

Oquirrh Elementary School-Wide Goal Planning and Implementation Worksheet LANGUAGE ARTS October 30, 2009

Statement of Need: 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%, with our highest proficiency rate in the 2nd grade (73%), and the lowest in 5th grade (47%). 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).

Despite having the highest rate of attendance at Oquirrh, our ELL subgroup received only 24% proficiency in Language Arts, increasing the gap between our students who are English Language Learners and our English-speaking students to 44%. There remains a consistent gap of about 25% between our whole school and low-income population. Our Hispanic students scored 27% below our Caucasian population. Finally, our students with disabilities, whose scores have remained in the 30's for the past four years, scored 37% below their non-disabled peers.

Of the 389 students, grades 3-6, who took the Scholastic Reading Inventory (SRI) in August 2009, 105 students (27%) scored Below Basic. Another 117 students (30%) scored in the Basic range. On the Phonological Awareness Literacy Screening (PALS) test, given in Sept. 2009, thirty-eight of our 1st graders (38%) and fifty-five of our Kindergarten students (40%) scored below benchmark. On the Fountas and Pinnell Assessment (grades 1-6), one hundred ninety-eight students scored below benchmark.

Oquirrh Elementary needs improved Tier-I instruction in Language Arts for all students. Additionally, tier-II interventions for struggling learners need to be implemented. We need to focus on improved instruction for our English Language Learners who, according to the data, are most at-risk. All subgroups are in need of continuous effective interventions to close the achievement gap cited in this data.

Person(s) Responsible: Literacy Facilitator, Literacy CSIP Specialist, Principal, Teachers, Literacy Assistants

SMART Goal for this Focus Area: Decrease the number of students not making AYP in Language Arts by 10%, either by Proficiency Standard or by Safe Harbor, as assessed by the CRT exams at the end of each school 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 (09/10-10/11) | Land Trust | IT | Equipment | Text-book | Supply |
| 1.0 Teachers will meet weekly in Professional Learning Communities (PLC's) to review and analyze student data and collaborate to meet all students' needs. | 1,2,3,4,5,A, B | | | | | | | | | | |
| 1.1 Provide professional development on effective use of PLC's to analyze data, use common assessments, improve instruction, plan curriculum aligned to State Core Standards, and meet all student needs | 1,2,3,4,5,A, B | 1 full-day training on PLC's | Data analysis training, curriculum, | | | | 7,500 | | | | 200 |

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| | through differentiation. | | Implement PLC's | and Dufour conference | | | | | | | | |
| | 1.2 Procure books, technology, and materials that will deepen teacher understanding of and enhance the effectiveness of PLC's. | 1,2,3,4,5,A, B | Provide Learning By Doing Handbook (Dufour) | TBD | | | 3,000 | | | | | |
| | 1.3 Provide a school-wide schedule that enables teachers to meet together in PLC's that includes classroom coverage while teams meet. | 1,2,3,4,5,A, B | Create and implement PLC schedule | Continue, enhance PLC structure, Make needed adjustments | | \$30,500 coverage, supplies | | | | | | 500 |
| | 1.4 Teachers will provide administration with weekly feedback regarding data analysis, student needs and progress, curriculum mapping as determined by their PLC's. | 1,2,3,4,5,A, B | Weekly feedback using form provided by asst, superintendent. | Have teams create a form of feedback that is more useful to them in their PLC's. Feedback will be given electronically | | | | | | | | |
| | 1.5 Hire one teacher to reduce class size. | 2,B | One year only | To be evaluated each year | | 48,000 | | | | | | |
| | 2.0 All students, grades 1-6, will consistently receive a dedicated 3-hour block of effective literacy instruction daily. Kindergarten students will receive a dedicated 1.5-hour block. | 1,2,3,4,5,B | | | | | | | | | | |
| | 2.1 Provide professional development for teachers and highly qualified assistants in all reading programs for which they are responsible and for improvement of literacy instruction. | 2,3,4,5,B | Guided Reading, words Their Way, Power Training, Readers' Theater, Fluency, Vocabulary Literacy Promise Conference, | On-going training for new people in all areas mentioned. Literacy Promise Conference | | | | 4,700 | | | | |

