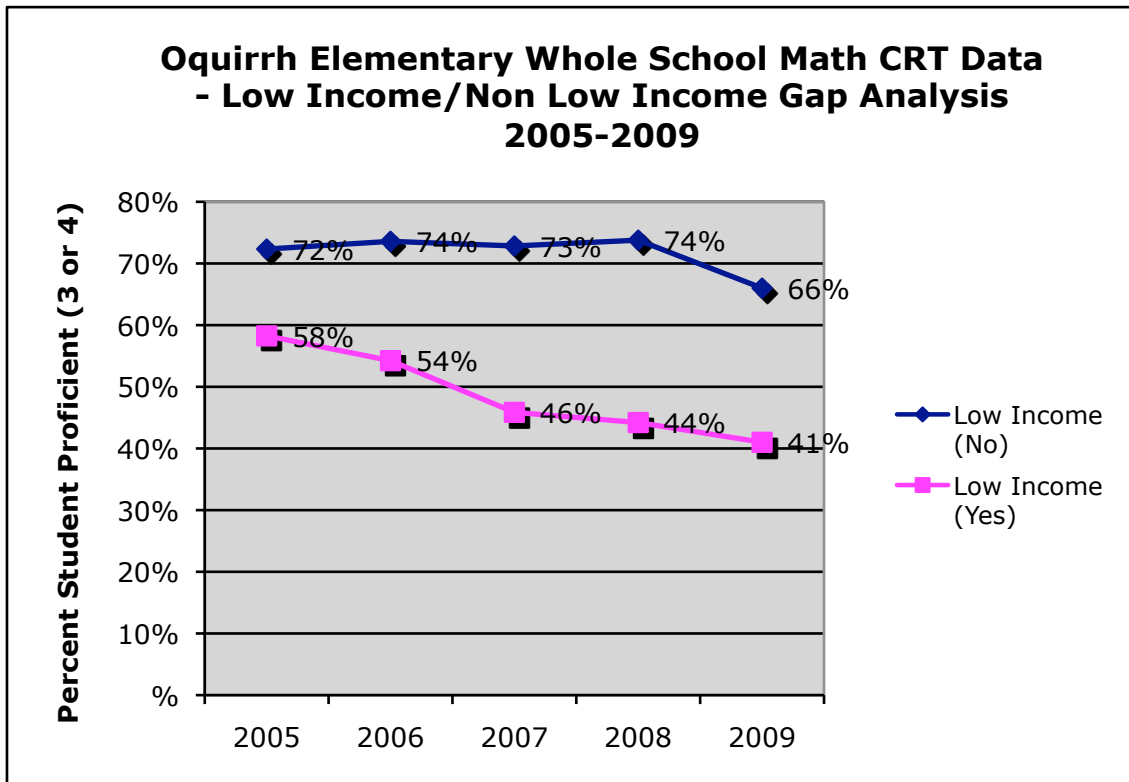
Math



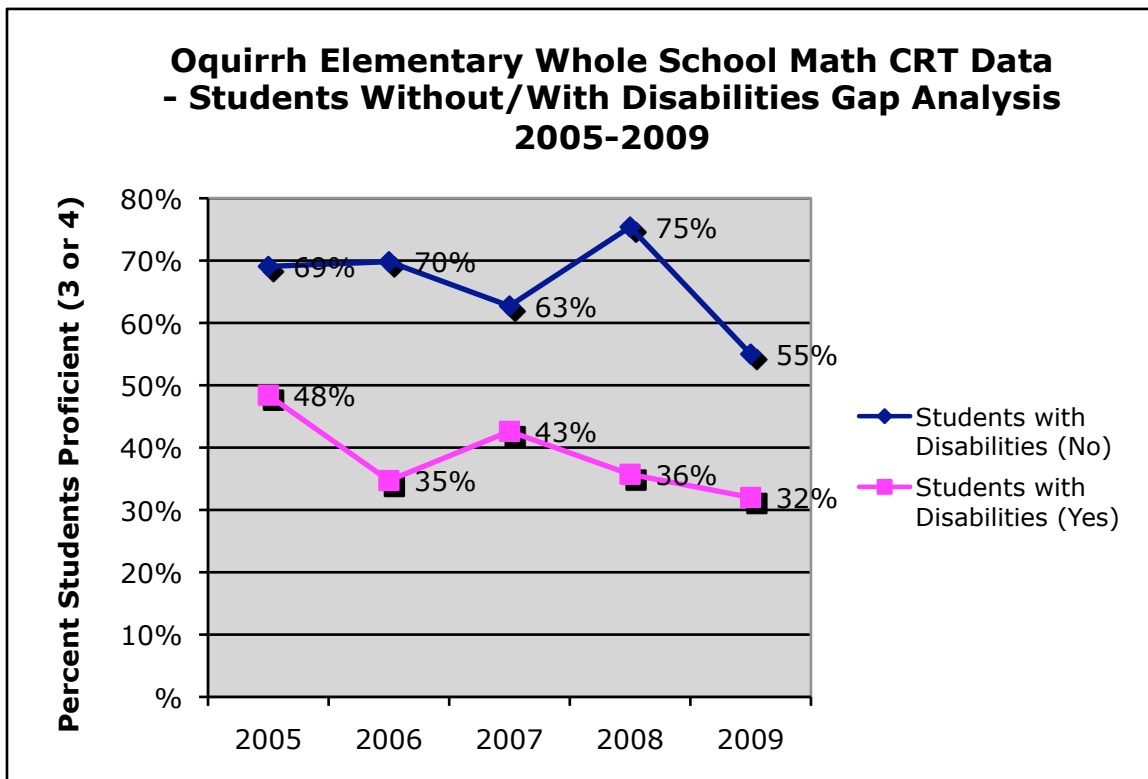
Oquirrh’s ELL population continues to score significantly below their English-speaking peers in mathematics, though the gap is more narrow in math (a 37% gap) than in Language Arts (a 44% Gap). ELL proficiency rates have dropped steadily since 2005, with a sharp decline from 2008 to 2009. This may be, in part, due to a new State Core Curriculum that was implemented in 2008.



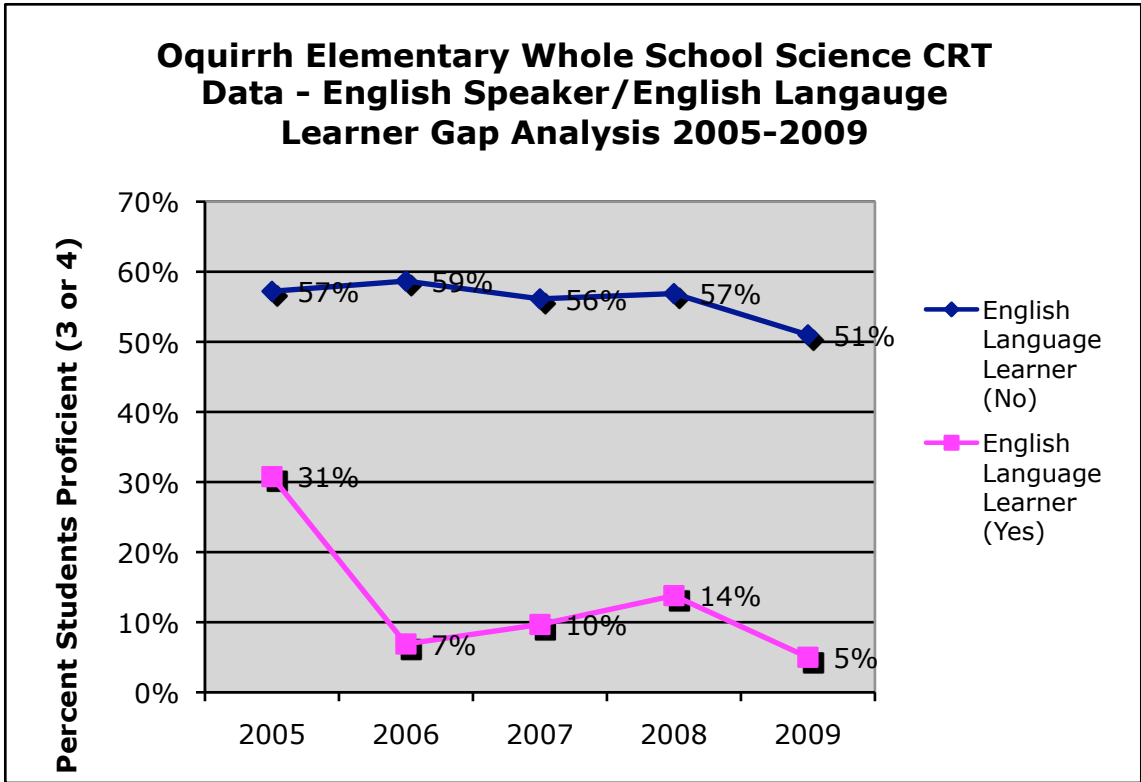
The mathematics proficiency scores of Hispanic population have declined from 45% in 2006 to 32% in 2009. There is a 29% gap between the Hispanic student scores and that of their Caucasian counterparts.



