

Oquirrh Elementary School-Wide Goal Planning and Implementation Worksheet MATH October 2009

Statement of Need: Though the proficiency standard in Utah dropped significantly (to 45%) in 2009, Oquirrh Elementary was still not able to meet that standard. It is difficult to compare math scores from previous years, as factors (i.e. new Core Curriculum) have confounded the reliability of such comparisons. Therefore, the data presented includes primarily current scores. Trends will not be addressed.

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 Oquirrh's Hispanic population meet the Safe Harbor 10% Rule.

Despite having the highest rate of attendance at Oquirrh, the ELL subgroup received only 18% proficiency in Mathematics, increasing the gap between students who are Limited English Proficient and English-speaking students to 37%. Low-income students had 41% proficiency. Hispanic students scored 31.8% proficiency, 30% below the Caucasian population. Finally, students with disabilities scored 32% proficient, 23% below their non-disabled peers.

Oquirrh Elementary needs improved Tier-I instruction that is carefully aligned to the Utah State Core Curriculum in Mathematics for all students. Additionally, Tier-II interventions for struggling and high-ability learners need to be implemented. Oquirrh needs to focus on improved instruction for English Language Learners and Hispanic students who, according to the data, are most at-risk. Regular common assessments need to be developed and used to make instructional decisions.

Person(s) Responsible: Administrator Math School Improvement Specialist, Team Leaders

SMART Goal for this Focus Area: Decrease the number of students not making AYP in Mathematics 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	Land Trust	IT	Equip- ment	Text- book	Supply
1.0 Teachers will meet for 45 minutes, 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 math instruction, plan curriculum aligned to State Core Standards, and meet all student needs through differentiation.	1,2,3,4, 5,A, B	Do initial training, implement PLC schedule	Data analysis training and Dufour conference			1,727	see LA 1.1				
	1.2 Provide classroom coverage for teachers while they participate with their teams in PLC's. for 45 minutes/weekly.	1,2,3,4, 5,A, B	Create and implement PLC schedule	Continue, PLC structure,		see LA 1.3						

	1.2 Provide classroom coverage for teachers while they participate with their teams in PLC's. for 45 minutes/weekly.	1,2,3,4, 5,A, B	Create and implement PLC schedule	Continue, PLC structure, adjust to meet school needs		see LA 1.3						
	1.3 Teachers will provide administration with weekly feedback reports regarding their PLC activity.	1,2,3,4, 5,A, B	Weekly feedback	Continue weekly feedback								
	2.0 All students, grades 1-6, will consistently receive a dedicated daily 60-90 minute block of effective mathematics instruction that aligns with the Utah State Mathematics Core Curriculum. Kindergarten receives 30-45 minutes.	1,2,3,4, 5,B										
	2.1 Provide professional development for teachers and highly qualified assistants in all math programs for which they are responsible, and in math instruction using best practice. Provide professional development on effective integration of content areas with language arts to facilitate the 60-90 minute block.	1,2,3,4, 5,B	PD on Scott Foresman math program during contract time	PD on Foresman math for new teachers PD on supplementary programs used to support Core instruction in math			150					
	2.2 Provide classroom coverage for teachers who receive professional development to improve math instruction.	1,2,3,4, 5,B	Coverage for each team to meet for one afternoon to discuss curriculum and data	Coverage for teams during PD to learn best practice, and effective Core instruction			4,000					
	2.3 Provide teachers, staff, and students with required materials, math manipulatives, scientifically research-based curriculum, and technology for effective mathematics instruction that aligns with the Utah State Mathematics Core Curriculum.	1,2,3,4, 5,B	Parent night materials New Scott Foresman for every team	Math technology Manipulatives Enrichment and intervention programs			5,000				22,000	