| | | | UCIRA | UCIRA | | | | | | | | |
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| | 2.2 Provide teachers, staff, and students with required materials, scientifically research-based curriculum, and technology for effective literacy instruction that aligns with the Utah State Language Arts Core Curriculum. | 2,3,4,5,B | | | 5,868 (Writing, Lucy Caulkins) 274 (alpha friends) | | 1,528 (literacy whitebo ards) | | | | | 325 |
| | 2.3 Establish a school-wide schedule that enables teachers to implement their literacy instruction block. | 2,3,4,5,B | Create and implement schedule | Continue schedule | | | | | | | | |
| | 2.4 Implement a one-hour push-in literacy block (Power Hour) as part every student's 3-hour literacy block in which students receive leveled instruction in <i>Guided Reading</i> , <i>Words Their Way</i> , vocabulary, and fluency. | 2,3,4,5,B | Establish schedule, train assistants, and implement Power Hour. | Adjust and refined Power Hour instruction, analyze data to determine needed adjustments | | | | | | | | 800 |
| | 2.5 Hire a literacy school improvement specialist (SIP) that oversees literacy interventions and programs, as well as highly qualified literacy assistants to staff the grade level Power Hours and PLC's. | 1,2,3,4,5,B | Specialist, 1 additional teacher for 3 rd grade and 25 literacy assistants. | TBD based on yearly needs | 12,000 | 360,000 | | 12,000 | | | | |
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| | 3.0 Provide at least 30 minutes of Tier II literacy interventions for every student scoring below proficiency levels on the CRT's and PALS for grades K-2, and enrichment opportunities for students of high ability who score above benchmark goals. | 1,2,3,5,A,B | | | | | | | | | | |
| | 3.1 Increase number of teachers who have their ESL endorsement by at least 20% each year. Provide tuition, materials, and resources for teachers to acquire their ESL endorsements so that these teachers are able to provide needed instruction for our ELL population. | 1,3,4,5,A,B | 4 teachers will attend ESL endorsement classes | 4-6 teachers will attend ESL endorsement classes/yearly | | \$900 | | | | | | |
| | 3.2 Provide professional development on intervention and enrichment programs for all staff that run the intervention/enrichment programs with students. | 1,2,3,4,5,B | Train teachers and assistants on the use of <i>Imagine Learning</i> and <i>Successmaker</i> | Train staff of the use of Waterford. Train new staff on <i>Imagine</i> | | 1,000 | 4,000 | | | | | |

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| | 4.4 Administer Fountas and Pinnell assessment before each report card period and provide classroom coverage during assessments (three days/year). | 5,B | Decrease number of students not making benchmark on F&P from 198 , 6/09, to fewer than 178 6/10 | Continue to decrease number of students not making benchmark by 10%/year | | 3,000 | | \$6000 | | | | |
| | 4.5 Administer the PALS for grades K-2, three times per year and provide classroom coverage for teachers during assessment . (1 day in the beginning, 1 mid-year, 1 end-of-year). | 5,B | Decrease number of students not making benchmark on PALS from 75 (9/09 to fewer than 67, 6/10) | Continue to decrease number of students not making benchmark by 10%/year | | | | \$4,000 | | | | |
| | 4.6 Administer SRI for grades 3-6 three times per year. | 5B | Decrease number of students not making benchmark on SRI from 105, 10/09 to fewer than 94, 6/10 | Continue to decrease number of students not making benchmark by 10%/year | | | | | | | | |
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| | 5.0 Increase family literacy skills from present levels. | 1,2,3,4,5,A,B,C | | | | | | | | | | |
| | 5.1 Invite parents in Fall and Spring Literacy night activities in which they are taught reading strategies and are taught how to help their students with reading. Breakout sessions presented in Spanish will be available. Parents will participate in preparation and presentations. | 1,2,3,4,5,A,B,C | 2 parent literacy night | 2 parent literacy nights/year | 1,000 | \$3,000 | | | | | | |
| | 5.2 Send monthly newsletters home in Spanish and in English that include tips on how to help students with homework, reading strategies instruction, community resources, etc. | 2,3,4,5,A,B,C | Send 10 newsletters to each home in 2009-2010 | Continue 10 newsletter/year. | | \$1,000 | | | | | | \$300 |
| | 5.3 Invite parents of in-coming Kindergarten students to 3 focus classes on preparing students to enter Kindergarten. Parents will participate in preparation and presentation. | 2,3,4,5,A,B,C | Spring 2010, 3 classes completed | Create a full Spring pre-school program | | | | 3,000 | | | | |

