

**School Improvement Grants
Application
Section 1003(g) of the
Elementary and Secondary Education Act
CFDA Numbers: 84.377A; 84.388A**



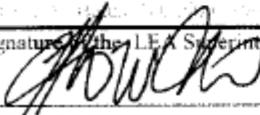
U.S. Department of Education
Washington, D.C. 20202

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Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0682. The time required to complete this information collection is estimated to average 100 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. [OMB approval forthcoming]

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANT (SIG)

Legal Name of Applicant: Granite School District	Applicant's Mailing Address: 2500 South State Street Salt Lake City, UT 84115-3110
LEA Contact for the School Improvement Grant Name: Robert L. Averett Position and Office: Director, Resource Development Contact's Mailing Address: 2500 S State St, Salt Lake City, UT 84115-3110 Telephone: 385-646-4158 Fax: 385-646-4555 Email address: rlaverett@graniteschools.org	
LEA Superintendent or Charter School Director (Printed Name): Robert L. Averett	Telephone: (385) 646-4523
Signature of the LEA Superintendent or Charter School Director X 	Date: 25 Feb 2011
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the LEA receives through this application.</p>	

STATE OF UTAH SCHOOL IMPROVEMENT GRANT 2010 LEA APPLICATION: REQUIREMENTS

Utah Definition of Persistently Lowest-Achieving Schools:

Tier I Schools:

- Title I Served School;
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I; and
- Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5 schools). Utah has no Title I high schools identified as in Need of Improvement, Corrective Action, or Restructuring. Thus, no Title I secondary schools with a graduation rate less than 60% are included in Tier I.

Tier I Newly Eligible Schools:

- Title I Eligible (Served or Not) Elementary School;
- 4-Year Average Reading/Language Arts and Math Proficiency (2006-07, 2007-08, 2008-09, 2009-10) in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion at 42% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on Utah Performance Assessment System for Students (UPASS) Progress Score - 3-year average from years 2007-08, 2008-09, 2009-10). The state of Utah did not weight "all student" group compared with subgroups.

Tier II Schools:

- Title I Eligible (Served or Not) Secondary School:
 - o Lowest 5% or 5 Schools, whichever is greater (in Utah - lowest 5% schools equals seven (7) schools);
 - OR
 - o Less than 60% graduation rate (Utah has no high schools identified as Tier II solely as a result of a graduation rate of less than 60%). Utah uses a cohort graduation rate for this definition.

Tier II Newly Eligible Schools:

- Title I Eligible (Served or Not) Secondary School:
 - o 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: equal to or lower than the lowest performing school in Tier I (Dual Immersion Academy at 42% proficiency)];
 - o Not making expected progress (Utah measure of expected progress is a score of at least 180 on UPASS Progress Score - 3-year average);
 - OR
 - o Graduation Rate less than 60%.

Tier III Schools:

- Title I Served School; and
- Identified in Need of Improvement, Corrective Action, or Restructuring under Title I, but not in Tier I.

Tier III Newly Eligible Schools:

- Title I Eligible (Served or Not) elementary school;
- 4-Year Average Reading/Language Arts and Math Proficiency in lowest quintile [for Utah: Higher than lowest Tier I school (Dual Immersion Academy at 42% proficiency) and equal to or lower than the highest performing school in Tier I (Oquirrh Hills Elementary at 64% proficiency)] **Note: USOE elected to use a subset of lowest performing elementary schools so that the neediest schools could be served;** and
- Not making expected progress (At least 180 on UPASS Progress Score - 3-year average).
- Schools included on Tier III list that were excluded due to an n size < 40.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.								
An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Oquirrh Hills Elementary	490036000250	X						X
Kearns High School	490036000234		X					X

PART I: DESCRIPTIVE INFORMATION

The actions listed in Part I are ones that an LEA must take prior to submitting its application for a School Improvement Grant.

A. The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA's application and has selected an intervention for each school.

- I. The state of Utah requires that any LEA making application for the School Improvement Grants I003g must analyze the needs of each Tier I and Tier II school for which it applies that appears on the state's identified Tier I and Tier II list. Included in the analysis of each school, the LEA should consider the following:
 - a. The percent of students scoring proficient for Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
 - b. Trend data for both Language Arts and Mathematics (LEAs are to consider overall school and subgroup achievement);
 - c. Demographic information relevant to the school's achievement in Language Arts and Mathematics;
 - d. Contextual data of the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys);
 - e. Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations);
 - f. Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); and
 - g. Effectiveness of prior school reform efforts.

Schools Targeted

Granite School District proposes to serve the only school identified as a Tier I school and to serve the only Tier II (non-alternative) secondary school, a high school, eligible for the School Improvement Grant (SIG).

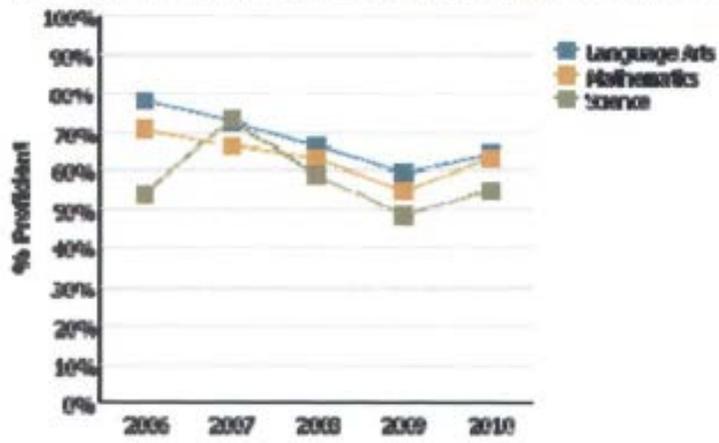
- Oquirrh Hills Elementary school is a Tier I school which has improved student achievement while identified as "Needs Improvement" as a Title I school. However, student achievement is below the standards established for Adequate Yearly Progress and disadvantaged and minority sub-groups achieve lower scores on Criterion Referenced Tests than majority students at the same school and at Granite School District schools and Utah schools.
- Kearns High School is a Tier II school which has consistently failed to achieve standards established for Adequate Yearly Progress. Disadvantaged and minority sub-groups achieve lower scores than other groups.

Intervention Model Selected: Transformation

Need Analyzed	Data	Notes																
<p>Rationale:</p> <p>Oquirrh Hills Elementary has been operating under sanctions during school years 2009-10 and 2010-11. Performance improved during the first year of sanctions but comprehensive reform is required to raise student achievement to meet state standards. The achievement gap between subgroups remains pronounced. School data reported below indicate both the need as well as areas on which to build.</p> <p>Oquirrh Hills student achievement on Criterion Reference Tests in 2010 was below the average of Granite School District and of the average of schools in the Utah schools in language arts and below the average of Utah schools in mathematics.</p> <p style="text-align: center;">2010 CRT % Proficient for OQUIRRH HILLS SCHOOL</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>2010 CRT % Proficient Data</caption> <thead> <tr> <th>Category</th> <th>Language Arts</th> <th>Mathematics</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>STATE</td> <td>81.6%</td> <td>68.8%</td> <td>68.2%</td> </tr> <tr> <td>GRANITE DISTRICT</td> <td>71.6%</td> <td>55.8%</td> <td>54.8%</td> </tr> <tr> <td>OQUIRRH HILLS SCHOOL</td> <td>64.2%</td> <td>62.8%</td> <td>54.8%</td> </tr> </tbody> </table>			Category	Language Arts	Mathematics	Science	STATE	81.6%	68.8%	68.2%	GRANITE DISTRICT	71.6%	55.8%	54.8%	OQUIRRH HILLS SCHOOL	64.2%	62.8%	54.8%
Category	Language Arts	Mathematics	Science															
STATE	81.6%	68.8%	68.2%															
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OQUIRRH HILLS SCHOOL	64.2%	62.8%	54.8%															

Student achievement has been trending down since 2006. Student achievement increased in 2010 but has not returned to the level of 2006.

% Prof Over Time for OQUIRRH HILLS SCHOOL



<p>Percent of Students Scoring Proficient on Language Arts Data</p>	<ul style="list-style-type: none"> • Whole School: 66% • Asian: N < 10 • African American: N < 10 • American Indian: N < 10 • Caucasian: 72% • Hispanic: 57% • Pacific Islander: N < 10 • Economically Disadvantaged: 65% • Limited English Proficient: 53% • Students with Disabilities: 37% 	<p>Support is required to improve student achievement between subgroups, especially students with disabilities and limited English proficient.</p>
<p>Percent of Students Scoring Proficient on Mathematics Data</p>	<ul style="list-style-type: none"> • Whole School: 64% • Asian: N < 10 • African American: N < 10 • American Indian: N < 10 • Caucasian: 64% • Hispanic: 60% • Pacific Islander: N < 10 • Economically Disadvantaged: 62% • Limited English Proficient: 60% • Students with Disabilities: 42% 	<p>Support is required to improve student achievement between subgroups, especially students with disabilities.</p>

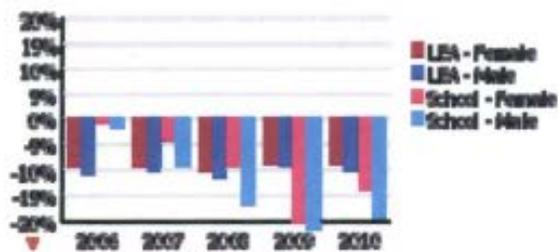
Trend Date in Language Arts

Oquirrh Hills Elementary did not achieve AYP in Language Arts in 2008 or 2009. It achieved AYP in 2010 by Safe Harbor.

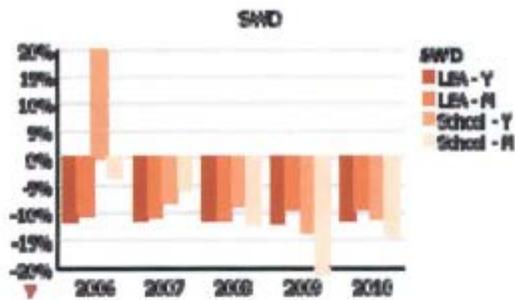
- 2010: 66% (Goal = 83%)
- 2009: 60% (Goal = 83%)
- 2008: 72% (Goal = 77%)
- 2007: 67% (Goal = 77%)
- 2006: 78% (Goal = 71%)
- 2005: 68% (Goal = 71%)
- 2004: 65% (Goal = 65%)
- 2003: 60% (Goal = 65%)

The following chart shows that student achievement of Criterion Referenced Tests (CRT) has declined relative to the average of students in Granite School District and of students in Utah schools. This decline accelerated in school year 2008 and 2009 when Oquirrh Hills Elementary was identified as a school in "Needs Improvement" status. The decline remained pronounced in 2010 despite incremental improvement that allowed Oquirrh Hills Elementary to meet Adequate Yearly Progress standards through "Safe Harbor."

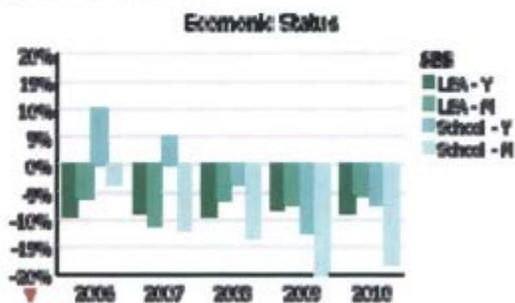
Variance from State Over Time
Gender



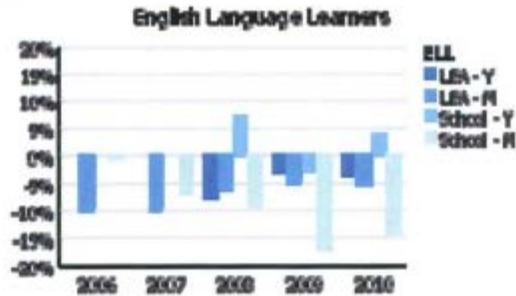
The following chart shows that "Students with Disabilities" (SWD) and students without disabilities achieved lower CRT scores than their peers in Utah schools in 2009. It is noted that CRT scores of students in special education self-contained units aggregated to the host schools in 2009. Previous to that time those scores were accounted to the district as a whole.



