

Title I/School Improvement Executive Summary
Oquirrh Elementary
2010-2011

Oquirrh Elementary has a plan to improve instruction for all students. A complete outline may be accessed on Oquirrh's web site and in a notebook located on the counter of Oquirrh's front office. The principal, Nancy Ward, would be happy to address questions regarding this improvement plan, and welcomes input regarding any ideas our community may have to improve our school. Below is a brief summary of Oquirrh's goals to improve:

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.

- Teachers will meet weekly in Professional Learning Communities (PLC's) to review and analyze student data and collaborate to meet all students' needs.
- 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.
- 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.
- Decrease number of students not making benchmark by 10% each year on district on wide literacy assessments, including PALS, SRI, and Fountas & Pinnell.
- Increase family literacy skills from present levels.

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.

- 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.
- All students, grades 1-6, will consistently receive a dedicated daily 90 minute block of effective mathematics instruction that aligns with the Utah State Mathematics Core Curriculum. Kindergarten receives 45 minutes.
- Teachers will use common grade- level assessments every three weeks to determine student levels of performance and program needs.
- 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.
- Increase communication regarding math instruction between home and school, from present levels.

Decrease by 10% both minor and major inappropriate student behaviors requiring intervention, each year.

- Increase attendance percentage to greater than 93% for every subgroup each year.
- Decrease the number of inappropriate student behaviors requiring intervention by 10 % each year.
- Create a system of support to help all students and their families meet their complex needs through coordinated health, human, and community services.
- Develop a culture in which students feel valued, motivated, and enriched.