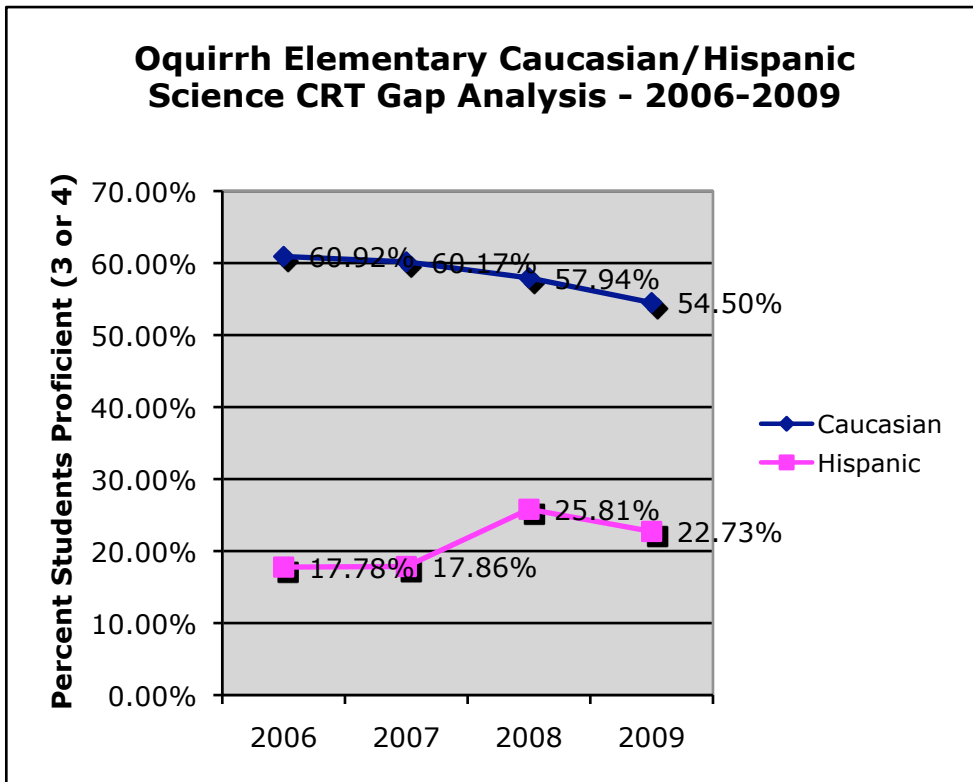
The mathematics scores of Oquirrh’s low-income and non-low-income students show a considerable widening of the achievement gap over the past 4 years. In 2005 the gap was at 14%, and as of 2009, it is at 25%.



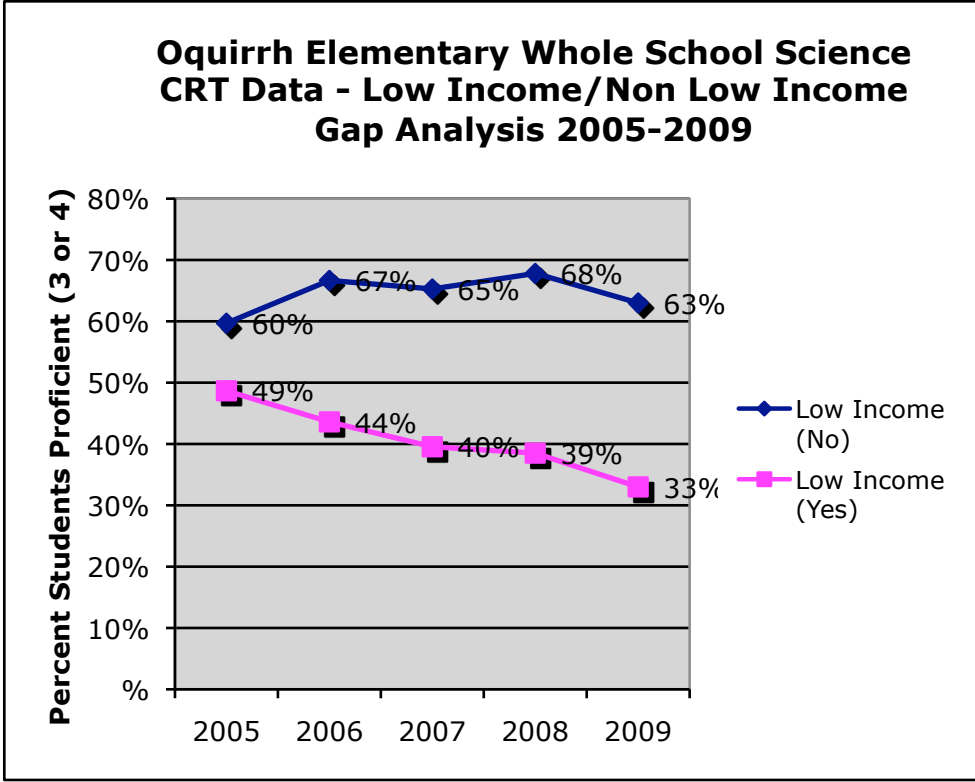
The gap in mathematics scores between students with disabilities and their non-disabled peers has fluctuated widely over the past 5 years, though the gap in 2005 (21%) is only slightly smaller than it is in 2009 (23%).