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| | <p>5.4 Provide books and materials for families that will enable them to improve literacy at home, including take-home leveled library and books provided by <i>Reading is Fundamental (RIF)</i>.</p> | 2,3,4,A,B,C | <p>RIF for Sp Ed students</p> <p>Establish a parent library With at least 10 books</p> <p>Kinder take-home library</p> <p>Create Book exchange 10/10</p> <p>Establish a student take-home library</p> | <p>Enhance parent library to 20 books and increase student take-home library</p> | <p>165</p> <p>528 (Academic Success for All Learners)</p> | | 1,000 | | | | | |
| | <p>5.6 Provide ELL parents to English classes, to be held 4 mornings/week and one evening/week. Invite community resource personnel to present community information at classes.</p> | 2,3,4,A,B,C | <p>Complete intervention lab and begin weekly evening classes</p> | <p>Hold daily classes for ELL parents and continue evening class.</p> | | | 5,000 | | | | | |
| | <p>5.7 Implement a volunteer co-op program in which parents work as teams to provide day-care while the other parent volunteers in the classroom or participates in the English Language Learning classes.</p> | 2,3,4,5,A,B,C | <p>Begin with afternoon volunteer co-op</p> | <p>Expand program as space becomes available</p> | | | 2,000 | | | | | |
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| 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 |
|---|--|---|---|--|--|------------------------|
| 1.1 Provide professional development on effective use of PLC's to analyze data, use common assessments, improve instruction, plan curriculum aligned to State Core Standards, and meet all student needs through differentiation. | Administrator, Team Leaders, Leadership Team | Books and materials for instruction, classroom coverage during PD and in-service pay. | | | | |
| 1.1.A. Provide one full-day training as an introduction to effective PLC's, Sept. 19, 2009. (year 1) | Administrator | Notebooks, | \$5,406 for Sept. 19, 40 teachers @ \$19.31/hour 7 hours. \$233 lunch for training \$208 supplies | Licensed Teachers, administrator, district specialists | Attendance rolls for trainings and weekly feedback forms from PLC | Sept.19, 2009 |
| 1.1.B Provide all team leaders with Dufours' book <u>Learning by Doing</u> and provide every teacher with the workbook. Teams will study and implement the ideas in these books. | Administrator, Team Leaders | 12 <u>Learning by Doing</u> handbooks and 46 <u>Learning by Doing</u> workbooks | ? | Licensed teachers | Weekly PLC feedback forms | June 2010 |
| 1.1.C. Provide PLC training on effective analysis of data, and use of data for decision-making to improve instruction, and student outcomes (year 2). | Administrator | TBD | \$6,082 (full day at in-service rate for 45 teachers) | Licensed Teachers | Weekly PLC feedback forms | June 2011 |
| 1.1.D. Provide professional development on curriculum mapping (year 2). | Administrator | To Be Determined | \$6,100 | Licensed Teachers | Curriculum maps and weekly PLC feedback forms | July 2012 |
| 1.1.E. Send teams of teachers to a Conference by Dufours (year 2) | Administrator | TBD | \$2,500 per teacher | 2 or 3 Teacher Teams | Professional Development class and report presented to all faculty by those who attend the | July 2012 |

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| 1.1.F. Plan future PD | Administrator, Leadership team | None | 2-hour PD meeting 1,727 (2 hours, 45 teachers, 19.31 hourly | Leadership Team and PLC's | Written Plan for future PLC professional development | October 2010 |
| 2.1 Provide professional development for teachers and highly qualified assistants in all reading programs for which they are responsible. | Literacy Facilitator, SIP Literacy Specialist, Principal | Guided Reading Libraries, Words Their Way materials, fluency and vocabulary materials and programs. | | Teachers, para-Professionals | Log of PD offered and attendance | June 2010 for present staff, and yearly for new staff and remaining staff who need refresher courses. |
| 2.1.A. Provide training in Guided reading for all new teachers and continuing coaching and instruction for all teachers. | Literacy Facilitator | Guided Reading Libraries, | 2,000 | All licensed teachers | Dates and attendance rolls of professional development | This professional development will be on going, every year. |
| 2.1.B. Provide training in <i>Words Their Way</i> for all teachers and Reading assistants who teach the program | SIP Literacy Specialist | <i>Words Their Way</i> materials Guided Reading Libraries, Guided Reading Boards, | | | | |
| 2.1.C. Provide training in vocabulary and fluency activities for teachers and assistants. | SIP Literacy Specialist and Literacy Facilitator | Books | | | | |
| 2.1.D. Provide staff with opportunities to attend literacy conferences. | SIP Literacy Specialist and Literacy Facilitator | Books | 2,680 | | | |
| 3.1 Increase number of teachers who have their ESL endorsement by at least 20% each year. Provide tuition, materials, and resources for teachers to acquire their ESL endorsements and other instruction that benefits our ELL students and community. | Administrator Leadership Team | | | | Increased numbers of ESL endorsed teachers by 20% yearly. | 2009 – 4 more teachers 2010-4 more teachers 2011-5 more teachers |
| 3.1.A. Provide teachers who are unable to attend endorsement classes with Sheltered Instruction (SIOP) (year 1). | Administrator Leadership team | | \$1,400 Classroom coverage during PD (2 days, 7 teachers, year 1) DO pays? | 7 Licensed Teachers | Attendance Rolls | July 2009 |
| 3.1.B. Provide ESL endorsement course for 4 teachers (year 1). Each year increase the number of ESL endorsed teachers at Oquirrh at least 20%. | Administrator Leadership team | Tuition, books, materials for course of instruction. | \$900 | 4 Licensed Teachers | Number of teachers completing endorsement | 2009 – 4 more teachers 2010-5 more teachers 2011-56more teachers |
| 3.2 Provide professional development on intervention and enrichment programs for all staff that run the intervention/enrichment programs with | Literacy Facilitator, SIP Specialist, Principal, | Additional computers for interventions, additional Early | Paid PD hours, classroom coverage | Licensed teachers and | Schedule of PD of all programs, | June 2011 |