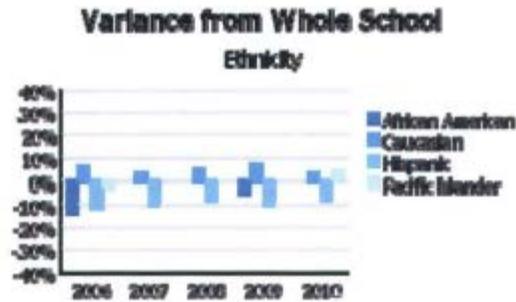
The following chart shows that students with disadvantaged socioeconomic status without disadvantaged socioeconomic status achieved low CRT scores than their peers in Utah schools all years except 2006 and 2007.



The following chart shows that English Language Learners achieved higher CRT scores than their peers in Granite School District schools and Utah schools in 2008 and 2010.



This final chart shows that Caucasian students have achieved higher CRT scores than all ethnic groups in all years except when Pacific Islanders achieved at the same level as Caucasians in 2010.



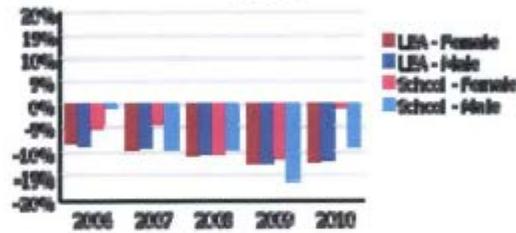
Trend Date in Mathematics

Oquirrh Hills Elementary School achieved Adequate Yearly Progress in mathematics but subgroups typically achieve lower CRT scores than others.

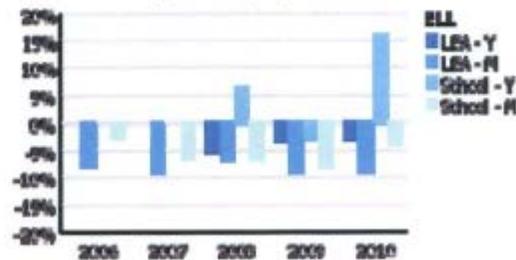
- 2010: 64% (Goal = 45%)
- 2009: 58% (Goal = 45%)
- 2008: 70% (Goal = 71%)
- 2007: 74% (Goal = 71%)
- 2006: 69% (Goal = 64%)
- 2005: 75% (Goal = 64%)
- 2004: 71% (Goal = 57%)
- 2003: 67% (Goal = 57%)

The following charts show that Oquirrh Hills' students generally achieve lower CRT scores than their peers at Utah schools.

Variance from State Over Time
Gender



English Language Learners



	<div style="text-align: center;"> <p>Economic Status</p> <p>SVD</p> <p>Variance from Whole School</p> <p>Ethnicity</p> </div>	
<p>Demographic Information Relevant to Student Achievement: Ethnicity</p>	<ul style="list-style-type: none"> • African American: 3.5% (17) • American Indian: 1.2% (6) • Asian: 2.3% (11) • Caucasian: 50.8% (246) • Hispanic: 38.6% (187) • Pacific Islander: 3.3% (16) • Male: 52.8% (256) • Female: 47.1% (228) 	
<p>English Language Learners</p>	<ul style="list-style-type: none"> • English Language Learners: 30.4% (147) 	
<p>Students with Disabilities</p>	<ul style="list-style-type: none"> • Students with Disabilities: 16.3% (79) 	<p>Includes self-contained unit</p>

<p>Teacher Information</p>	<ul style="list-style-type: none"> • Teacher attendance: • Turnover rates: One teacher transferred from Oquirrh Hills Elementary at the end of school year 2010 due to declining enrollment. • Teacher highly qualified status, education, and experience: <p>Trudy Adams Years: 23 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1969 Elementary Education (1-Early Childhood Education) MED UNIVERSITY OF UTAH 2003 Reading <i>Endorsement</i> Reading Advanced Reading English as a Second Language</p> <p>Camille Anderson Years: 18 Highly Qualified: Yes BS WESTMINSTER COLLEGE 1973 Early Childhood Education English as a Second Language</p> <p>Angela Bagley Years: 11 Highly Qualified: Yes BS UTAH STATE UNIVERSITY</p> <p>Teresa Beardall Years: 27 Highly Qualified: Yes BS UTAH STATE UNIVERSITY MED UTAH STATE UNIVERSITY <i>Endorsement</i> Gifted /Talented</p> <p>Janice: Buchanan Years: 2 Highly Qualified: BS BRIGHAM YOUNG UNIVERSITY 1990 Elementary Education</p>
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	<p>James Burns Years: 8 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1974 Other- See Transcript MED SOUTHERN UTAH UNIVERSITY 2008 Administration, Education English as a Second Language Demonstrated Competency</p> <p>Shauna Callahan Rezaei Years: 3 Highly Qualified: Yes BS WEBER STATE UNIVERSITY 2003 Elementary Education English as a Second Language Reading English as a Second Language</p> <p>Leslie China Years: 5 Highly Qualified: Yes BS UNIVERSITY OF UTAH 2006 Special Education (K-12+ Mild / Moderate Disabilities English as a Second Language</p> <p>Hannah Green Year: 6 Highly Qualified: Yes BS UNIVERSITY OF UTAH 2005 Early Childhood Education English as a Second Language Demonstrated Competency</p> <p>Melanie Green Years: 4 Highly Qualified: Yes BS UNIVERSITY OF UTAH 2006 Elementary Education</p> <p>Sherri Hackett Years: 11 Highly Qualified: Yes BS OTHERS NOT DETAILED 1981 Elementary Education</p> <p>Mary Hamilton Years: 5 Highly Qualified: Yes BA BRIGHAM YOUNG UNIVERSITY 1998 Other Elementary Mathematics</p>
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	<p>Ronda Hunsaker Years: 8 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 2002 Elementary Education English as a Second Language</p> <p>Mary Jackson Years: 27 Highly Qualified: Yes BS OTHERS NOT DETAILED 1970 Elementary Education</p> <p>Jennifer Jensen Years: 2 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 2000 Elementary Education Reading English as a Second Language</p> <p>Anna Kelsch Years: 3 Highly Qualified: Yes BS UNIVERSITY OF UTAH 2008 Elementary Education</p> <p>Jamie Lee Years: 4 Highly Qualified: Yes BS OTHERS NOT DETAILED 2007 Elementary Education</p> <p>Rebecca Livingston Years: 5 Highly Qualified: Yes BS SOUTHERN UTAH UNIVERSITY 2006 Elementary Education MED SOUTHERN UTAH UNIVERSITY 2010 Educational Studies</p> <p>Marcia Manwill Years: 6 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1993 Accounting MED UNIVERSITY OF PHOENIX 2005 Elementary Education 545132 1.000</p>
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	<p>Jamie Oylar Years: 3 Highly Qualified: Yes BA WESTMINSTER COLLEGE Mild / Moderate Disabilities</p> <p>Norma Rogers Years: 24 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1971 Elementary Education MS UTAH STATE UNIVERSITY 1995 Elementary Education Reading Advanced Reading Gifted / Talented</p> <p>Tena Rohr Years: 20 Highly Qualified: Yes BS UNIVERSITY OF UTAH 2009 Psychology Mild/Moderate Disabilities</p> <p>Jeneler Rowley Years: 16 Highly Qualified: Yes BS BRIGHAM YOUNG UNIVERSITY 1995 Early Childhood Education Elementary Education Family Consumer Sciences</p> <p>Sheral Schowe Years: 23 Highly Qualified: Yes BS BRIGHAM YOUNG UNIVERSITY 1977 Mild / Moderate Disabilities MS BRIGHAM YOUNG UNIVERSITY 1979 Recreation QBA GRANITE DISTRICT Mild / Moderate Disabilities</p> <p>Sherrie Spenst Years: 24 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1972 Elementary Education Early Childhood Education English as a Second Language Gifted / Talented</p>
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	<p>Annmarie Webb Years: 11 Highly Qualified: Yes BS UNIVERSITY OF UTAH QBA GRANITE DISTRICT</p> <ul style="list-style-type: none"> • Teacher education: (Summarized for privacy) Of 25 teachers: 12 have English as a Second Language endorsements, 5 have Reading endorsements, and 3 have Gifted/Talented endorsements) • Teacher experience: Of 25 teachers: 23 have Level 2 licenses. • Performance evaluations: all educators receiving summative evaluations in school year 2010 were rated "Satisfactory."
<p>Administration</p>	<p>Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation); Principal: Vicki Ricketts Years: 27 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 1969 Elementary Education MED UTAH STATE UNIVERSITY 1998 Elementary Education The current principal was appointed as a principal and assigned to Oquirrh Hills Elementary</p>
<p>Effectiveness of Prior School Reform Efforts: Oquirrh Hills Elementary was identified as a school in need of improvement beginning school year 2009-10 after failing to achieve Adequate Yearly Progress (AYP) in the area of Language Arts on Criterion Referenced Tests (CRT) tests in 2008 and 2009. The school selected an external consultant from those trained and certified by the Utah State Office of Education hired competitively the Request for Proposal (RFP) process. Dr. John Bone, was hired to conduct a needs assessment, design a school reform plan with a team comprised of teachers, parents, and the school administrator, and to guide implementation of the plan.</p> <p>Dr. Bone led the school in the development of a School Improvement Plan which was comprehensive and which aligned to the requirements of the System of Support for Schools developed by the Utah State Office of Education. That School Improvement Plan was reviewed by the Granite School District Board of Education in November 2009. Progress reports have been filed quarterly with Granite School District and the Utah State Office of Education. The School Improvement Plan follows this section.</p> <p>Oquirrh Hills Elementary achieved AYP at the end of school year 2010.</p>	

- The school achieved 64% in Language Arts, below the standard of 83%. The school met the standard through "Safe Harbor" because it had gained 6% points from 2009. The school was 6% points lower than 2008 and was 12% points lower than the highest achievement of 78% in 2006.
- The school achieved 63% in Math which exceeded the standard of 45% for school year 2010.

The reform efforts at Oquirrh Hills Elementary improved performance but are insufficient for the school to meet the increasingly challenging standards. Sustained reform and professional development will be necessary to raise the school's performance from achieving Safe Harbor and to the point that it would achieve AYP standards outright.

School Improvement Plan Template

School Years (2) 2009-2010 and 2010-2011

Part A: General Information

School Name Oquirrh Hills Elementary School	District Name Granite School District
Principal Vicki Ricketts	Signature
Title I Director Dr. Rob Averett	Signature
Superintendent Dr. Stephen Ronnenkamp	Signature

Date Presented to Local School Board: _____

Language Arts Improvement Status	Year 1	Year2	Corrective Action	Planning Restructuring	Restructuring
Mathematics Improvement Status	Year 1	Year2	Corrective Action	Planning Restructuring	Restructuring

School improvement *committee must include at least one faculty member, one parent (who is not a member of the school staff), and one representative from the LEA (who may be the Title I Director listed above), consultant external to the school.*

Name	Committee Position	Signatures
Vicki Ricketts	Principal	<hr/>
Sherrie Spent	Professional Learning Specialist	<hr/>
Julie Morrison	PTA President	<hr/>
Brenda Hatfield	LEA Representative	<hr/>
Dr. John W. Bone	SSP Leader/Consultant	<hr/>

Part B: Appraisal

Describe the factors that contributed to your school's improvement status. Attach documents that support your assessment of school needs such as assessment data, survey results, demographic information, or evaluations of existing programs (Sec. 1116(b) (3) (A) (i)).