			supplies									
	3.3 Teachers will report on their common assessment results to administration.	1,2,3,4,5,B	9-week reports	3-week reports								
4.0	Provide extended learning opportunities for students targeted for intervention and for students needing enrichment in mathematics who have scored above the 80% on CRT's.	1,2,3,4,5,A, B, C										
	4.1 Provide professional development in intervention/enrichment programs for teachers who will provide the after school instructional program.	1,2,3,4,5,A, B	PD for 4-week after school tutoring program for targeted students	PD for enrichment and intervention in math, on-going, TBD RtI conference and PD			4,000					
	4.2 Provide materials and technology for teachers who teach after-school math interventions/enrichment.	1,2,3,4,5,A, B	Basic materials for after-school program	TBD			1,400					
	4.3 Provide additional Kindergarten extended learning opportunities during off-track times for students who fall below benchmark goals.	1,2,3,4,5,A, B	Off track Kindergarten for all students below benchmark (teacher and assistant)	Off track Kindergarten for all students below benchmark		9,000						
	4.4 Provide 30-minute intervention opportunities after school hours for four weeks before Spring testing begins for students who scored below proficiency on summative and formative assessments.	1,2,3,4,5,A, B	4-week after school tutoring program in the Spring 2010 for students below benchmark (16 days, .5 hour, all teachers).	30-minute intervention opportunities for all students below benchmark and extended learning opportunities for all			6,200					
	4.5 Provide enrichment opportunities for high ability learners.	1,2,4,5,A	Secure enrichment math software.	High ability learners will participate in enrichment			2,000					

				activities, daily.								
5.0	Increase communication regarding math instruction between home and school, from present levels.	1,2,3,4, 5,A, B, C										
	5.1 Provide 3 focus classes for families with preschoolers on preparing students to enter Kindergarten.	3, A, B, C	3 2-hour classes for parents provided by our OEK	Continuous instruction to families with pre- schoolers (at least monthly)			3,000					
	5.2 Provide books, technology, and materials for families that will enable them to improve math skills at home.	1,2,3,4, A, B, C	Check-out library for parents (10 books for math instruction)	Expand library and access to information			1,000					
	5.3 Send newsletters/materials home that include tips on how to help students with math homework and teach math concepts at home.	1,2,3,4, 5,A, B, C	2 newsletters	Quarterly newsletters and materials								
	5.4 Involve parents in a Fall and Spring math night activity in which they are taught how to help their students with math. Personally invite parents of struggling students. Interpreters will be available. Instruction for parents of preschoolers will also be available.	1,2,3,4, 5,A, B, C	2 math nights	2 or more math nights/year		3,000	1,000					
	5.5 Parents will establish and participate in a volunteer co-op, working as teams to provide preschool child care services for one another while each takes a turn to volunteer in school classrooms.	2,3,4,B, C	Offer p.m. co-op options Monday- Thursday	Implement parent co-op as a daily program			2,000					

Professional Development Plan: to achieve above goal		Person Responsible for Completion	Materials/ Resources Needed	Budgeting Plan		Who will attend (Teachers, Para-Professionals, Parents)	Evaluation Process or Product Shown	Completion Date	
PD Activity Details (include presenter names, address, contact #'s, locations, dates, etc.):									
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.	See L.A. 1.1.				July 2010	
1.1.A.	Initial full-day of training by Dr. Naylor, Sept 19	Administrator	Notebook and information for PLC's	See L.A. 1.1.A.		All licensed teachers, specialists and Administrator	Attendance roll and PowerPoint for training Team leader meeting feedback	Sept. 19, 2009	
1.1.B.	Provide team leaders with Dufour handbook and all teachers with the workbook to help structure PLC's	Administrator	Books- <u>Learning By Doing</u> Handbook for all team leaders and the workbook for all licensed teachers,	To Be Determined		All licensed teachers, specialists and Administrator	Feedback forms regarding book discussions	December 1, 2009	
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	To Be Determined	See L.A.1.1.C.		Licensed Teachers	Attendance roll	June 2011	
1.1.D.	Send teams of teachers to a Conference by Dufours (year 2)	Administrator	To Be Determined	\$2,500/person		2 or 3 Teacher Teams	Teachers who attend will report to faculty on conference information.	July 2012	
1.1.E.	Discuss book at team leader meetings	Team Leaders	PLC binder with information and report forms	0		All licensed teachers, specialists and Administrator	Weekly feedback forms	July 2010	
1.1.F.	Provide a form for PLC meetings, to be submitted to administration.	Administrator	Forms	0		Licensed teachers	Weekly form kept in team binders and submitted to administrator	July 2010, on-going	
1.1.G.	Plan additional professional development for PLC's for coming year (2-hour PD meeting), 2010-2011 (including data Analysis training and Dufour Conference)	Administrator	Supplies for meeting,	\$1,727 (2 hours, 45 teachers, 19.31 hourly			Written Plan for future PLC professional	October 2010	