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| 3.2 Provide professional development on intervention and enrichment programs for all staff that run the intervention/enrichment programs with students. | Literacy Facilitator, SIP Specialist, Principal, District Specialists | Additional computers for interventions, additional Early Steps, Next Steps, Words Their Way, Imagine Learning, Success Maker, Waterford, books and computer licenses for each | Paid PD hours, classroom coverage during PD, materials | Licensed teachers and instructional assistants | Schedule of PD of all programs, attendance rolls | June 2011 |
| 3.2.A. Provide professional development on computer use in the intervention lab for all staff who will be teaching students using that technology. | Administrator | Technology – hardware and software | | | | |
| 3.2.B. Provide professional development for teachers using Imagine Learning for ELL students | Administrator | Computer for student use in classrooms and Imagine Learning | \$4,000 Classroom coverage during professional development on Imagine Learning | | | |
| 3.2.C. Procure enrichment programs for high ability learners and provide professional development for teachers who will be using those programs | Administrator | Computers and programs, to be determined | 1,000 | | | |
| 4.1 Provide professional development for staff on appropriate administration of assessments and analysis of assessment data. Provide classroom coverage for teachers during professional development. | Administrator, Literacy Facilitator | | Classroom coverage during PD. | Licensed Teachers | Attendance Rolls | June 2010 Complete yearly |
| 4.1.A. Provide training for all new teachers on Fountas & Pinnell, SRI, and PALS assessments. | Administrator | Furnished by DO | 8,000 | Licensed Teachers | Attendance Rolls | June 2010 Complete yearly |
| 4.1.B. Provide refresher courses for teachers on needed assessments. | Administrator | Furnished by DO | | Licensed Teachers | Attendance Rolls | June 2011 |
| 4.1.C. Provide training on data analysis and data driven decision-making. | Administrator | TBD | | Licensed Teachers | Attendance Rolls | June 2011 |

| Parent/Community Involvement Plan: | | | | | | | | | | | | |
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| Activity | Volunteering | Parenting | Learning @ Home | Communi- cation | Community Involvement | Decision Making | | | | | | |
| Parents have, and will continue to participate in the school-wide assessments, Title I Leadership Team, Behavior committee, School Community Council, PTA, Safety, and other committees, as needed. | X | | X | X | X | X | | | | | | X |
| 5.1 Invite parents in Fall and Spring Literacy night activities in which they are taught reading strategies and are taught how to help their students with reading. Breakout sessions presented in Spanish will be available. Parents will participate in preparation and presentations. | X | | X | X | X | X | | | | | | X |
| 5.2 Send monthly newsletters home in English and Spanish that include tips on how to help students with homework, reading strategies instruction, community resources, etc. | | | X | X | X | | | | | | | |
| 5.3 Invite parents of in-coming Kindergarten students to 3 focus classes on preparing students to enter Kindergarten. Parents will participate in preparation and presentation. | X | | X | X | X | X | | | | | | X |
| 5.4 Provide books and materials for families that will enable them to improve literacy at home, including take-home leveled library and books provided by <i>Reading is Fundamental (RIF)</i> . | | | X | X | | | | | | | | |
| 5.5 Translate newsletters, calendars, code of conduct, and activity fliers into Spanish for our families who are ELL. | | | X | X | X | | | | | | | |
| 5.6 Provide ELL parents to English classes, to be held 4 mornings/week and one evening/week. Invite community resource personnel to present community information at classes. | | | X | X | X | X | | | | | | |
| 5.7 Implement a volunteer co-op program in which parents work as teams to provide day-care while the other parent volunteers in the classroom or participates in the English Language Learning classes. | X | | X | | X | X | | | | | | |