Oquirrh Hills Elementary serves a culturally and language diverse, highly impacted, at-risk population that faces significant challenges in meeting adequate yearly progress (AYP). The Hispanic student population at Oquirrh Hills is increasing significantly. Of 196 students in 3rd through 6th grade CRT tested in 2006-07, 32.75% were Hispanic. Of 232 students in 3rd through 6th grade CRT tested in 2007-08, 33.62% were Hispanic. Of 242 students in 3rd through 6th grade in 2008-09, 40.49% were Hispanic. **See Table 1: 2008-09 AYP, 3rd through 6th Grades, 242 students. See Table 2: English Language Learners (ELLs) data.** All ELL students are identified and placed with classrooms of endorsed ELL teachers in complying with federal OCR regulations. Oquirrh Hills parents often work two or more jobs;

SCHOOL PROFILE				
Table 1				
Oquirrh Hills Eligibility Data				
Hispanic	Caucasian	American Indian	African American	Other Minority
40.49%	51.23%	.04%	3.31%	4.93%
Source: 2008-09 AYP Summary Report.				

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Many are non-English speakers and a significant number are recent immigrants. Long work hours due to multiple jobs, combined with parents' limited education and language barriers, make it difficult for many of them to assist their children with learning activities at home as well as providing adequate supervision. These educational challenges are compounded for many of our students by high mobility. In an effort to offset some of the challenges posed by poverty and limited English proficiency, Oquirrh Hills houses and/or participates in a number of programs that support economically disadvantaged bilingual students and their families. The average class size of Oquirrh Hills is 24.6 students per classroom, K-6. All newly hired teachers are expected to complete an ESL endorsement. Keeping abreast of meeting the needs of at-risk students the Title I specialist, ESL teacher, school counselor, special education teachers, and principal reviews monthly school data about each students' academic achievement as well as interventions needed and plans made to assist each student individually as well as during group instruction.

SCHOOL PROFILE

Table 2

Oquirrh Hills English as a Second Language (ESL) Data

Total Students	ELLs Identified for Service	ELLs in Process of Status Determination	Monitored Students
480	131	30	5

Source: School ELL Enrollment Count as of October 28, 2008.

School Improvement Status

Following Language Arts CRT testing in **2007-08**, Economically Disadvantaged and Limited English Proficiency did not pass Safe Harbor. Whole School passed Participation and Academic Achievement, Hispanic did not pass AYP. Following CRT testing in **2008-09**, Economically Disadvantaged did not pass Safe Harbor. Whole School Participation did pass AYP. However, Whole School Academic Achievement did not pass AYP. Additionally, the following subgroups did not pass AYP: Caucasian, Hispanic, Economically Disadvantaged, Limited English Proficiency and Students with Disabilities. Thus, Oquirrh Hills Elementary School has been identified for school improvement under NCLB in language arts. Although language arts is the priority of 2009-2010 school year, due to mathematics being on the fringe of not passing AYP in the 2009-2010 school year, mathematics will receive limited emphasis as the School Improvement Plan is being implemented.

Factors Contributing to School Improvement Status

Household poverty and mobility rates, plus the number and percentage of English Language Learners (ELL) presents a challenge in meeting the diverse needs of the student's attending the school. Based upon the appraisal data, members of Oquirrh Hills School Improvement Planning Committee identified five key factors contributing to Oquirrh Hill's improvement status: (1) AT RISK STUDENT INTERVENTION, (2) TEACHER EFFECTIVENESS, (3) ORGANIZATIONAL SUPPORT, (4) COLLABORATION/TEAMING and (5) PARENT INVOLVEMENT. Additionally, a 6th critical factor of identifying adequate planning time, it must be addressed in conjunction with the other five. The appraisal process identified the need to implement school-wide strategies that expands administrative, classroom teachers and certified support staff working together in development of horizontal and vertical alignments of curriculum and instruction. School-wide faculty cooperation, loyalty, and problem-solving needs to become the norm at Oquirrh Hills not the exception. Additionally, there is a need to create stronger, sustainable teacher support systems (e.g., personnel, etc.) to help reduce stresses created by the school's challenging demographics, diverse, high-risk student, and patron (family) population.

Appraisal Process and Results

Oquirrh Hills appraisal process by the School Support Team consisted of staff interviews, classroom observations, data analysis (CRT, ESL, etc), and program evaluations. Interviews utilizing USOE Teacher Interview forms and observations utilizing USOE School Appraisal Classroom Observation Tool were conducted by Team Leader/Consultant Dr. John Bone, Granite District Program Improvement Specialist Gary Martin. Additionally, the following district specialists included: Brenda Hatfield, Stacy Lowe, Laura Jorgensen and Danece Mangone. Staff members were interviewed using questions from USOE's *Staff Interview Protocol*. Additionally, utilizing USOE protocols, Dr. Bone interviewed the Principal, Assistant Principal, Staff Focus Group, Student Focus Group and Parent Focus Group. In administering the USOE Title I Rubric's the faculty was divided into four subgroups with each subgroup being assisted by one of the following facilitators: John Bone, Gary Martin, Malynda Cloward, and Fidel Montero. Each subgroup responded to topics/questions: **Group 1:** Leadership (7 questions) and Professional Development (5 questions); **Group 2:** Assessment (6 questions), Parent-Community Involvement (2 questions) and Curriculum (5 questions) and **Group 3:** Teaching and Learning (10 questions) and School Culture/Climate (4 questions). Participants were instructed to utilize the following numerical ratings in responding to each question: 1.0 to 1.9 for *Minimal*, 2.0 to 2.9 for *Partial*, 3.0 to 3.9 for *Proficient*, and 4.0 for *Exemplary*. A recorder was assigned for each of the four subgroups to record the numerical ratings as well as responses to the question of why they felt the school was at the level of implementation indicated. For example: If the subgroup rated the school as being at a *Minimal Level* of implementation, they were asked, "Why did you rate the level of

implementation at the *Minimal Level* rather than at the *Partial Level*?" A SST member, as a recorder, wrote down the responses in the space provided immediately below each of the rubric charts. The SST Leader/Consultant summarized the recorded responses, both numerical and explanatory, in written form. This written summary was presented to faculty members to review. Staff numerical ratings were validated and/or modified by the School Support Team based on their observations and interviews. Responses with a rating of 2.9 or below indicate USOE rubric expectations on Pages 4-7 of which of those highlighted in **red** are incorporated within Goals 1, 2, 3, 4 (Pages 13-33); Professional Development (Pages 34-37; and, Parent Involvement (Pages 37-38).

1.0 = Minimal, 2.0 = Partial, 3.0 = Proficient and 4.0 = Exemplary

Oct. 15, 09

CURRICULUM

1 School has an enacted curriculum that is aligned with the Utah State Core Curriculum.	4
2 Enacted curriculum provides access to the Utah State Core for all students	3.8
3 Grade levels collaborate to reach common curricular goals. (Horizontal articulation).	2.8
4 There is effective curricular coordination and articulation among all grade levels in the schools as well as with other school in the district (vertical articulation).	2.5
5 Curriculum expectations are communicated to all stakeholders.	2
Average of 5 Responses:	3.02

TEACHING & LEARNING

1 Enacted curriculum emphasizes development of critical thinking and decision-making skills.	2.7
2 Enacted curriculum emphasizes development of communication and collaboration skills.	2.3
3 Teachers demonstrate strong content knowledge and are NCLB highly qualified to teach the subject matter.	3.5
4 Teachers use culturally responsive instructional strategies.	2.6
5 Educators and staff collaborate with a focus on the Utah State Core Curriculum, Instruction, and assessment for improved student achievement.	2.9
6 Effective, varied, and differentiated research-based instructional strategies and materials are used to meet the needs of all students.	3.6
7 Teachers manage classroom behavior so students are actively engaged in learning.	3.5
8 Students are provided with additional instruction and intervention as needed to improve achievement.	2.8
9 Teachers and students use technology effectively in classroom activities and instruction.	2.1
10 Teachers use instructional strategies that facilitate transfer of knowledge.	2
Average of 10 Responses:	2.76

ASSESSMENT

1 Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.	3.8
2 Both formative and summative evaluation data are analyzed to plan for continuous improvement for each subgroup of students, and the school as a whole.	3.9
3 Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.	3.8
4 Performance standards are clearly communicated, evident in classrooms, and observable in student work.	2.5
5 Ongoing, specific, constructive feedback is given to students.	2.8
6 Teachers use common assessments to evaluate student learning and inform instruction.	2.8
Average of 6 Responses:	3.26

PROFESSIONAL DEVELOPMENT

1 Professional development is provided for school administration, teachers, and staff that has a direct connection to student achievement data.	3
2 Professional development helps teachers, administrators, and staff acquire deeper knowledge of curriculum content.	2.9

3 Professional development helps educators and staff acquire greater knowledge of effective, research-based content-specific pedagogy.	2
4 Adequate resources for professional development are provided.	3
5 Professional development is provided based on teacher needs.	2
Average of 5 Responses:	2.58

LEADERSHIP

1 School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action plans.	3
2 School leaders effectively manage and organize the school to improve student achievement.	3
3 School leaders allocate resources and tool necessary for school improvement and increased student achievement.	3
4 School leaders systematically monitor the effectiveness of teachers and instructional programs.	2
5 School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.	3.5
6 Educators and staff communicate effectively with families about individual student progress toward achievement of core curriculum standards.	2.8

7 Educators and Staff engage parents as partners in their children's education and encourage their participating in school programs by actively removing any barriers to their involvement	3
Average of 7 Responses:	2.90
<u>PARENT AND COMMUNITY INVOLVEMENT</u>	
1. All stakeholders are active partners in decision-making and participate in school-wide improvement	3
2. Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.	2.5
Average of 2 responses	2.75
SCHOOL CULTURE AND CLIMATE	
1. The instructional organization of the school and the classroom supports the achievement of all students and disaggregated student groups.	2
2. Student achievement is highly valued and publically celebrated.	2.6
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

4. School rules, practices, and activities foster a sense of community and belonging.	2
Average of 4 responses	2.15

OQUIRRH HILLS ELEMENTARY SCHOOL

SCHOOL STRENGTHS

- With the large majority of students being Hispanic and of other minority populations, cultural diversity is valued and appreciated.
- The faculty as a whole is considered to be warm, welcoming, friendly, supportive, dedicated, respectful, cohesive, focused, and hard working (willing to spend extra hours). They are concerned about the success and well being of their colleagues, students, families, and community. The term "camaraderie" is used to describe the working relationship among staff members.
- The school has a strong support staff which includes a half day reading specialists, school counselors (social worker, psychologist, and BHA), the office staff, custodian, sweepers, lunchroom staff, etc. These individuals are considered to be a great strength to the school.
- Being a Title I school with the support of PLS and well trained Para-educators for reading and language arts. This includes support with Early/Next Steps, Triumph, Words Their Way, and DIBELS.
- The teachers are both personally and professionally close. They enjoy friendships inside and outside the school setting. They are passionate about what they do, consistent on follow through, and willing to try new things.
- Extended Day (after school) is being directed by a well qualified educator with credibility among the school staff and moving toward alignment of the Extended Day Program to with the regular school day program.
- The school has been identified as a UBI model school site and has a strong school-wide citizenship plan which is considered by many of the staff to be positive and productive. Notable is that students and faculty commented that the morning song and pledge is an excellent way to start the day.
- The citizenship program also includes a strong reward system for improved student behavioral and academic performance. Some of these programs include the Principals 200 Club, Cub of the Month, Bee Bucks, school store, and Trimester Academic Awards.