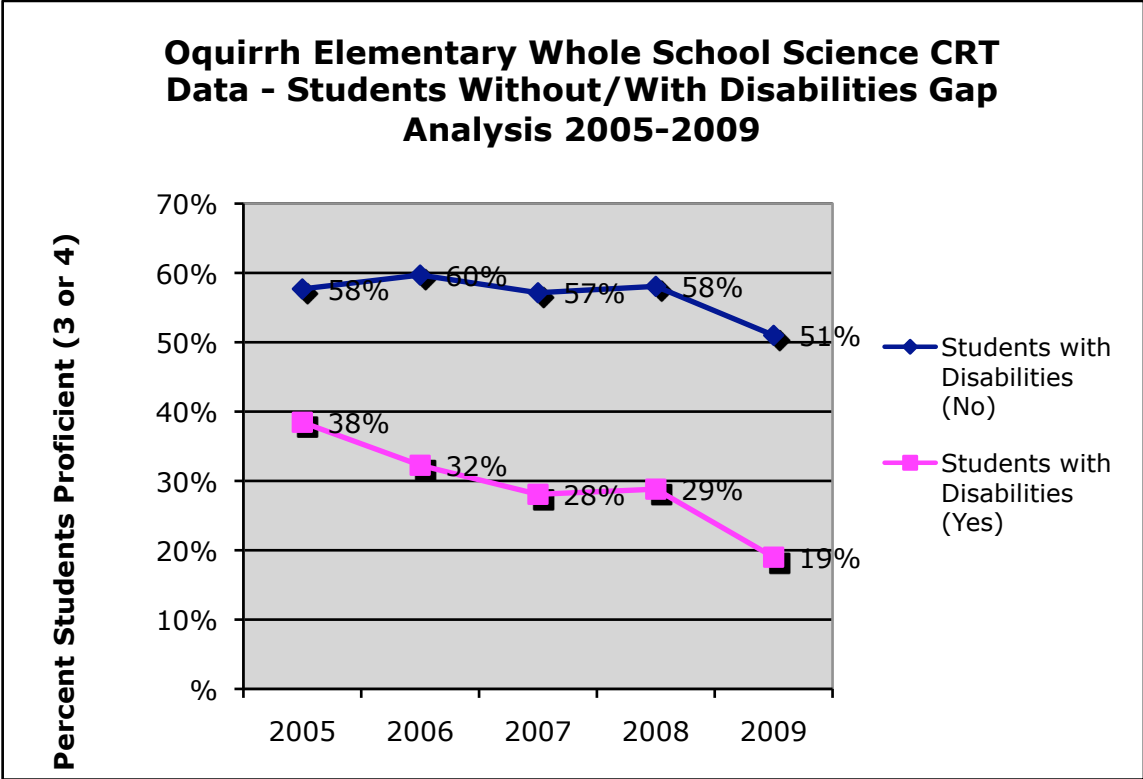
Science scores for Oquirrh’s English-speaking students have remained fairly steady over the past four years, though score do not currently meet the proficiency standard. The gap between ESL students’ science scores and the sores of their English-speaking peers has widened to 46%. Oquirrh’s ESL population received only 5% proficiency.



Science scores among Caucasian students have declined, while the science scores of Hispanic population have increased slightly. The gap is presently 32%, down from a 43% gap in 2006.



Whole school science scores have fluctuated between 60% and 68% over the past four years. The scores of our low-income population have steadily declined. The gap between these two groups is 30%, up from an 11% gap in 2005.



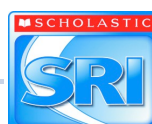
Science scores for students with disabilities have dropped 19% since 2005. Science scores for students without disabilities have dropped 7%, creating a 32% achievement gap.

SRI Proficiency Growth Report



Proficiency Growth Report

SCHOOL: OQUIRRH ELEMENTARY



Time Period: 11/15/08 – 07/03/09

Total SRI Students: 268

Oquirrh Elementary (268 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	16	6%	39	15%
Proficient	114	43%	108	40%
Basic	81	30%	68	25%
Below Basic	57	21%	53	20%

Grade K (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade 1 (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Using This Report

Purpose: This report shows changes in distribution across performance standards over time by district, school, grade, and teacher.

Follow-Up: Identify schools (or grades within a school, or classes for individual teachers) that are not showing adequate growth over time and provide extra help to optimize SRI performance.



Proficiency Growth Report (Page 2)

SCHOOL: OQUIRRH ELEMENTARY



Time Period: 11/15/08 – 07/03/09

Grade 2 (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade 3 (0 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	0	0%	0	0%
Proficient	0	0%	0	0%
Basic	0	0%	0	0%
Below Basic	0	0%	0	0%

Grade 4 (93 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	5	5%	12	13%
Proficient	28	30%	37	40%
Basic	31	33%	24	26%
Below Basic	29	31%	20	22%

Grade 5 (95 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	4	4%	14	15%
Proficient	48	51%	44	46%
Basic	27	28%	20	21%
Below Basic	16	17%	17	18%



Proficiency Growth Report (Page 3)

SCHOOL: OQUIRRH ELEMENTARY



Time Period: 11/15/08 – 07/03/09

Grade 6 (80 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	7	9%	13	16%
Proficient	38	48%	27	34%
Basic	23	29%	24	30%
Below Basic	12	15%	16	20%

On the Scholastic Reading Inventory (SRI) during the 2008-2009 school year, 4th grade students increased their Proficient and Advanced scores from 35%-53%. At the end of the year, 48% of 4th graders still scored below proficiency. 5th graders increased their Advanced and Proficient scores by 6%. The 6th graders decreased their proficiency scores.

During the 2008-2009 school year, on the Scholastic Reading Inventory (SRI), more students reached the “advanced” level at an increase from 6%-15%. Proficient, Basic, and Below Basic levels decreased, slightly (57%-50%).

PALS

2008-2009

School	Fall Enrollment	Fall Score Average	# of Identified Students	% ID'd	Spring Enrollment	Spring Score Average	# of Identified Students	% ID'd
Oquirrh								
K	95	33	66	52%	103	80	59	47%
1			34	32%			20	19%
2			26	22%			21	18%

In grades K-2, there was an overall decrease in the number of students identified as below grade level. The greatest decrease was in 1st grade, with students identified below benchmark decreasing from 32% to 19%, over the course of the 2008-2009 school year.

Guided Reading Level School Data

Oquirrh

2007-08	Number off student enrolled for entire school year	Number of students AT or ABOVE grade level beginning of year	% AT or ABOVE grade level beginning of year	Number BELOW grade level at beginning of year	% BELOW grade level beginning of school year	Number AT or ABOVE grade level at end of year	% AT or ABOVE grade level at end of year	Number BELOW grade level at end of year	% BELOW grade level at end of year	% of Change
K	106	61	58%	45	42%	68	64%	38	36%	7%
1	104	91	88%	13	13%	55	53%	49	47%	-35%
2	94	43	46%	51	54%	62	66%	32	34%	20%
3	103	67	65%	36	35%	59	57%	44	43%	-8%
Subtotals	407	262	64%	145	36%	244	60%	163	40%	-4%
4	91	54	59%	37	41%	31	34%	60	66%	-25%
5	87	31	36%	56	64%	51	59%	36	41%	23%
6	88	44	50%	44	50%	45	51%	43	49%	1%
Subtotals	266	129	48%	137	52%	127	48%	139	52%	-1%
Totals	673	391	58%	282	42%	371	55%	302	45%	-3%

Oquirrh

2008-09	Number off student enrolled for entire school year	Number of students AT or ABOVE grade level beginning of year	% AT or ABOVE grade level beginning of year	Number BELOW grade level at beginning of year	% BELOW grade level beginning of school year	Number AT or ABOVE grade level at end of year	% AT or ABOVE grade level at end of year	Number BELOW grade level at end of year	% BELOW grade level at end of year	% of Change
K	114	76	67%	38	33%	76	67%	38	33%	0%
1	91	59	65%	32	35%	65	71%	26	29%	7%
2	103	66	64%	37	36%	78	76%	25	24%	12%
3	98	73	74%	25	26%	68	69%	30	31%	-5%
Subtotals	406	274	67%	132	33%	287	71%	119	29%	3%
4	92	53	58%	39	42%	45	49%	47	51%	-9%
5	81	42	52%	39	48%	41	51%	40	49%	-1%
6	80	31	39%	49	61%	29	36%	51	64%	-2%
Subtotals	253	126	50%	127	50%	115	45%	138	55%	-4%
Totals	659	400	61%	259	39%	402	61%	257	39%	0%

Third, fourth, fifth, and sixth grades showed a decrease in the percentage of students scoring on or above benchmark on Guided Reading Levels. The same percentage of Kindergarten students scored at or above benchmark at the end of the school year, as at the beginning of the year. First and second grade students increased the percentage of students who scored on or above benchmark, with 7% and 12% increases, respectively.