					development	
2.1 Provide professional development for teachers and highly qualified assistants in all math programs for which they are responsible, and in math instruction using best practice. Provide professional development on effective integration of content areas with language arts to facilitate the 60-90 minute block.	Administrator		0 PD to take place during PLC's on contract time.	Licensed teachers who teach mathematics	SIP Math Specialist's log	July 2010
2.1.A. SIP Math Specialist will meet with teams to instruct them on correct use of the new Scott Foresman math text and its alignment to the Utah State Core.	Administrator, SIP Math Specialist	Foresman text, scope and sequence, and Utah Math Core	0 PD to take place during PLC's on contract time.	Licensed teachers who teach mathematics	SIP Math Specialist's log	July 2010
2.1.B. SIP Math Specialist will model math lessons (using best practice) that are aligned with State Mathematics Core for teachers, as needed.	Administrator, SIP Math Specialist	Foresman text, scope and sequence, and Utah Math Core	0	Licensed teachers who teach mathematics	SIP Math Specialist's log	July 2010
2.1.C. SIP specialist will provide training on how to integrate content areas, using math in all other subject areas.	Administrator, SIP Math Specialist	Reading books that teach math concepts.				
2.1.D. SIP Math Specialist will provide professional development to teacher teams						
2.1.D. Teachers will attend UCTM conference to improve skill and strategies for teaching the Math Core.	Administrator	Registration	150	Licensed teachers who teach mathematics	Registration, teachers will share info. From UCTM with faculty in faculty meeting	May 2010
2.2 Provide classroom coverage for teachers who receive professional development to improve math instruction.	Administrator	None	4,000	Licensed teachers	Attendance Roll	June 2010
3.1 Provide professional development and classroom coverage for staff on developing, using, and analyzing common assessments.	Administrator, SIP Math Specialist			Licensed teachers, specialists		
3.1.A. SIP Math Specialist will provide professional development to teach teams how to use the 9-week District benchmark common assessments.	Administrator, SIP Math Specialist		0		Specialist's log of activity	
3.1.B. SIP Math Specialist and District Teacher Specialists will teach teachers how to develop additional common assessments.	SIP Math Specialist	Materials and book, as needed, to develop assessments.	0	Licensed teachers, specialists	PLC feedback forms, teams will keep common assessments to be reviewed by administrator	July 2011
3.1.C. Teams will work together in PLC's to develop common assessments.	Administrator, SIP Math Specialist	None	0	Teacher Teams	PLC feedback forms (weekly)	July 2011
4.1 Provide professional development in intervention/enrichment programs for teachers who will provide the after school instructional program.				Licensed teachers,		

4.1 Provide professional development in intervention/enrichment programs for teachers who will provide the after school instructional program.				Licensed teachers, specialists		
4.1.A. Provide training (3 hour) for teachers who will be providing after-school intervention program during the Spring 2010.	Administrator, SIP Math Specialist	To Be determined	4,000	Licensed teachers, specialists	Attendance roll	May 2010
4.1.B. Provide training on enrichment programs and math interventions.	Administrator, SIP Math Specialist	To Be determined	700 (2010) To Be Determined	Licensed teachers, specialists	Attendance roll	July 2011

Parent/Community Involvement Plan:

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 Provide 3 focus classes for families with preschoolers on preparing students to enter Kindergarten.	X	X	X	X	X	
5.2 Provide books and materials for families that will enable them to improve math skills at home.		X	X	X	X	
5.3 Send two newsletters home that include tips on how to help students with math homework and teach math concepts at home.		X	X	X	X	
5.4 Involve parents in a Fall and Spring math night activity in which they are taught how to help their students with math. Personally invite parents of struggling students. Interpreters will be available.	X	X	X	X	X	X
5.5 Parents will establish and participate in a volunteer co-op, working as teams to provide						