- The school makes extra efforts to foster support with parents of all subgroups. Most school publications are sent home in English and Spanish. The school sends out a weekly newsletter in the Thursday folder that keeps patrons informed regarding upcoming activities.
- Daily Planners are used in grades 2-6 to help children organize their work and are considered to be an excellent tool for communicating with parents regarding their student's progress or deficiencies.
- The school provides tutoring programs in math and language arts for struggling students.
- Summer school programs are provided to remediate students and improve their language and academic skills when funds are available.
- The school maintains a data wall and uses DIBELS, YPP, Words Their Way, Success Maker, quarterly math benchmarks, etc. to guide instruction and place students.
- Students feel good about attending the school.
- Most teachers feel classroom teaching and learning, students' behavior and intervention programs are effectively meeting the needs of students.
- Most teachers feel as selected students' participation in ESL, Title I and/or Resource Programs is improving student achievement.
- Some teachers are using effective mathematic strategies; i.e., manipulatives and language patterning in helping students learn.
- A school-wide discipline plan requiring all teachers to be responsible and empowered is being implemented.
- School is focused on facilitating professional development in Imagine It reading and Houghton Mifflin mathematics.
- The PTA is organized and functioning well.
- The Oquirrh Hills Community Council includes cultural diversity representation.

SCHOOL CHALLENGES

Indicated in BOLD Print are Priority Challenges Determined by the Faculty

Prioritized Challenges are Incorporated Within: Goals 1, 2, 3, 4 (Pages 13-33); Professional

Development (Pages 34-37); and/or, Parent Involvement (Pages 37-38).

AT RISK STUDENT INTERVENTION

While not neglecting the education of other students in classrooms, implement the following tasks: (1) Based on 2008-2009 AYP, the school staff will identify from each regular K-6 classroom 2 or more Level 1 and/or Level 2 target (bubble) students not passing AYP in each curriculum area

(Language Arts and/or mathematics) with consideration being given of students not passing AYP with two or more subgroups (multiple risk factors). Additionally, students who barely scored at Level 3 being monitored so he/she does not slip back to Level 2 during 2009-2010. (2) Provide language arts and mathematic interventions for target (bubble) students. (3) Monitor target (bubble) students receiving intervention in regular classrooms and other school programs as well as assessments, data collections, observations and, as needed, adjusting curriculum, instruction, and intervention programs. (4) Involve Level 1, Level 2 and other prioritized students who would benefit in receiving additional instruction by attending Before School, After School and/or Summer School Programs.

TEACHER EFFECTIVENESS

- **Continue to align Utah State Core Objectives horizontally in grade levels and begin to align State Core Objectives vertically from kindergarten through sixth grade.**
- **Develop and implement curriculum maps and common assessments at each grade level aligned with the Utah State Core Objectives particularly for language arts and mathematics.**
- **Develop and share between grade levels, grade level maps and common assessments resulting in vertical alignment, K-6.**
- **Implement culturally responsive instruction.**
- **Follow the district math maps and use the selected math text as a tool rather than a curriculum.**
- **Focus whole group time on explicit/direct instruction ensuring that it is core driven, not text or program driven.**
- **Incorporate writing and writing instruction into all content areas, posting student examples. Develop a school-wide scope and sequence for addressing writing instruction based on core tested skills (6 + 1 traits writing).**
- **Systemically integrate language arts and mathematics skill development with most, if not all, subject areas in classrooms. Explore integrating the arts into the math and Language Arts curriculum.**
- **Incorporate higher order thinking skills across the curriculum.**
- **Establish high student achievement expectations for all students.**
- **Maintain a consistent, uninterrupted 90 minute math block and 3 hour consistent, uninterrupted literacy block.**
- **Implement authentic instruction for all students inclusive of cultural and ethnic diversity.**
- **Teaching and learning instruction needs to be realistic but also challenging for all students. Re-teach, as necessary, while pacing curriculum and instruction to cover required grade level core curriculum.**
- **Adjust instruction, based on data results, by implementing differentiated small group instruction as well as explicit whole group instruction.**
- **Post students work (e.g., art, essays, etc.) in hallways and classrooms including projects that focus upon the cultural backgrounds of**

students.

- **Increase student engagement through structured cooperative learning activities, SIOP strategies, and varied response (choral, group, partner).**
- **Provide homework for practice at the students, level of instruction that can be completed with little or no assistance from parents.**
- **Develop a grade level and school-wide homework policy.**
- **Kindergarten, First and Second Grade teachers need to be actively involved in data review and vertical collaboration to foster school wide ownership of student achievement.**
- **Provide opportunities for teachers to observe other classrooms in the school and elsewhere.**
- **Write and post in classrooms specific learning objectives (e.g., Language Arts and Mathematics) for students to see and, the teacher consistently review and discuss students' learning objectives with his/her classroom.**

ORGANIZATIONAL SUPPORT

- **Develop and broadly communicate a school vision, mission, and strategies involving representation of staff, parents, and other stakeholders that will be valued and supported by all stakeholders.**
- **Implement Professional Learning Communities, K-6.**
- **Implement a School Leadership Team including the following membership: Principal, PLC Chairperson's, Special Program Representatives, etc.**
- **Re-examine how computer lab is being utilized to more effectively serve its purpose for students and teachers.**
- **As a general expectation, delay Language Arts and mathematics CRT testing as long as possible and give adequate notification of the CRT testing schedule to teachers.**
- **Solicit faculty input prior to scheduling CRT testing.**
- **Revisit 2nd Grade class size and problem-solve how to provide additional support.**
- **Clarify the role of the ALP leader and delivery of services to all ESL students.**
- **Verify that ELL students are meeting Ed Equity requirements for service.**

TEAMING

- **Develop and broadly communicate a school vision, mission, and strategies involving representation of staff, parents, and other**

stakeholders that will be valued and supported by all stakeholders.

- Respecting every certified and non-certified staff member and working together as team members in accomplishing school-wide goals and strategies directed toward meeting the diverse need of students.
- Recognize and value the important contribution of all stakeholders considering diverse ideas through collaboration about teaching and learning.
- Enthusiastically appreciate the diverse backgrounds and school responsibilities (role descriptions) among all staff members. Recognize that every staff member has "tunnel vision." Listen to one another as student needs are discussed, thereby enlarging the school's view (lenses) and becoming more responsive in meeting the needs of students and families.
- Showing genuine appreciation for one another by implementing recognition activities during faculty meetings, etc. Take time to thank others for doing the good work they are doing. Party together (e.g., all staff members). Avoid anything that results in isolation of one another (certified staff and non-certified staff).
- Implement processes that involve stakeholders (administrators and staff) in problem-solving and decision-making resulting in dispersing leadership and accountability among teachers.
- When a decision is to be made that will impact any stakeholder, include all subgroups in initial decision-making, resulting in more enthusiastic, supportive ownership of whatever is to be implemented.

PROFESSIONAL DEVELOPMENT

- Involve participants from the very beginning in the planning phase of the content of professional development to promote ownership and to improve implementation.
- Solicit input from the faculty regarding the content of professional development to improve the likelihood of implementation.
- Provide professional development and support in explicit instruction and differentiating instruction for all students.
- Continue to support teacher in becoming familiar and adept at Imagine It.

PARENT INVOLVEMENT

- Be very clear about volunteer expectations at school and/or materials preparations by volunteers at home.
- Developing a school vision, mission, and strategies involving representation of staff, parents, and other stakeholders that will be valued and supported by all stakeholders.
- When a decision is to be made that will impact non-certified staff responsibilities and/or the larger community (parents, etc.) include them in initial decision-making resulting in their being more enthusiastic, supportive with ownership of whatever is to be implemented.

- **Representative membership on the School Community Council.**
 - **Active and responsive P.T.A.**
 - **Anticipation of a Parent/Family Center being implemented at the school during 2009-2010.**
 - **SEP Conferences.**
 - **Mid-term reports and report cards at the end of the semester.**
 - **IEP's are conducted yearly.**
 - **Parents are encouraged to participate in their children's education at school and home.**
 - **As specific students needs (problems, etc.) are identified by teachers, parents are notified, supported and involved.**
- Challenges that were prioritized by the faculty on pages 8-11 are included in activities within Goals 1, 2, 3, 4, Parent Involvement and Professional Development.*
- In addition, these Challenges will receive added attention as they will be problem-solved by the Leadership Team and PLC'S during 2009-2010 and 2010-2011.*

Assessment Data and Evaluation of Existing Programs

The appraisal process provided the school staff with CRT data. Teachers received CRT test data for students who they taught in 2008-2009, which can be analyzed individually or in grade level teams to determine what curricular and instructional changes may need to be made in order to produce higher levels of proficiency. Teachers also received spring 2009 CRT test data of their current students so they can identify which students may need additional support and provide interventions to help them meet proficiency in 2010. Granite District provided Oquirrh Hills with spring 2009 CRT student data for teachers' current students. This data was provided in an electronic Excel spreadsheet format that identifies individual student CRT level by concept achievement; the student's subgroup designations; LEP levels, if applicable; and enrollment and attendance data for all students. The Excel format allows data to be sorted in multiple ways. The sorting process facilitates intervention planning by allowing staff to identify students with the same risk factors who may be in need of similar interventions and support services. On a limited time basis, Grade Level Teams meet together weekly and/or talk frequently. Nevertheless, schedule grade level on-the-clock teaming needs to occur as well as effective alignment and coordination of programs and staff is needed to increase student achievement. School-wide increased school achievement will also be more successful as administration, classroom teachers (K-6) and support staff work together in an atmosphere of respect and cooperation in planning, coordinating and working together in meeting students' needs. To increase student achievement, Oquirrh Hills School administration and staff needs to increase involvement of parents and the community in helping the school meet increased student achievement goals. Implementation of effective organizational structures can be used to support the consistent and effective use of formative

and summative assessment, provide targeted professional development in areas of data-identified needs, and create a sustainable system for enculturation and supporting new and long-standing staff members.

Oquirrh Hills is striving to meet the needs of all students. The school has 19 classrooms, K-6 and 3 Special Education Self-Contained Classrooms. Title I funding is used to pay for instructional aides in the classroom, allowing for small group and one-on-one instruction. Title I is also used for professional development to help the school to stay current in using best instructional practices. All faculty and staff are highly qualified according to guidelines of No Child Left Behind (NCLB). All students are assessed according to DIBLES reading assessment. Students are then placed into instructional groups according to DIBLES, Next Steps Screening Inventory (NSSI), Observation Survey, YPP and Core Phonics Assessment. Students are assessed frequently to provide data and differentiate instruction as well as guide the curriculum taught within classrooms. Para-professionals have been trained in the Next Steps intervention program and will continue to be trained. Para-professionals have been trained and, as needed, will continue to be trained in the Triumphs program, an intervention program similar to Early Steps/Next Steps but is implemented in a group setting. All students are grouped at their instructional levels for a 45 minute block of time daily.