G/T Data

Number students scoring NPR 80 or higher on ITBS

Number students scoring NPR 80 or higher on ITBS	2007-2008 ITBS			2008-2009 ITBS		
	Math	Reading	Lang. Arts	Math	Reading	Lang. Arts
3 rd Grade	8	15	14	10	12	10
5 th Grade	7	14	12	5	19	16

On the IOWA Test of Basic Skills (ITBS) 8.8% of one hundred fourteen 3rd grade students scored at or above the 80th percentile in math, 10.5% scored at or above the 80th percentile in Reading, and 8.8% scored at or above the 80th percentile in Language Arts.

On the IOWA Test of Basic Skills (ITBS) 5.2% of ninety-six 5th grade students scored at or above the 80th percentile in math, 19.8% scored at or above the 80th percentile in Reading, and 16.7% scored at or above the 80th percentile in Language Arts.

NCLB and UPASS Data Trends



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2007 08 School Year

School	
Name :	OQUIRRH SCHOOL
Number :	147
District	JORDAN DISTRICT
Did school make AYP?	
No	



2008 - 3

Group	Language Arts					Mathematics				
	Participation	Academic Achievement	Safe Harbor		Group OK?	Participation	Academic Achievement	Safe Harbor		Group OK?
			10 % Rule	Additional ² Indicator				10 % Rule	Additional ² Indicator	
Whole School	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes*	Yes	Yes*
Asian	NA	NA			Yes	NA	NA			Yes
African American	NA	NA			Yes	NA	NA			Yes
American Indian										
Caucasian	Yes	Yes*			Yes*	Yes	No	Yes*	Yes	Yes*
Hispanic	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes*	Yes	Yes*
Pacific Islander	NA	No	Yes	NA	Yes	NA	No	Yes	NA	Yes
Economically Disadvantaged	Yes	No	Yes*	No	No	Yes	No	Yes*	No	No
Limited English Proficient	Yes	No	No	Yes	No	Yes	No	Yes*	Yes	Yes*
Students with Disabilities	Yes	No	Yes*	Yes	Yes*	Yes	No	Yes*	Yes	Yes*

Language Arts Mathematics

Did the school and every group make AYP in the content area? **No** **No**

Did the school make AYP? **No**

Is the school in Title I Program Improvement?⁴ **Not Title I**

¹ To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
² Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
³ GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
⁴ If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
⁵ These subgroups passed using the Same Student Safe Harbor calculation

KEY
 Yes Group meets the requirement
 No Group does not meet the requirement
 Yes* Group within width of confidence interval of meeting requirement
 NA Group too small to be required to meet standard
 Shaded Cell Group not required to meet this requirement



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2007 08 School Year

School	
Name :	OQUIRRH SCHOOL
Number :	147
District	JORDAN DISTRICT
Did school make AYP?	
No	



2008 - 3

Group	Language Arts (GOAL ³ = 77%)							Mathematics (GOAL ³ = 71%)							Attendance Graduation Rate	
	Participation		2008 Test Scores		2007 Test Scores		Group OK?	Participation		2008 Test Scores		2007 Test Scores		Group OK?	%	%
	N	%	N	%	N	%		N	%	N	%	N	%			
Whole School	426	100	378	66	369	63	Yes*	427	100	378	58	368	56	Yes*	93	
Asian	7	N<40	6	N<10	4	N<10	Yes	7	N<40	6	N<10	4	N<10	Yes	N<40	
African American	7	N<40	5	N<10	7	N<10	Yes	7	N<40	5	N<10	7	N<10	Yes	N<40	
American Indian					1	N<10						1	N<10		N<40	
Caucasian	319	100	286	72	283	69	Yes*	319	100	286	62	282	62	Yes*	93	
Hispanic	78	100	68	46	63	48	Yes*	79	100	68	41	63	37	Yes*	93	
Pacific Islander	15	N<40	13	46	11	18	Yes	15	N<40	13	38	11	9	Yes	N<40	
Economically Disadvantaged	222	100	192	54	191	52	No	223	100	192	44	190	44	No	92	
Limited English Proficient	42	100	39	21	60	43	No	43	100	39	31	60	37	Yes*	94	
Students with Disabilities	82	100	73	36	63	30	Yes*	82	99	73	29	63	35	Yes*	93	

Language Arts Mathematics

Did the school and every group make AYP in the content area? **No** **No**

Did the school make AYP? **No**

Is the school in Title I Program Improvement?⁴ **Not Title I**

¹ To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
² Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.
³ GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
⁴ If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
⁵ These subgroups passed using the Same Student Safe Harbor calculation

KEY
 Yes Group meets the requirement
 No Group does not meet the requirement
 Yes* Group within width of confidence interval of meeting requirement
 NA Group too small to be required to meet standard
 Shaded Cell Group not required to meet this requirement



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2008 09 School Year

School	
Name :	OQUIRRH SCHOOL
Number :	147
District	JORDAN DISTRICT
Did school make AYP?	
No	



2009 - 7

Group	Participation	Academic Achievement	Language Arts			Mathematics			Group OK?
			Safe Harbor		Group OK?	Safe Harbor		Group OK?	
			10 % Rule	Additional ² Indicator		10 % Rule	Additional ² Indicator		
Whole School	Yes	No	Yes*	Yes	Yes*	Yes	Yes		Yes
Asian	NA	NA			Yes	NA	NA		Yes
African American	NA	NA			Yes	NA	NA		Yes
American Indian	NA	NA			Yes	NA	NA		Yes
Caucasian	Yes	No	Yes	Yes	Yes	Yes	Yes		Yes
Hispanic	Yes	No	Yes*	Yes	Yes*	Yes	No	No	Yes
Pacific Islander	NA	No	Yes*	NA	Yes*	NA	NA		Yes
Economically Disadvantaged	Yes	No	Yes*	Yes	Yes*	Yes	Yes*		Yes*
Limited English Proficient	Yes	No	Yes	Yes	Yes	Yes	No	Yes*	Yes
Students with Disabilities	Yes	No	Yes	No	No	Yes	Yes*		Yes*

Language Arts Mathematics

Did the school and every group make AYP in the content area? **No** **No**

Did the school make AYP? **No**

Is the school in Title I Program Improvement?⁴ **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
 2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.
 3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
 4 If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
 5 These subgroups passed using the Same Student Safe Harbor calculation

KEY
 Yes Group meets the requirement
 No Group does not meet the requirement
 Yes* Group within width of confidence interval of meeting requirement
 NA Group too small to be required to meet standard
 Shaded Cell Group not required to meet this requirement



Federal Adequate Yearly Progress (AYP) Summary Report¹ 2008 09 School Year

School	
Name :	OQUIRRH SCHOOL
Number :	147
District	JORDAN DISTRICT
Did school make AYP?	
No	



2009 - 7

Group	Language Arts (GOAL ³ = 83%)							Mathematics (GOAL ³ = 45%)							Attendance Graduation	
	Participation		2009 Test Scores		2008 Test Scores		Group OK?	Participation		2009 Test Scores		2008 Test Scores		Group OK?	Rate %	Rate %
	N	%	N	%	N	%		N	%	N	%	N	%			
Whole School	418	100	367	68	378	66	Yes*	419	100	367	53	378	52	Yes	94	
Asian	8	N<40	8	N<10	6	N<10	Yes	8	N<40	8	N<10	6	N<10	Yes	N<40	
African American	8	N<40	6	N<10	7	N<10	Yes	8	N<40	6	N<10	7	N<10	Yes	N<40	
American Indian	1	N<40	1	N<10			Yes	1	N<40	1	N<10			Yes	N<40	
Caucasian	287	100	261	76	284	71	Yes	287	100	262	61	284	56	Yes	94	
Hispanic	95	100	80	45	68	46	Yes*	96	100	80	30	68	38	No	94	
Pacific Islander	18	N<40	10	30	13	46	Yes*	18	N<40	9	N<10	13	31	Yes	N<40	
Economically Disadvantaged	232	100	194	56	192	54	Yes*	233	100	194	42	192	39	Yes*	93	
Limited English Proficient	64	100	56	39	36	19	Yes	66	100	56	25	36	22	Yes*	95	
Students with Disabilities	79	100	69	42	73	36	No	80	100	70	39	73	21	Yes*	92	

** Participation for this group was 95% or higher when averaged with prior years.

Language Arts Mathematics

Did the school and every group make AYP in the content area? **No** **No**

Did the school make AYP? **No**

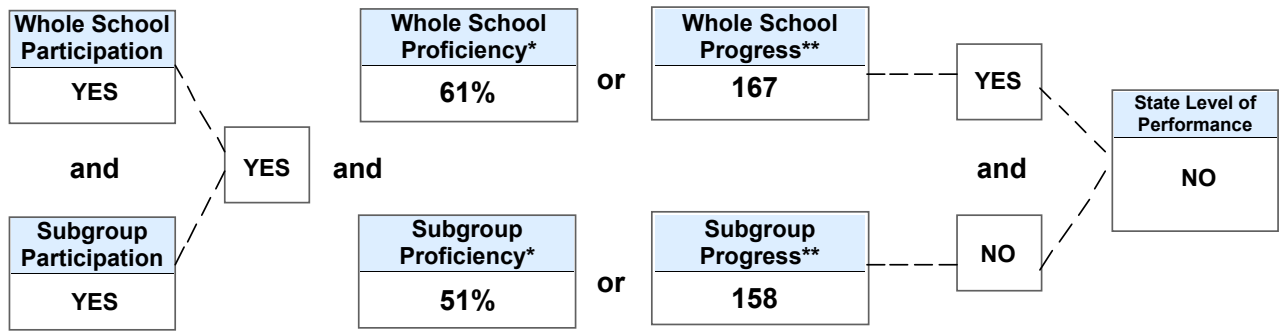
Is the school in Title I Program Improvement?⁴ **Not Title I**

1 To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)
 2 Grad Rate is used as the additional indicator for all High School Student Groups. For all other reports attendance is used for the additional indicator.
 3 GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.
 4 If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details
 5 These subgroups passed using the Same Student Safe Harbor calculation

KEY
 Yes Group meets the requirement
 No Group does not meet the requirement
 Yes* Group within width of confidence interval of meeting requirement
 NA Group too small to be required to meet standard
 Shaded Cell Group not required to meet this requirement



**U-PASS Accountability System
2009 School Report**
OQUIRRH SCHOOL
JORDAN DISTRICT



Proficiency	
LANGUAGE ARTS	
Percent Proficient	68%
MATH	
Percent Proficient	53%
SCIENCE	
Percent Proficient	49%
ATTENDANCE	
Percent Proficient	78%

Progress	
LANGUAGE ARTS	
Progress Score	190
MATH	
Progress Score	151
SCIENCE	
Progress Score	159
ATTENDANCE	
Progress Score	162

In order to achieve the State Level of Performance a school must have 95% participation, and either proficiency or progress in the Whole School and the Subgroup.

*Overall proficiency:
Acceptable range is 77% and higher.

**Overall Progress:
Acceptable range is 176 and higher.

Participation:
Acceptable range is 95% and higher.

Individual Subgroups	Proficiency	Progress
African American	n<10	n<10
American Indian	n<10	n<10
Asian	n<10	n<10
Caucasian	no	yes
Hispanic	no	no
Pacific Islander	n<10	n<10
Economically Disadvantaged	no	no
Limited English Proficiency	no	no
Students with Disabilities	no	yes

Additional Information Report

School Summary Information	
Number of Principal(s)	1
Number of Assistant Principal(s)	0
Number of Counselor(s)	1
Number of Teachers	0
Average Years Professional Service	0
Professional Staff (Endorsement)	35 or 97.2%
Professional Staff (Graduate)	18 or 51.8%
Student Teacher Ratio	N/A
Student Adult Ratio	N/A

OQUIRRH SCHOOL
7165 S PADDINGTON ROAD
WEST JORDAN, UT 84084

Student Summary Information	
Average Daily Attendance	94%
Students Absent > 10 days	398
School Mobility Rate	33.1%
Dropout Rate	N/A

Enrollment Breakdown		
Students Enrolled	784	100.0%
African American	14	1.8%
American Indian	2	0.3%
Asian	10	1.3%
Hispanic	175	22.3%
Not Declared	3	0.4%
Pacific Islander	40	5.1%
White	540	68.9%
Socio-Economic Status	402	51.3%
Students With Disabilities	134	17.1%
Male	380	48.5%
Female	404	51.5%

Average Class Size			
Course Name	Number Of Classes	Median Class Size	Avg Grade
Elementary Grades			
Kindergarten	6	21.50	n/a
Grade 1	4	26.00	n/a
Grade 2	5	24.00	n/a
Grade 3	4	27.50	n/a
Grade 4	4	27.50	n/a
Grade 5	4	24.75	n/a
Grade 6	12	7.75	n/a

IOWA Tests	Grade	
	3	5
Reading	41	43
Language/Writing	38	39
Mathematics	37	30
Core Total	37	36
Social Studies	53	40
Science	53	49
Composite	45	41

2009-3

8/27/2009

In 2009, Oquirrh Elementary did not meet the proficiency standard for Adequate Yearly Progress in Language Arts for Whole School or for any subgroup. The overall school proficiency in Language Arts on the 2009 CRT was 68%. Whole School and every subgroup achieved Safe Harbor, using the 10% Rule, but one subgroup (SWD) did not attain the additional indicator for AYP (attendance). Only in Language Arts was Oquirrh's overall progress score in the acceptable range.

Oquirrh's overall school proficiency in Math on the 2009 CRT was 53%. In 2009, Oquirrh Elementary students who are Limited English Proficient and students who are Hispanic did not meet the proficiency standard for Adequate Yearly Progress in Mathematics, nor did our Hispanic population meet the Safe Harbor 10% Rule.