The school-wide behavior program which supports staff and students is a combination of the Utah Behavior Initiative (UBI) with a greater emphasis in recent years upon Positive Behavior Supports (PBS). The school utilizes the UBI discipline plan outline. White slips are logged onto the Discipline Tracking program. There are rewards for class days of perfect attendance as well as trimester rewards for perfect attendance. Teachers choose an outstanding student each week for the "Principal's 200 Club." Teachers choose an exemplary student for "Cub of the Month" and write a personal note as to why the student was chosen. Additionally, these students receive an award as well as having lunch with the principal. A school store, "The Cub Closet", is open monthly for students to buy items with the BEE bucks they earn for good citizenship and being responsible students.

Part C: Goals

Set goals that are directly related to the reasons your school did not make AYP. For each goal, describe the activities you will use to improve student achievement.

- You *must* adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency (Sec. 1116/b) /3) /A) /ii)). These changes could allow for increased learning time, a change in the infrastructure of the school, or a revised allocation of resources.
- You *must* include activities to ensure that *all* students are taught by highly qualified teachers (Sec. 1114/b) /1) /CJ).
- You *may* include activities for extended day or year, if appropriate (Sec. 1116/b) /3) (A) /ii)).

School Improvement Goal 1.0 (AT RISK STUDENT INTERVENTION): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and student subgroups.

While not neglecting the education of other students in classrooms, implement the following tasks: (1) Based on 2008-2009 AYP, the school staff will identify from each regular K-6 classroom 2 or more Level 1 and/or Level 2 target (bubble) students not passing AYP in each curriculum area (Language Arts and/or mathematics) with consideration being given of students not passing AYP with two or more subgroups (multiple risk factors). Additionally, students who barely scored at Level 3 being monitored so he/she does not slip back to Level 2 during 2009-2010. (2) Provide language arts and mathematic interventions for target (bubble) students. (3) Monitor target (bubble) students receiving intervention in regular classrooms and other school programs as well as assessments, data collections, observations and, as needed, adjusting curriculum, instruction, and intervention programs. (4) Involve Level 1, Level 2 and other prioritized students who would benefit in receiving additional instruction by attending Before School, After School and/or Summer School Programs.

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Activities

- a. Leadership Team will facilitate PLCs/teachers in identifying 2 or more Level 1 and/or Level 2 target in language arts and mathematics based upon previous spring CRT'S. In making these selections, Level 2 students participating in 2 or more AYP subgroups will receive priority consideration as Target/Bubble students. Additionally, students barely passing AYP Level 3 will be monitored to avoid them not passing AYP during April/May 2010 CRT testing.
- b. PLCs and each teacher of the PLC will develop and implement reading interventions and/or mathematics interventions for each target (e.g., bubble) student. Pertaining to a and b above, as teachers and support staff effectively develop and apply skills during PLC'S, etc. (e.g., data/diagnostic analysis applied to curriculum and instruction, ongoing monitoring of student progress, and making necessary and timely classroom and/or intervention program adjustment, etc.) in meeting their needs in regular K-6 Grade Level classrooms, Title I Programs, Resource Programs, Special Education Self-Contained Programs, and ESL Programs As skills are identified and implemented in behalf of target/bubble students by teachers, students whether being target/bubble students, they will all simultaneously and positively be impacted.
- c. Leadership Team, PLC'S and School Support Team Leader routinely monitor and discuss school-wide students' interventions and determine associated challenges and successes.

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d. Students' having difficulty (e.g., learning and/or behaviorally) in intervention placements in the K-6 Grade Level classrooms, Title I Programs, Resource Programs, Special Education Self-Contained Programs, and ESL Programs will receive priority for placements in before school and/or after school programs.

e. School Support Team Leader/Consultant and principal will report progress to District Support Team and USOE through required USOE reporting.

Scientifically-Based Research Support
(Sec.1116(b)(3)(A)(i)).

Maclver, Martha Abele, & Farley, Elizabeth. (2003). Bringing the district back in improving instruction and student achievement. John Hopkins University.
 Petrides, Lisa, & Nodine, Thad. (2005). Anatomy of school system improvement: performance-driven practices in urban school districts. New Schools Venture Fund.
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- d. Students' having difficulty (e.g., learning and/or behaviorally) in intervention placements in the K-6 Grade Level classrooms, Title I Programs, Resource Programs, Special Education Self-Contained Programs, and ESL Programs will receive priority for placements in before school and/or after school programs.
- e. School Support Team Leader/Consultant and principal will report progress to District Support Team and USOE through required USOE reporting.

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	<p>d. Classroom Teachers and Intervention Team.</p> <p>1e. School Support Team Leader/Consultant and principal will report project progress to USOE.</p>
<p>Professional Development to Support Activities (If Necessary) <i>(Sec.1116(b)(3)(A)(iii and iv))</i></p>	<p>a. Professional Development – NA</p> <p>b. Professional Development – NA</p> <p>c. Professional Development - NA</p> <p>d. Professional Development – NA</p> <p>e. Professional Development – NA</p>

School Improvement Goal 1.0 (AT RISK STUDENT INTERVENTION): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and student subgroups.

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<p>Timeline (Sec.1116(b)(3)(A))</p>	<p>See Attachment A (School Improvement Plan Timeline)</p> <ul style="list-style-type: none"> a. January 2010 b. January 2010 (continuous) c. January 2010 (continuous) d. January 2010 (continuous) e. To be determined based on USOE reporting dates
<p>Responsible Parties (Sec.1116(b)(3)(A)(vii))</p>	<ul style="list-style-type: none"> a. Leadership Team and PLC'S/Classroom Teachers b. PLC'S c. Leadership Team, PLC'S and School Support Team Leader

School Improvement Goal 1.0 (AT RISK STUDENT INTERVENTION): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and student subgroups.

While not neglecting the education of other students in classrooms, implement the following tasks: (1) Based on 2008-2009 AYP, the school staff will identify from each regular K-6 classroom 2 or more Level 1 and/or Level 2 target (bubble) students not passing AYP in each curriculum area (Language Arts and/or mathematics) with consideration being given of students not passing AYP with two or more subgroups (multiple risk factors). Additionally, students who barely scored at Level 3 being monitored so he/she does not slip back to Level 2 during 2009-2010. (2) Provide language arts and mathematic interventions for target (bubble) students. (3) Monitor target (bubble) students receiving intervention in regular classrooms and other school programs as well as assessments, data collections, observations and, as needed, adjusting curriculum, instruction, and intervention programs. (4) Involve Level 1, Level 2 and other prioritized students who would benefit in receiving additional instruction by attending Before School, After School and/or Summer School Programs.

	<p>d. Principal, Professional Learning Specialist and Others</p> <p>e. School Support Team Leader</p>
<p>Evaluation Process</p>	<p>a. Logs/records/tracking reports of target students selected.</p> <p>b. Logs/records indicating planned reading and/or math interventions/services to be provided.</p> <p>c. Observations, written summaries, and artifacts will be kept current and shared with the School Support Team Leader/Consultant.</p> <p>d. Logs/records/tracking reports indicating students' participation and progress.</p> <p>e. Reports will be submitted as requested from the USOE by the SST Leader/Consultant.</p>

School Improvement Goal 2.0 (SCHOOL WIDE TEACHER EFFECTIVENESS): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

Activities

2. School staff will increase understandings and implementations of the Utah State Language Arts and secondarily mathematics core curriculum in order to improve school-wide and grade-level student outcomes.

a. Leadership Team, classroom teachers and certified support staff will work with district and school literacy and mathematic specialists to target personalized professional development, through a job-embedded professional development, to increase teacher understanding, alignment, mapping and common assessments of the State Core Curriculum, Utah State Office of Education's Proficiency Standards based upon CRT data.

b. Leadership team, classroom teachers, and certified support staff utilizing the same model/format during development, and implementation of mapping the curriculum and common assessments horizontally (grade level) and vertically, K-6.

c. Leadership team, classroom teachers, support staff, and district literacy specialists will determine how best to implement SRI Imagine It in meeting the students' needs at the school; and, continue to implement the San Juan First Imagine It model of providing large group language arts instruction in each classroom and small group instruction in each classrooms by sending $\frac{1}{2}$ of the students from a pre-determined classroom to the computer lab while the remaining $\frac{1}{2}$ of the students receive differentiated instruction by the teacher in his/her classroom.

School Improvement Goal 2.0 (SCHOOL WIDE TEACHER EFFECTIVENESS): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

<p>Scientifically-Based Research Support {Sec.1116(b){3}{A}{i}}</p>	<p>A. Granite School District required teachers to maintain the integrity of implementing <u>Imagine It</u> which the district determined to be scientifically-based in meeting the needs of students.</p> <p>B. State Core Curriculum, the Utah State Office of Education's English Language Proficiency Standards have received extensive in-put and on-going reviews by USOE as to the relevance and importance (e.g., Scientifically-Based Research) of school curricular and instructional understanding, alignment, mapping and implementing horizontally and vertically, K-6.</p>
<p>Expected Impact in Core Academic Areas (Sec.1116(b){3}{A}{i})</p>	<p>a. Increased language arts and mathematic curriculum and instruction proficiency across each grade level due to deeper understanding, alignment and mapping of the State Core Curriculum, the Utah State Office of Education's Proficiency Standards.</p> <p>b. Continuous data (e.g. common assessment) in monitoring effectiveness of curriculum and instruction based on the achievement of students.</p> <p>c. Increased student achievement as a result of implementing <u>Imagine It</u> based on the needs of low-income (poverty) and EnglishLanguage deficient (ESL/ELL) students.</p>
<p>Professional Development to Support Activities (If Necessary)</p>	<p>a. Understanding, alignment and mapping of the Utah State Office of Education's Language Arts Core Curriculum and Proficiency Standards -targeted professional development.</p> <ul style="list-style-type: none"> ➤ Leadership Team in collaboration with district literacy specialists assigned to Oquirrh Hills based on data analysis determine professional development needs.

School Improvement Goal 2.0 (SCHOOL WIDE TEACHER EFFECTIVENESS): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

<p>{Sec. 1116(b){3}(A)(iii and iv)}</p>	<ul style="list-style-type: none"> ➤ Job-embedded professional development delivered on-site. ➤ Teacher observation of model schools and/or classrooms effectively implementing the State Core. <p>b. Training in the development of common assessments in utilizing the same model/format during developments and implementations, K-6.</p> <p>c. Implementing SRI <u>Imagine It</u> in meeting the unique students' needs of Oquirrh Hills Elementary School.</p> <ul style="list-style-type: none"> ➤ Based on the needs (e.g., learning styles, etc.) of the students and reviewing <u>Imagine It</u> in determining what elements/presentations of the program do not effectively meet the needs of students including upper grade textbooks not having visual representations (e.g., pictures) - Visual representations/pictures provide important cues for ESL/ELL students understanding/comprehending reading content. ➤ Job-embedded professional development delivered on-site. ➤ Team members and teacher determining how effective the revisions and/or supplementary, materials support <u>Imagine It</u>.
<p>Timeline (Sec. 1116(b){3}(A))</p>	<p>See Attachment A (School Improvement Plan Timeline)</p> <p>a. January 2010 (continuous)</p> <p>b. January 2010 (continuous)</p> <p>c. January 2010 (continuous)</p>
<p>Responsible Parties</p>	<p>a. Leadership Team, Classroom Teachers and Certified Support Staff</p>

School Improvement Goal 2.0 (SCHOOL WIDE TEACHER EFFECTIVENESS): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

(Sec. 1116(b)(3)/A)(vii)

- b. Leadership Team, Classroom Teachers and Certified Support Staff
- c. Leadership Team, Classroom Teachers, Certified Support Staff and District Literacy Specialists

Evaluation Process

- a. Understanding, alignment and mapping of State Core and Utah State Office of Education's Proficiency Standards.
 - Classroom observation checklist/District Literacy Specialists.
 - Monthly guided reading level reports.
 - Student achievement evaluation - Progress made on AYP.
- b. Developing and utilizing common assessments.
 - Grade level progress logs of development of common assessments.
 - Sharing common assessments between grade levels. Example: Grade 1 with Grade 2; Grade 2 and Grade 4 with Grade 3, etc.
 - Student achievement evaluation - Progress made on AYP.
- c. Supplementary, supportive and enrichment materials supporting Imagine It in meeting student needs.
 - Progress log/findings, etc.
 - Implementation observation by classroom teachers, Leadership and District Language Arts Specialists.
 - Student achievement evaluation- Progress made on AYP.