CRT Test Status Breakdown

OQUIRRH SCHOOL
JORDAN DISTRICT

% = Percentage of students proficient

	2009			2008			2007			2006		
	School	District	State	School	District	State	School	District	State	School	District	State
2nd Grade Language Arts	73%	79%	79%	77%	78%	77%	85%	79%	78%	72%	80%	79%
3rd Grade Language Arts	72%	82%	80%	63%	78%	77%	57%	79%	78%	65%	78%	78%
4th Grade Language Arts	71%	79%	79%	69%	79%	78%	70%	81%	79%	67%	82%	80%
5th Grade Language Arts	47%	77%	77%	61%	79%	78%	62%	80%	78%	66%	80%	79%
6th Grade Language Arts	67%	81%	81%	70%	79%	79%	59%	81%	80%	69%	81%	80%
Direct Writing 6	74%	72%	75%	43%	68%	76%	68%	81%	80%	n/a	n/a	83%
2nd Grade Math	65%	77%	78%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3rd Grade Math	56%	72%	70%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4th Grade Math	59%	71%	73%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5th Grade Math	38%	71%	73%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6th Grade Math	44%	66%	68%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4th Grade Science	54%	64%	62%	55%	67%	63%	57%	68%	65%	61%	67%	64%
5th Grade Science	38%	72%	71%	49%	74%	70%	56%	72%	68%	49%	71%	68%
6th Grade Science	49%	73%	72%	53%	69%	69%	42%	68%	68%	53%	66%	67%

2009-3

8/27/2009

When comparing scores by grade, 2nd grade maintained the highest overall scores. 5th grade consistently received the lowest scores in every subject. 5th grade Language Arts score dropped 14% in the past year.

In 2009, 6th grade jumped from 43% (2008) proficiency on the Direct Writing Assessment to 74% (2009) proficiency. Third grade Language Arts score increase d9% over the previous year's score. Fourth grade Language Arts score increased by2%.

School Culture Data

Attendance

Oquirrh's attendance and tardy policy follows that of the West Jordan Feeder Schools:

Student Attendance Policy West Jordan K-12 Feeder Elementary Schools JORDAN SCHOOL DISTRICT RATIONALE

Regular attendance and punctuality are of the utmost importance for academic achievement. Students are expected to attend each school day and be on time.

When a student is not in school, it is recorded as an absence. It is the responsibility of parents, students, classroom teachers, and school administrators to ensure that a student is in attendance. It is important for a child to be in school; therefore, outside appointments need to be made before or after school hours.

ATTENDANCE PROCEDURES

1. Compulsory Education Letter (**attendance letter #1**) is sent home in the first day packet.
2. Under *Jordan District Policy, AA432*, legitimate absences are defined as: verified illness, medical appointments, bereavement, court appearances, emergencies, pre-approved educational leave, and special family or religious events.
3. After five unexcused absences the teacher makes personal contact and expresses concern about the student's attendance. Improved attendance is encouraged.
4. After 10 unexcused absences, the principal sends **attendance letter #2**.
5. After 15 unexcused absences, **attendance letter #3** is sent by certified mail and a mandatory attendance meeting is scheduled with principal, teacher, parents/guardian and student.
6. After 20 unexcused absences, **attendance letter #4** is sent by certified mail requesting attendance mediation or a referral to court.
7. An appropriate amount of time will be given for making up work.
8. A parent or authorized designee must come to the office to check out a student.

TARDY PROCEDURES

1. Students will check in at the office when late.
2. After five tardies, the teacher contacts the student's parents.
3. After 10 tardies, the principal sends **tardy letter #1**.
4. After 15 tardies, the school sends **tardy letter #2** and request a meeting to develop a plan to improve the student's attendance habits.
5. After 20 tardies, a referral is made to the District Attendance Specialist.

Incentives and Procedures Related to the Celebration of Attendance and Punctuality

In the spring of 2009, Oquirrh began a program to celebrate 100% attendance and punctuality. Each month (April, May, and June 2009) students who had 100% attendance and no tardies were invited to a short party.

Beginning the 2009-2010 school year, Oquirrh is celebrating attendance at a monthly Oquirrh Pride assembly. Students who have 100% attendance and no tardies for the month are acknowledged by having their names read at the assembly. Students stand and receive a round of applause. At lunch, each of those students receives a treat.

Classes that have good attendance are also acknowledged. Each day that a class has 100% attendance and no tardies, they may put up a letter of the word "Attendance." When they have spelled the word, completely, the class receives a reward from their teacher. That class is acknowledged during opening announcements, as well.

Discipline

Oquirrh began a new school-wide behavior plan in July 2009. Three school-wide expectations were established: Be Safe, Be Respectful, and Be Responsible. Students were given instruction in July and August regarding the context-specific expectations for each of these rules. Instruction included a walking assembly in which students were taught the expectation of each area of the school in that area. Wrist bands in school colors with the school expectations written on them were distributed. The week culminated in an outside celebration. Posters hang in each area of the building as reminders of the expectations. The following matrix was given to teachers and is posted in every room:

Oquirrh Elementary

School Expectations & Procedures

Learning Environment	Be Safe	Be Respectful	Be Responsible
Arrival & Dismissal	<ul style="list-style-type: none"> Stay on sidewalks Use crosswalks Walk your wheels across crosswalks and on school grounds Keep hands & feet to your self Walk straight to where you are expected before & after school 	<ul style="list-style-type: none"> Use appropriate & friendly language Hold door for the person behind you Keep hands & feet to self Voice level 3 	<ul style="list-style-type: none"> Follow adult directions Sit & study or read when waiting inside Play safely when walking outside Leave the school building using assigned exits for your class Arrive on time Leave on time
Hallways	<ul style="list-style-type: none"> Walk facing forward Keep line straight Walk to the right Let others pass 	<ul style="list-style-type: none"> Hold door for person behind you Keep hands & feet to self Respect displays in hallway Voice level 0 	<ul style="list-style-type: none"> Follow adult directions Respect displays in hallways Stay together as a class Go straight to where you are going.
Playground	<ul style="list-style-type: none"> Follow game rules Play with & use equipment appropriately Stay within designated boundaries Report unsafe equipment or people 	<ul style="list-style-type: none"> Play fairly & include everyone Share equipment Use appropriate and friendly language Keep hands & feet to self Use a respectful tone of voice Be respectful to adults Voice level 4 	<ul style="list-style-type: none"> Follow adult directions Put equipment away Respond to the whistle Get permission to use the bathroom, get a drink or leave the playground.
Inside Recess	<ul style="list-style-type: none"> Follow game rules Walk in the classroom Stay in the classroom or designated area Use materials appropriately Use appropriate materials 	<ul style="list-style-type: none"> Play fairly & include everyone Share & use materials appropriately Use appropriate & friendly language Keep hands & feet to self Use a respectful tone of voice Voice level 2 	<ul style="list-style-type: none"> Follow adult directions Put materials away Get permission to use the bathroom, get a drink or leave the room Respond to adult signals
Cafeteria	<ul style="list-style-type: none"> Walk quietly Carry the tray with two hands Eat your own food Face table, feet on the floor, bottom on the bench 	<ul style="list-style-type: none"> Use appropriate and friendly language Stay in line and wait patiently Keep hands & feet to self Be respect to adults Voice level 2 	<ul style="list-style-type: none"> Follow adult directions Raise hand for help Eat politely Throw away all trash & leave your area clean Raise hand to be excused
Bathrooms	<ul style="list-style-type: none"> Get permission to use the bathroom Use toilet, sink, and urinals appropriately Wash hands 	<ul style="list-style-type: none"> Respect others privacy Voice level 1 	<ul style="list-style-type: none"> Flush, wash and leave Use soap, paper towel & toilet paper appropriately Leave the bathroom area clean & dry Tell an adult when there is a problem
Library	<ul style="list-style-type: none"> Follow adult direction Walk in the library 	<ul style="list-style-type: none"> Keep hands & feet to self Share & take turns Use appropriate & friendly language Be respectful of adults & others Voice level 1 	<ul style="list-style-type: none"> Use equipment/materials with care Follow adult directions Clean up after yourself Put materials away Act appropriately in line Push in chair
Computer Lab	<ul style="list-style-type: none"> Sit the right way Walk in lab Use internet appropriately 	<ul style="list-style-type: none"> Keep hands & feet to self Share & take turns Use appropriate & friendly language Voice level 1 	<ul style="list-style-type: none"> Use assigned equipment/materials appropriately & responsibly Follow adult directions Clean-up & put materials away Push in chairs
Gym	<ul style="list-style-type: none"> Follow adult directions Follow game rules Play with & use equipment appropriately Report unsafe equipment or people 	<ul style="list-style-type: none"> Keep hands & feet to self Share & take turns Use appropriate & friendly language Encourage others 	<ul style="list-style-type: none"> Use equipment/materials appropriately Follow adult directions Clean up after yourself Put materials away
Assemblies	<ul style="list-style-type: none"> Walk & sit facing forward Keep space between you and others Stay with your class 	<ul style="list-style-type: none"> Enter & exit quietly Be silent during presentation Keep hands & feet to self Be a good audience Voice level 0 	<ul style="list-style-type: none"> Follow adult directions Listen to presenter Wait to be dismissed
Office	<ul style="list-style-type: none"> Get adults attention 	<ul style="list-style-type: none"> Get adults assistance Use kind words and actions Voice level 1 	<ul style="list-style-type: none"> Follow adults directions Use office phone with permission