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and **programs.**

<p>Activities</p>	<p>3. School will increase operational effectiveness through better alignment and coordination of programs and more efficient use of personnel.</p> <p>a. School will utilize grade level PLC'S as the primary organizational structure to:</p> <ul style="list-style-type: none"> ➤ Establish, re-establish, and/or maintain a school mission and vision and school-wide practices that support high expectations for all students. ➤ Enculturation of teachers new to the school. ➤ Mentor new and struggling teachers. ➤ Monitor implementation and effectiveness of best practices acquired through job-embedded professional development. <p>b. Principal Leadership Team and support staff will determine what kinds of assistance/supports (e.g., personnel, etc.) is needed for teachers in implementing school programs (e.g., language arts and mathematics) as well as developing student materials as they are working deliberately to meet the needs of students.</p> <p>c. Administration, Certified Staff and Patron Representation revisit the school mission, vision and school-wide practices reinforcing high expectations for all students.</p> <p>d. Principal, Professional learning Specialist and Class will review and modify as necessary application of intervention programs to ensure quality and continuity.</p> <p>e. Teachers creating a school-wide environment for students in valuing language arts by posting professional as well as students' work of literacy-rich materials in classrooms, media center, and hallways as well as expanding classroom leveled libraries including students' work.</p> <p>f. Identifying and highlighting posters/pictures of successful individuals from cultures representative of Oquirrh Hills</p>
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School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

students; and, identifying and scheduling individuals (e.g., positive role models) representative of the cultures of the students, interacting with them during assemblies, small groups and/or individually.

g. School staff will utilize in-service training in test taking strategies and appropriate accommodation.

- Use test prep activity: (1) Test bubbling practice; (2) Test questions creation; (3) Skimming answers before reading question; (4) Think aloud modeling how to take tests; (5) Spiraling reviews; and, (6) Rewards/celebration for students who set and make/show positive progress on achievement goal.
- Schedule for best results: (1) Securing uninterrupted testing time; (2) Publishing test day with time for checking attendance and telephoning homes; and, (3) Sharing testing schedule with staff and parents (translated).
- Use testing support strategies: (1) Give pre-test pep talk - they can do it; (2) Use Title I staff as proctors for special education and other students typically off-task during assessment times and help with accommodations; (3) Administer test in small groups if appropriate for IEP; (4) Test accommodated student in a different location/place if accommodation is disruptive; (5) Utilize ELL, IEP, 504 approved accommodations; (6) Schedule strongest testing person with most at-risk; and, (7) Provide additional proctors assuring students being on task and purposeful in their test taking.

h. Principal will establish a calendaring system that avoids/reduces professional development conflicts and not making unreasonable demands on teachers and still meeting school needs.

- Principal will assess current staff meeting and professional development obligations, identifying, and resolving potential conflicts of designated PLC time.
- Leadership Team will create a professional development planning template designed to ensure that critical issues and understandings are revisited annually.

i. Principal will increase efficiency and effectiveness by delegating appropriate leadership responsibilities to other administrative and leadership staff members.

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

j. Leadership Team and Intervention Team will improve the alignment and coordination of programs that support at-risk and gifted students:

- Assessing current service patterns to determine the level of program coordination and identify grades/programs where alignment and coordination are weak.
- Developing and implement a plan for improving alignment and coordination where needed including avoidance of intervention programs disrupting students' involvement in classroom instruction; e.g., language arts and mathematics in particular.

k. Discipline Flow Chart (UBI & PBS) will continue to be emphasized and effectively implemented.

- Implementing the plan, including a means to monitor and address consistency concerns through the school.
- All staff members of the school taking ownership/stewardship and being accountable for the students they serve.
- Sharing the plan with students, parents, teachers, and other stakeholders.
- Continue implementation of attendance motivation program.
- Encourage students to be in class on time.

L. A USOE approved School Improvement Team Leader/Consultant at the school to support, facilitates, and monitoring implementation as well as responding to USOE Quarterly Reports of the implementation/status of the School Improvement Plan.

**Scientifically-Based
Research Support**
(Sec.1116(b)(3)(A)(i))

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School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

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<p>Expected Impact in Core Academic Areas <i>(Sec. 1116(b)(3)(A)(i))</i></p>	<p>a. PLC implementation:</p> <ul style="list-style-type: none"> ➤ Student learning outcomes will improve as a result of enculturation of new teachers to school mission and vision of high expectations for all students, and mentoring new and struggling teachers to improve and increase consistency of teacher effectiveness school-wide. ➤ Intervention planning through PLCs will increase teacher ownership for meeting needs of target students and increasing teacher skills for identifying and meeting needs of target students. ➤ As effective Professional Learning Communities focus on student teaching and learning, curriculum, instruction and intervention be targeted in meeting the needs of all students. ➤ As teachers and support staff effectively implement PLC'S, participants will be empowered resulting in

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

- enthusiasm, professional and personal satisfaction, and positive reinforcements.
 - School-wide monitoring system will establish a feedback loop for ongoing needs assessment and effectiveness evaluation.
 - District reporting of school-wide progress monitoring data will establish a feedback loop model for school and district needs assessment evaluation that supports objectives outlined in the district's District improvement Plan.
- b. Providing assistance to teachers.
- Appreciation and satisfaction of teachers receiving support and assistance.
- c. Developing a school vision, mission, and strategies involving representation of staff, parents, and other stake-holders that will be valued and supported by all stakeholders resulting in increasing students' achievement.
- d. Avoiding pulling-out students during literacy/reading classroom instruction to be involved in intervention programs; e.g., Resource, Special Education, Title 1, ESL, etc.
- e. Creation literacy-rich environment throughout the school facility.
- Posted concepts charts, grade level word charts; schedules, rules, management systems, etc. in classroom, hallways, media center, etc.
 - Observation check list by literacy/reading specialists/teachers.
- f. Creation of culturally-rich environments throughout the school facility representative of the diversity among the student-body.
- Posted professionally made posters as well as students' work of cultures representations of the student-body; e.g., Hispanic, African, Asian, etc.
 - Observation check list by ESL Specialist/Teacher.

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

g. Test taking strategies and appropriate accommodations.

- Increased number of questions answered by students sitting for CRTs.
- Increased student confidence when taking CRT.
- Increased number of correctly answered questions.

h. School-district calendar alignment.

- Implementation of a calendaring system that aligns school and district calendars and avoids common school- district professional development conflicts.

i. Delegation of leadership responsibilities;

- More principal time for instructional leadership/working with Leadership Team on improving instruction and intervention through effective PLCs.
- More efficient and consistent management of school-wide discipline plan.
- Student learning needs more consistently and efficiently met.

j. Alignment and coordination of student support programs.

- Reduction in the percentage of non-proficient students due to more efficient delivery of support services in concert with regular classroom instruction resulting in increased time of students receiving core instruction by regular classroom teacher and intervention/supplementary teachers since student missing little, if any, classroom instruction time.

k. Discipline Plan (UBI and PRS School).

- Consistent implementation of school-wide discipline policy establishing and promoting the value of high expectations for all students.

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

	<p>L. USOE Approved School Support Team Leader/Consultant.</p> <ul style="list-style-type: none"> ➤ Identified student learning goals implementations on target due to the facilitation, assistance, monitoring and prodding of the consultant maintaining the integrity of the Oquirrh Hills School Improvement Plan (Grant) including keeping pace with the timelines.
<p>Professional Development to Support Activities (If Necessary) (Sec. 1116(b)(3)(A)/iii and iv))</p>	<p>a. Leadership Team training.</p> <ul style="list-style-type: none"> ➤ Outside consultant (Susan Huff) training for designated participants; i.e., Principal, PLC Chairpersons, Title I Specialist, etc. At present, the Susan Huff training is scheduled of January 21" and February 25, 2010. ➤ Leadership Team out-of-school site visits to observe model PLC implementations schools. ➤ PLC guidance/training by the School Support Consultant. ➤ PLC Grade Level Team members training in PLC provided by Leadership Team (Principal, Assistant Principal, Special Program Specialists, PLC Leaders, etc.), including provision of timely support to PLC implementation. ➤ During 2009-2010 and beyond, PLC'S/Grade Levels reading/discussing <u>Learning by Doing-A Handbook for Professional Learning Communities at Work</u> and applying strategies outline in the handbook will result in exemplary PLC implementations. <p>b. Professional Development - NA</p> <p>c. Professional Development - NA</p> <p>d. Professional Development - NA</p> <p>e. Professional Development - NA</p> <p>f. In-service in test taking strategies and appropriate accommodations</p>

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

	<ul style="list-style-type: none"> g. Professional Development - NA h. Professional Development - NA i. Professional Development - NA j. Professional Development - NA k. Professional Development - NA L. Professional Development - NA
<p>Timeline (Sec. 1116/b}{3}/A))</p>	<p>See Attachment A (School Improvement Plan Timeline)</p> <ul style="list-style-type: none"> a. January 2010 (training/retreat), January 21 and February 25 (PLC implementation plan and tool development), January 22 (Implementation begins) b. January 2010 c. April (continuous) d. February and September e. January 2010 through May 2011 f. January 2010 through May 2011

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

	<p>g: January 2010 through May 2011</p> <p>h. January 2010 (continuous)</p> <p>I. January 2010 (continuous)</p> <p>j. January 2010 (continuous)</p> <p>k. January 2010 (continuous)</p> <p>L. January 2010 (continuous)</p>
<p>Responsible Parties (Sec. 1116(b)(3)(A)(vii))</p>	<p>a. Leadership Team, Classroom Teachers and Support Staff</p> <p>b. Principal, Leadership Team and Support Staff</p> <p>c. Principal, Certified Staff and Patron Representatives</p> <p>d. Leadership Team, Classroom Teachers and Support Staff</p> <p>e. Leadership Team, Classroom Teachers and Media Specialist</p> <p>f. Leadership Team and ESL Specialist/Teacher</p> <p>g. Leadership Team and designated CRT testing coordinator.</p> <p>h. Principal</p>

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

	<p>I. Principal</p> <p>j. Leadership Team</p> <p>k. Assistant Principal and Leadership Team</p> <p>L. School Support Leader/Consultant</p>
<p>Evaluation Process</p>	<p><u>Logs, written reports and/or minutes of meetings will be kept regarding all of the activities listed below regarding to student achievement evaluation - Progress made on AYP</u></p> <p><u>and PLC identified achievement indicators (standardized test)</u></p> <p>a. Leadership Team and PLCs monitoring and recording the status of the following:</p> <ul style="list-style-type: none"> ➤ A school-wide culture that embraces high-expectations of students. ➤ Enculturation and mentoring of new teachers is evident. ➤ Monitoring implementation and effectiveness of best practices is ongoing. <p>b. Problem-solving and decision making by the principal and those affected by decisions made results in trust, ownership and accountability.</p> <p>c. Everyone understanding and support the school vision, mission and strategies</p> <p>d. Posting of literacy-rich materials in classrooms, media center, and hallways.</p> <p>e. Posters and pictures representative of cultures and successful individuals from these cultures.</p>

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs.

f. A written outlined plan by the Leadership Team and a designated Assessment/Testing Coordinator particularly in anticipation and preparation for CRT testing, etc.

g. School and district calendar alignment.

- Calendar designed to avoid conflicts between priority and ongoing professional development activities, etc.
- Professional development planning template.

h. Delegation of leadership responsibilities.

i. The Leadership Team and support staff (e.g., Title I, Special Education, ESL, Reading Teachers,

Counselor, etc.), needs assessment how well programs are coordinated, conflict free and if needed, what corrective actions need to be forthcoming.

j. Discipline Plan.

- School-wide Discipline Plan with implementation guidelines.
- School-wide, language-sensitive (e.g., English, Spanish, etc.) communication of rules to students.
- Sample language-sensitive (e.g., English, Spanish, etc.) parent communication of plans/rules.

k. Employment of School Support Team Leader/Consultant and Issue Contract

L. School Support Team Leader/Consultant will monitor all of the activities listed above and keep USOE/Oquirrh Hills School Improvement progress reports current; and, keep current Oquirrh Hills Elementary USOE Quarterly Reports and provide copies of these progress reports to the principal, Leadership Team Members and USOE/Ann White.

School Improvement Goal 4.0 (SCHOOL WIDE TEAMING): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

<p>Activities</p>	<p>4. Building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.</p> <ul style="list-style-type: none"> a. Respecting every certified and non-certified staff member and working together as team members in accomplishing school-wide goals and strategies directed toward meeting the diverse need of students. b. Recognize and value the important contribution of all stakeholders considering diverse ideas through collaboration about teaching and learning. c. Enthusiastically appreciate the diverse backgrounds and school responsibilities (role descriptions) among all staff members. Listen to one another as student needs are discussed and, becoming more responsive in meeting the needs of staff, students and families. e. Show appreciation for one another by implementing recognition activities during faculty meetings, etc. Take time to thank others for doing the good work they are doing. Party together (e.g., all staff members). Avoid isolation of one another (certified staff and non-certified staff). f. Implement processes that involve stakeholders (administrators and staff) in problem-solving and decision-
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School Improvement Goal 4.0 (SCHOOL WIDE TEAMING): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

making resulting in dispersing leadership and accountability among teachers.

g. When a decision is to be made that will impact any stakeholder, include all subgroups in initial decision-making, resulting in more enthusiastic, supportive ownership of whatever is to be implemented.

h. A USOE approved School Improvement consultant at the school to support, facilitate, and monitor implementation as well as responding to USOE Quarterly Reports of the implementation/status of the Oquirrh Hills School Program Improvement Plan.

Scientifically-Based Research Support
(Sec. 1116(b)(3)(A)(i))

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School Improvement Goal 4.0 (SCHOOL WIDE TEAMING): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

<p>Expected Impact in Core Academic Areas (Sec.1116(b){3}(AJ){i})</p>	<p>Building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff will result in aligned, coordinated and shared responsibility in meeting the needs of students.</p> <ul style="list-style-type: none"> ➤ Students will mirror the positive behaviors of teachers and other staff as they interact with one another as well as to teachers, etc. ➤ Student's achievement in core academic areas will increase as a result of the trust, collaborations, unity and teaming among all school staff members.
<p>Professional Development to Support Activities (If Necessary) (Sec.1116(b){3}(AJ){iii and iv})</p>	<p>Leadership Team training (4a through 4G)</p> <ul style="list-style-type: none"> ➤ PLC Professional Development provided by Susan Huff. ➤ PLC Grade Level Team members training in PLC provided by Leadership Team (Principal, Assistant Principal, Special Program Specialists, PLC Leaders, etc.), including provision of timely support to PLC implementation.
<p>Timeline {Sec.1116(b){3}(AJ){A}}</p>	<p>See Attachment A (School Improvement Plan Timeline)</p> <p>January 2010 (4a through 4G)</p> <p>(continuous)</p>
<p>Responsible Parties (Sec.1116(b){3}(AJ){vii})</p>	<p>All Oquirrh Hills Staff Members 2010 (4a through 4G)</p>

School Improvement Goal 4.0 (SCHOOL WIDE TEAMING): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

Evaluation Process

SST Leader, Principal, Leadership Team and PLCs monitoring and recording the status of the following:

Developing and broadly communicating a school vision, mission, and strategies involving representation of staff, parents, and other stakeholders that will be valued and supported by all stakeholders.

Respecting every certified and non-certified staff member and working together as team members in accomplishing school-wide goals and strategies directed toward meeting the diverse need of students.

Recognizing and valuing the important contribution of all stakeholders considering diverse ideas through collaboration about teaching and learning.

Enthusiastically appreciate the diverse backgrounds and school responsibilities (role descriptions) among all staff members. Recognize that every staff member has "tunnel vision." Listen to one another as student

needs are discussed, thereby enlarging the school's view (lenses) and becoming more responsive in meeting the needs of students and families.

Showing appreciation for one another by implementing recognition activities during faculty meetings, etc. Taking time to thank others for doing the good work they are doing. Party together (e.g., all staff members). Avoiding isolation of one another (certified staff and non-certified staff).

Implement processes that involve stakeholders (administrators and staff) in problem-solving and decision-making resulting in dispersing leadership and accountability among teachers.

School Improvement Goal 4.0 (SCHOOL WIDE TEAMING): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

When a decisions are being made that will impact any stakeholder (e.g., Administrators, Certified Staff Members, Non-Certified Staff Members, Parents/Guardians, etc.), include all subgroups in initial decision- making, resulting in more enthusiastic, supportive ownership of whatever is to be implemented.

Part D: Professional Development Plan.

Describe the professional development necessary to support your activities.

- You *must* include a mentoring component (Sec. 1116 (b) (3) (A) (iii and iv)).
- You *must* include activities to ensure that *all* students are taught by highly qualified teachers (Sec. 1114(b) (1) {C}).

<p>Professional Development</p>	<p>Leadership Training:</p> <ul style="list-style-type: none"> ➤ Professional Learning Communities (PLC) exploration, training, and implementation will include the following: 1) The Oquirrh Hills Leadership Team as well as grade level representatives will visit, review, and become oriented to specific processes at schools that are successfully implementing PLCs. Following the Leadership Team and grade level representatives explorations, they will orient the entire faculty about successful PLC implementations and discuss anticipated PLC implementations, procedures, and timelines. ➤ Implementing PLC at Oquirrh Hills the Leadership Team will facilitate professional development activities; DuFour consultant/retreat, etc.). The school will purchase <u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> for all certified staff. The Leadership Team will facilitate the certified staff completing assigned readings and participating in group (PLC, etc.) discussions from <u>Learning by Doing</u> in building and effectively implementing professional learning communities; such as, in the context of PLCs, teachers working together in clarifying what each student must learn, monitor each student's learning and, as needed, providing interventions and/or making curriculum and instruction modifications. ➤ The faculty will establish and/or revisit the school mission, vision, and strategies to ensure alignment with high expectations for all students during professional development activity utilizing whatever extended time is needed to complete the task. <p>Targeted professional development based on individual teacher, grade level teams (PLC'S) and school-wide needs:</p> <ul style="list-style-type: none"> ➤ Targeted professional development will be identified through PLC process. ➤ Professional development of the <u>San Juan First Imagine It</u> model of providing large group language arts instruction in each classroom and small group instruction in each classrooms by sending ½ of the students from a pre-determined classroom to the computer lab while the remaining ½ of the students receiving differentiated
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instruction by the teacher in his/her classroom.

Core Curriculum Alignment and Assessment:

- Targeted professional development will be directed toward alignment of language arts and mathematics curriculum and instruction to the State Core, Utah Office of Education's Proficiency Standards.
- Grade levels (PLCs) will participate in activities in acquiring understandings and expertise of developing and implementing common assessments with each PLC utilizing similar if not exactly the same common assessments formats; and, will be given blocks (e.g., 1 day 2009-2010 and 1 day 2010-2011 away from the school as a grade level PLC) to begin the task of development common assessments aligned with Utah State Language Arts and/math Core Curriculum.
- CRT assessment training: Principals and Curriculum Consultants have been and/or will be trained in how to access and manipulate CRT data provided to all schools in electronic format through a secure site.
- Professional development and support in explicit instruction and differentiating instruction for all students.
- Classroom teachers and other selected staff members will continue to receive training in implementation of Imagine It Language Arts adopted program.
- Administrators, certified staff members will review Imagine It reading program in determining effective applications and/or supports in meeting the needs of the students and teachers.
- Since the school significantly did not pass AYP 2008-09 Writing (e.g., (1) Pre-Writing, (2) Revise by elaborating and clarifying and (3) Edit written draft for convention - **See Attachment B**), a priority for the faculty determining what writing program (Example: 6+1 Traits Writing) the school will implement followed by adequate Professional Development/Training.

Test Taking Strategies and Appropriate Accommodations:

- The staff will receive instruction on effectively implementing test taking strategies and accommodations including the utilization of proctors. Specific procedures and test taking schedules prepared by the Leadership Team and/or designate will be reviewed and implemented by the staff.

Faculty Member Participating in the Professional Development Offered.

- Involve participants from the very beginning in the planning phase of the content of professional development to promote ownership and to improve implementation.
- Solicit input from the faculty regarding the content of professional development to improve the likelihood of implementation.

<p>Scientifically Based Research Support /Sec. 1116(b)/3/A)(i))</p>	<p>Brown, R., Pressley, M., Van Meter, P., Schuder, T. (1966). A quasi-experimental validation of transactional strategies instruction with low achieving second-grade readers. <i>Journal of Educational Psychology</i>, 88, 18-37.</p> <p>Duffy, G., Roehler, L., Sivan, E., Rackliffe, G., Book C., Mloth, M., et al. (1978-1979). Effects of <i>explaining the reasoning associated with using reading strategies</i>. <i>Reading Research Quarterly</i>, 14, 481-533.</p> <p>Kuhn, M.R.; Stahl, 5.A. (2003). Fluency: A review of developmental and remedial practices. <i>Journal of Educational Psychology</i>, 95(1), 3-21.</p> <p>Foorman, Fletcher, J., Francis, D., Schatschneider, C. (1998). The Role of Instruction in Learning to Read: <i>Preventing Reading Failure in At-Risk Children</i>. <i>Journal of Educational Psychology</i>, 90(1), 37-55.</p> <p>McDardle, P, Chhabra, V. (2004). <i>The Voice of Evidence in Reading Research</i>, Baltimore: Books Publishing.</p> <p>All other research outlined under Goals 1, 2, 3 and 4</p>
<p>Expected Impact in Core Academic Areas (Sec. 1116(b)/3/A)(i))</p>	<p>Outlined under Goals 1, 2, 3 and 4</p>
<p>Budget and Funding Sources (Sec.1114 (o)/2)/BJ) (Sec.1116(b)/3/A)liii))</p>	<p>See attached (Detailed budget)</p>

Timeline (Sec. 1116(b)(3)(A))	See Attachment (School Improvement Plan Timeline)
Responsible Parties (Sec. 1116(b)(3)(A)(vii))	Outlined under Goals 1, 2, 3 and 4
Evaluation Process (How Will Success Be Measured?)	Outlined under Goals 1, 2, 3 and 4
Mentoring Program	In compliance with state law, all new teachers are assigned a trained mentor with an equivalent teaching assignment. Mentors work with and provide support for their mentees during the mentee's first three years of employment. Additional support is provided for new teachers throughout the school year that have been designed to address the specific needs of provisional teachers. Paraprofessionals receive professional development in research based reading strategies. As a part of this training they also receive management skills training for small group student instruction. Granite District provides specific training in support of several intervention programs used in Oquirrh Hills.
Highly Qualified Teacher Plan	<p>Granite School District has an established process for ensuring the hiring of highly qualified teachers. This process begins with a screening interview conducted at the district office. The screening process is based upon the identified domains outlined by the district's valid and reliable research-based evaluation system. The screening interview is used to determine whether the applicant holds an appropriate license and a degree in elementary education and whether the applicant has sufficient background in teaching strategies and methodology to be included in the hiring pool. Names of those applicants who are determined to have sufficient background for hiring are sent to principals for further interviews. While Granite District seeks applicants who can demonstrate that they have met highly qualified requirements for the teaching assignments. Granite District offers financial incentives for teachers involved in Title I schools.</p> <p>Potential hires are required to have a degree in the area in which they are teaching. Granite District's past and present hiring and placement practices for elementary teachers are in alignment with USOE's NCLB "highly qualified" guidelines.</p>

	Because of Title I NCLB "highly qualified" requirements, Granite District Human Resources Department works closely with the district's Title I Coordinator to monitor the "highly qualified" status of new hires.
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Total Professional Development Expenditure:

(Must be at least 10% of Title IA allocation- *Sec.1116 (b) (3) (A) (iii)*)

Total Title IA allocation: \$48,000 plus

Part E: Parent Involvement

Please answer the following and attach documentation as needed.