A code of conduct and a Parent Compact were sent home, in English and in Spanish to ensure a clear understanding for all stakeholders regarding the behavior expectations at Oquirrh.

Positive Behavior Supports are in place, including:

- Golden Tickets - A golden ticket is given to students who keep the rules in specific locations. Every staff member participates in distributing these tickets. The tickets are placed in a box in the office.
- Golden ticket drawings - Random drawings are done over morning announcements, at monthly Oquirrh Pride Award assemblies, and at other school pride gatherings.
- Oquirrh Pride – A monthly award is given to one student in each class at an assembly to which parents are invited. Certificates are given and pictures of the winners are posted on a bulletin board. The award is given to students who exemplify a character trait that is promoted each month, i.e., responsibility, citizenship, etc. Students receive monthly lessons on these character traits from assistants who teach during teacher PLC meetings. Periodic reminders are given over morning announcements.
- Principal’s 200 Club – A program that will be launched in the spring of 2010 in which students are acknowledged for positive behavior.
- Lunch With the Principal – Each month a student from each grade is invited to eat lunch with the principal. These students are those who may be somewhat “invisible” and in need of a little extra attention.
- Postcards – The principal sends a postcard to students who may be in the hospital or who have had traumatic events in their lives. Teachers inform the principal, via email, of these situations.
- Oquirrh has implemented a program to acknowledge the staff. “Oquirrh Cares” cards are made available to all staff members. Staff may complete a card as a thank you to another staff member. On the back of the card, they may write details to the recipient.

Indicators Of School Quality Survey Results (I.S.Q.)

Indicators Of School Quality	Parent	Teacher	Student	Staff
Parent Support	Typical	Opportunity to improve	Superior	Typical
Teacher Excellence	Superior	Superior	Superior	Superior
Student Commitment	Typical	Opportunity to improve	Superior	Typical
School Leadership	Superior	Superior	Superior	Exemplary
Instructional Quality	Typical	Typical	Superior	Typical
Resource Management	Typical	Opportunity to improve	Superior	Superior
School Safety	Superior	Superior	Superior	Superior

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.” We need to improve resource management, student commitment, parental support, and instructional quality.

JSIT Family Support Data

Jordan Student Intervention Team (JSIT) is a new support to the students and families of Oquirrh Elementary. JSIT provides services and community links that include food, housing, clothing, financial, health care, and legal support to Oquirrh's community. In addition, they provide parent advocacy, translation, and educational services.

Some specific services/links included: 25 health care services; 12 mental health care services; 74 financial services; 11 educational services, including ESL services; A total of 8 families with 22 children have received services, so far.

School Improvement Matrix Summary Chart

Title I School Appraisal Rubric Summary Completed April 2009

	Principal	Faculty	Total Avg.
Curriculum			
1 - The school has an enacted curriculum that is aligned with the Utah State Core Curriculum.	2	3.2	2.6
2 - The enacted curriculum provides access to the Utah State Core Curriculum for all students.	1.8	2.75	2.3
3 - Grade levels and departments collaborate to reach common curricular goals. (Horizontal articulation)	3	3	3.0
4 - There is effective curricular coordination and articulation among all grade levels within the school as well as with other schools in the district. (Vertical articulation)	1.7	2	1.9
5 - Curriculum expectations are communicated to all stakeholders.	2.2	2.5	2.4

Teaching and Learning			
1 - The enacted curriculum emphasizes the development of critical thinking and decision-making skills.	2	2	2.0
2 - The enacted curriculum emphasizes the development of communication and collaboration skills.	2	2	2.0
3 - Teachers demonstrate strong content knowledge and are NCLB highly qualified to teach the subject matter.	2.3	4	3.2
4 - Teachers use culturally responsive instructional strategies.	2	2	2.0
5 - Educators and staff collaborate, with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.	3	3	3.0
6 - Effective, varied, and differentiated research-based instructional strategies and materials are used to meet the needs of all students.	2	3	2.5
7 - Teachers manage classroom behavior so that students are actively engaged in learning.	2	2.5	2.3
8 - Students are provided with additional instruction and intervention as needed to improve achievement.	1.5	2	1.75
9 - Teachers and students use technology effectively in classroom activities and instruction.	1	1	1.0
10- Teachers use instructional strategies that facilitate transfer of knowledge.	1.8	2	1.9

Assessment			
1 - Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.	2	2.5	2.3
2 - Both formative and summative evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.	2	2	2.0
3 - Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.	2	2	2.0
4 - Performance standards are clearly communicated, evident in classrooms, and observable in student work.	2.4	3	2.7
5 - Ongoing, specific, constructive feedback is given to students.	3	3.5	3.3
6 - Teachers use common assessments to evaluate student learning and inform instruction.	1.6	2	1.8

Professional Development			
1 - Professional development is provided for school administrators, teachers, and staff that has a direct connection to student achievement data.	3	3	3.0
2 - Professional development helps teachers, administrators, and staff acquire deeper knowledge of curriculum content	3	3	3.0
3 - Professional development helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.	3	3	3.0
4 - Adequate resources for professional development are provided.	2	2	2.0
5 - Professional development is provided based on teacher need.	2.5	2	2.3

Leadership			
1 - School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps.	3.5	2.5	3.0
2 - School leaders effectively manage and organize the school to improve student achievement.	2.5	2.6	2.6
3 - School leaders allocate resources and tools necessary for school improvement and increased student achievement.	3.5	3.5	3.5
4 - School leaders systematically monitor the effectiveness of teachers and instructional programs.	3.5	3.8	3.7
5 - School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.	3.6	3.9	3.8
6 - Educators and staff communicate effectively with families about individual student progress toward achievement of core curriculum standards.	2.5	2.8	2.7
7 - Educators and staff engage parents as partners in their children's education and encourage their participation in school programs by actively removing any barriers to their involvement.	2.2	2.4	2.3

Parent/Community Involvement			
1 - All stakeholders are active partners in decision-making and participate in school-wide improvement.	2.8	2.8	2.8
2 - Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.	2.5	2.5	2.5

School Culture/Climate			
1 - The instructional organization of the school and the classroom supports the achievement of all students and disaggregated student groups.	2	2	2.0
2 - Student achievement is highly valued and publicly celebrated.	3.5	3.2	3.4
3 - Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups.	2.5	2.8	2.7
4 - School rules, practices, and activities foster a sense of community and belonging.	1.8	2	1.9

**Note: This rubric is designed such that the factors with the highest effect size on school improvement are at the top.

Items highlighted in Blue indicate a total ranking 2.5 or less.

Items highlighted in Yellow indicate a ranking of 2.5 or less by both the principal and the SST Team members.

In this self-report, teachers and administration reported areas of strength and challenges in seven areas using a scale from 1-4, 1 being “minimal,” and 4 being “exemplary.” Here follows a summary of the findings:

- *Curriculum* - Horizontal teaming was considered a strength. Communication of curricular expectations and vertical teaming were reported to more of a challenge.
- *Teaching and Learning* - Teachers felt that their strength was in teaching content knowledge. The area of greatest challenge was in the student use of technology.
- *Assessment* - Giving students feedback was reported to be a strength. Generally, assessment was considered to be an area of needed improvement, with the use of common assessments being the most critical need for improvement.
- *Professional Development* – Staff felt that additional resources needed to be allocated to areas that teachers felt were important to improve professional development. Teachers felt that professional development was helpful, appropriate, and effective.
- *Leadership* – The area of greatest need reported was that of engaging parents as partners in their children's education. The area of strength was considered to be school leaders strategically communicating information regarding school improvement and student achievement to appropriate stakeholder groups.
- *Parent and Community Involvement* – Seeking partnerships with community members was the area of challenge, though staff felt that Oquirrh has begun to form active partnerships with stakeholders.
- *School Culture and Climate* – Celebrating student achievement was an area of reported strength. Staff felt that school rules, practices, and activities did not foster a sense of community and belonging. Instructional organization of the school and the classroom did not support the achievement of all students.

School Community Profile

Oquirrh Elementary School's enrollment remains fairly constant at approximately 800 students. Oquirrh's mobility rate has decreased since 2006. Approximately 87% of Oquirrh's population is stable. Nearly 13% is mobile. Over the past few years, the Hispanic population has been increasing by 2% each year. Oquirrh's Economically Disadvantaged population has increased by approximately 3% each year. Just over one half of Oquirrh's population meets the qualifications for this subgroup. 11.22% of Oquirrh's students have been identified as students with disabilities. Oquirrh has a Resource Department that provides pullout services for students who have mild to moderate disabilities. Oquirrh also has two sessions of Diagnostic Kindergarten for students with more severe disabilities. Two classes for students with severe Emotional Disturbances are also included in our population.

There has been an increase of families who are English Language Learners at Oquirrh. Fifteen of Oquirrh's forty-six licensed employees (32%) have, or are working on, their ESL endorsement. Oquirrh began sending all communication home in both Spanish and English in the Fall of 2009.

Though attendance has improved over three years, most subgroups continue to stay very near the minimum requirement to meet the additional indicator of 93% attendance for Adequate Yearly Progress. Our ELL subgroup has retained the highest attendance percentages of all subgroups, as reported on our AYP reports (2007-94%, 2008-94%, 2009-95%).

In 2009, Oquirrh Elementary did not meet the proficiency standard for Adequate Yearly Progress in Language Arts for Whole School or for any subgroup. The overall school proficiency in Language Arts on the 2009 CRT was 68%. Whole School and every subgroup achieved Safe Harbor, using the 10% Rule, but one subgroup (SWD) did not attain the additional indicator for AYP (attendance).

Oquirrh's overall school proficiency in math on the 2009 CRT was 53%, with the highest proficiency rate in the 2nd grade (65%), and the lowest in 5th grade (38%). In 2009, Oquirrh Elementary students who are Limited English Proficient and students who are Hispanic did not meet the proficiency standard for Adequate Yearly Progress in mathematics, nor did our Hispanic population meet the Safe Harbor 10% Rule.

Of Oquirrh's licensed staff of forty-six, two teachers are not Highly Qualified for their present assignments. Both teachers are working on plans to become Highly Qualified. Three staff members have their administrative degrees. Sixteen have ESL endorsements, or are presently working on them. Three have math endorsements, four have GT endorsements, four have reading endorsements and sixteen have a master's degree.

Oquirrh began a new school-wide behavior plan in July 2009. Three school-wide expectations were established: Be Safe, Be Respectful, and Be Responsible. All staff members are working to support our school-wide behavior goals.

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." Oquirrh needs to provide improved resource management, student commitment, parental support, and instructional quality.

JSIT is a new support to the students and families of Oquirrh Elementary. JSIT provides services and community links that include food, housing, clothing, and financial services, health care, and legal support to Oquirrh's community. In addition, they provide parent advocacy, translation, and educational services.

Critical Needs and Self-Analysis Summary

Critical Needs

- Improved Tier I leveled instruction in Language Arts and Mathematics that is carefully aligned to the Utah State Core Curriculum is crucial to ensure success for all students of Oquirrh Elementary.
- Tier-II interventions for struggling learners need to be implemented.
- Oquirrh needs to focus on improved instruction for our English Language Learners and our Hispanic students who, according to the data, are most at-risk.
- All subgroups are in need of continuous effective interventions to close the achievement gaps cited in this data.
- Increased extended learning opportunities need to be provided for students who fall below benchmark, and for students who are high ability learners.
- Oquirrh needs to improve student attendance in all subgroups to ensure that all students have access to daily instruction.
- Improved communication and activities that support families and home instruction must be created. Spanish translation must be included in written communication, as well as during school activities.
- Classes for language instruction are needed for our ELL families.
- Opportunities must be created for teachers to collaborate in order to meet student needs.
- Oquirrh needs to provide a climate in which all students feel safe and valued.
- Oquirrh must 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.
- We need to encourage more parental involvement and community participation in the education of all students and their families.

Multi-Tiered Data-Driven Decision-Making

Extended Learning opportunities are being offered to our Kindergarten students who are below benchmark on PALS and formative classroom assessments. These students attend an intervention class while they are off track during regular Kindergarten times to help them improve their basic skills that align with Utah State Core Standards.

Our district teacher specialist over Gifted and Talented has begun meeting with teams in their PLC's to assess needs and instruct teams on meeting high ability learner needs.

During a dedicated "Power Hour," all students receive instruction on their level in *Guided Reading* and *Words Their Way*, as well as in vocabulary and fluency. Teachers consider formative assessment data to determine which leveled groups students should attend. Progress will be tracked according to the following assessments, depending on grade placement: PALS, SRI, Fountas and Pinnell, Guided Reading Levels, and common assessments developed by Jordan School District and individual teams.

Professional Learning Communities Implementation

Our first PLC meetings began the week of September 14, 2009. Forty-five teachers met together on Saturday, September 19, 2009, to be trained on PLC's by our Assistant Superintendent, Kerrie Naylor. This was an introductory training. Teams have been given forms to help them structure their PLC meetings. Teams are submitting their PLC meeting notes to the building administrator.

Teams meet weekly for 45 minutes to analyze data, plan curriculum, share effective teaching strategies, create common assessments, and make instructional decisions to meet all student needs.

Additional professional development is needed to improve our PLC's. Teachers have requested instruction on creating common assessments and analyzing data.

Mission Statement

*Community
Accountability
Reaching Potential
Excellence in Education
Success*

Motto: OQUIRRH CARES!

Belief Statements

Oquirrh Elementary is dedicated to school improvement by providing all students with effective instruction using the USOE Core Curriculum.

At Oquirrh Elementary, we believe that all students' needs are individual, and we will provide differentiated instruction to meet those needs.

As teams of professionals, we will work with colleagues and support one another in an honest, forthright, and trusting environment.

Vision Statement

Our Oquirrh community is committed to:

- Fostering a collaborative team, including students, parents, and staff*
- Achieving high standards of academic success*
- Providing a caring, safe, and unified learning environment*
- Pursuing high expectations through positive behavior and responsible citizenship.*