<p>Describe your plan for involving parents in the decision-making processes of your school (<i>Sec. 1116(b) (3) (A) (viii)</i>). Parents are involved in the decision-making processes of the school through the school's active PTA and the School Community Council, whose elected members oversee school comprehensive improvement process. All parents are welcome and encouraged to participate in the education of their children although much more work needs to be done to encourage more parents to participate at the school and at home in relationship to educating their children. As parent volunteers become involved in the school, they become more aware of how they can become proactive in improving school programs. Parent surveys in English and Spanish are distributed to parents to obtain input concerning their feelings and/or make recommendations regarding school programs and activities.</p>
<p>Describe the overall involvement of parents in the educational processes at your school, including the role they will play in meeting your goals (<i>Sec. 1116(b) (3) (A) (viii)</i>). Oquirrh Hills supports research stressing that parents and community involvement is vital to student academic success (Marzano, Scheerens and Bosker, Sammons, Levine and Lezotte). The school will continue to provide opportunities for parents to become involved in effective parental and community involvement: communication, participation, and governance.</p>

Examples of current parent involvement include the following:

- Active and responsive P.T.A.
- SEP Conferences.
- Back to School Night discussing academic and behavior expectations and student progress.
- Student Education Planning Conferences to set goals which enable students to achieve AYP and/or student behavioral goals.
- Family Literacy and Cultural Nights.
- Bilingual attendance tracker notifying parents of students' who are absent, manage the attendance incentive program, and monitoring attendance and tardiness data with the purpose of students' attendance meeting or exceeding the AYP goal/expectation.
- School sending home timely bulletins in English and Spanish communicating upcoming school schedule, accomplishments, etc.
- Representative membership on the School Community Council.
- Mid-term reports and report cards at the end of the semester.
- Individual Education Plans (IEP) conducted yearly.
- Parents encouraged participating in their children's education at school and home.
- As specific students needs (problems, etc.) are identified by teachers, parents are notified, supported and involved.

Examples of parent involvement needing additional emphasis beginning 2009-10:

- Parents' interviewed during the APPAISAL process indicated that volunteer expectations during school hours needs to be aligned with the expertise/interests/schedules of the volunteers.
- Parents who cannot volunteer during school hours indicated they could prepare classroom teacher/student materials at home.
- When a decision is to be made that will impact non-certified staff responsibilities and/or the larger community (parents, etc.) including them in initial decision-making resulting in their being more enthusiastic, supportive with ownership of whatever is to be implemented.
- Parent/Family Center to be implemented during the 2009-10 school year with specific responsibilities being communicated to stakeholders in the near future.

Part F: Budget

Attach your School Improvement Budget Request using the USOE application for financial assistance available at <http://www.usoe.k12.ut.us/nc1b/documents/xls/NCLBbudgetemps.xls>.

- Title I funds *must* supplement, not supplant, the regular program of the school.
- An amount equal to 10% of your Title IA allocation *must* be used for professional development.

Part G: Abstract

Oquirrh Hills Elementary serves a culturally and language diverse, at-risk population that faces significant challenges in meeting AYP. Although presently the majority of the students are Caucasian, the Hispanic population is significantly increasing each school year. Many parent work hours due to multiple jobs, combined with parents' limited education and language barriers, make it difficult for parents to assist their children with learning activities at home. In the face of these challenges, student achievement has not kept pace with increasing AYP proficiency rates nor has UPASS. As a result, Oquirrh Hills Elementary School has been identified for Title I School Improvement. In 2008-09, six groups did not make AYP (Whole School, Caucasian, Hispanic, Economically Disadvantaged, Limited English Proficiency, and Students with Disabilities).

The USOE APPRAISAL identified the need to implement school-wide organizational structures such as professional learning communities and other strategies that create/re-establish and maintain a school mission and vision and school-wide practices that support high expectations for all students, enculturation of teachers new to the school, mentor new and struggling teachers, monitor implementation and effectiveness of best practices acquired through job-embedded professional development, and improve classroom instruction and student intervention and progress monitoring. Although in every classroom observed and based on staff interviews, teachers and support staff are highly committed and positive about students, classroom, intervention programs, and services. The APPRAISAL team reported the majority of certified and non-certified staff did not provide any input about being supportive or not of one another. However, the School Support Team Members did report there was a significant number of certified and non-certified staff lacked appreciation, respect as well as not team effectively with one another. As such, the APPRAISAL Team stressed the importance of trust, loyalty, confidence, respect and teaming (e.g., coordinating and aligning

programs, problem-solving and decision-making) directed toward meeting the needs of students becoming a proactive priority among all certified and non-certified staff members.

Granite District provides services to assist Oquirrh Hills in meeting students, and teachers' needs. These services also provide meaningful support of Goals 1, 2, 3 and 4 of the School Improvement Plan. (See Appendices C)

In conclusion, the School Improvement Plan encourages administration, grade levels (teacher) and support staff to respectfully and confidently work (e.g., Team) together. Beyond School-Wide Teaming, the APPRAISAL process identified the need for Student Interventions, Teacher Effectiveness, Organizational Support and Teaming. Furthermore, USOE Core Curriculum (i.e., Language Arts and Secondarily, Mathematics) expectations and implementations including instruction, assessment, teacher preparation, planning time Professional Learning Communities (PLC'S), Professional Development and Parent Involvement are emphasized within the School Improvement Plan. To achieve these objectives, the following four goals were identified:

School Improvement Goal 1.0 (AT RISK STUDENT INTERVENTION): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2010 and 2011 for whole school and students' subgroups. Title I School Improvement Grant and other funding will be used to train the school's Leadership Team in professional learning communities (PLC) model and facilitate the development of a PLC implementation plan that will train staff to use data to develop and implement a reading intervention plan for Level 1 and 2 students and track their progress.

School Improvement Goal 2.0 (SCHOOL WIDE TEACHER EFFECTIVENESS GOAL): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 by 10% for school years 2010 and 2011 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness. Title I School Improvement Grant. and other funding will be used to support activities of increasing understanding of effective implementations horizontally and vertically of the Utah State Language Arts Core Curriculum and other literacy/reading programs utilized at Oquirrh Hills.

School Improvement Goal 3.0 (ORGANIZATIONAL SUPPORT GOAL): Improve language arts and mathematics student achievement each Spring by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2010 and 2011 by aligning and coordinating school structures and programs. Title I School Improvement Grant and other funding will be used to align and coordinate school structures, programs, and increasing teacher effectiveness.

School Improvement Goal 4.0 (SCHOOL WIDE TEAMING GOAL): Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 by 10% each school year 2010 and 2011 for whole school and all student subgroups by building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff. Title I School Improvement Grant and other funding will be used in building trust, collaboration, unity, and teaming among administrators, certified teachers, certified support staff, and non-certified staff.

Challenges that were prioritized by the faculty on pages 8-11 are included in activities within Goals 1, 2, 3, 4, Parent Involvement and Professional

Development. In addition, these Challenges will receive added attention as they will be problem-solved by the leadership Team and PLC'S during 2009-2010 and 2010-2011.

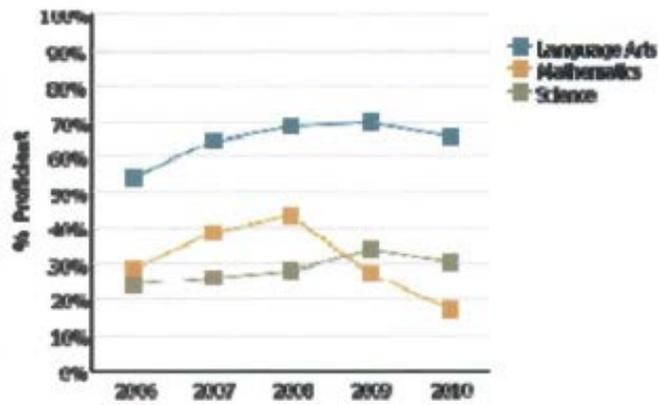
Kearns High School

Intervention Model Selected: Transformation

Need Analyzed	Data	Notes																
<p>Rationale:</p> <p>Kearns High School has not achieved Adequate Yearly Progress (AYP) since school year 2006-07. Performance improved during the first year of sanctions but comprehensive reform is required to raise student achievement to meet state standards. School data reported below indicate both the need as well as areas on which to build.</p> <p>Kearns High School student achievement on Criterion Reference Tests in 2010 was below the average of Granite School District and of the average of schools in the Utah schools. Student achievement in mathematics is a particular concern at 17.3% compared to 55.8% for Granite School District schools and 67.6% for Utah schools.</p> <p style="text-align: center;">2010 CRT % Proficient for KEARNS HIGH</p> <table border="1"><caption>2010 CRT % Proficient for KEARNS HIGH</caption><thead><tr><th>Category</th><th>Language Arts</th><th>Mathematics</th><th>Science</th></tr></thead><tbody><tr><td>STATE</td><td>81.0%</td><td>67.0%</td><td>68.2%</td></tr><tr><td>GRANITE DISTRICT</td><td>71.0%</td><td>55.8%</td><td>58.3%</td></tr><tr><td>KEARNS HIGH</td><td>68.3%</td><td>17.3%</td><td>38.3%</td></tr></tbody></table>			Category	Language Arts	Mathematics	Science	STATE	81.0%	67.0%	68.2%	GRANITE DISTRICT	71.0%	55.8%	58.3%	KEARNS HIGH	68.3%	17.3%	38.3%
Category	Language Arts	Mathematics	Science															
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GRANITE DISTRICT	71.0%	55.8%	58.3%															
KEARNS HIGH	68.3%	17.3%	38.3%															

Student achievement has declined in mathematics since 2008 and has trended down in language arts and science. Student achievement has never met the goals of Adequate Yearly Progress in any of these subjects in the years from 2003 until present.

% Prof Over Time for KEARNS HIGH



<p>Percent of Students Scoring Proficient on Language Arts Data</p>	<ul style="list-style-type: none"> ● Whole School: 69% proficient ● Caucasian: 79% proficient ● Hispanic: 52% proficient ● Economically Disadvantaged: 64% proficient ● Students with Disabilities: 34% proficient ● Limited English Proficient: 18% proficient 	<p>Support is required to improve student achievement between subgroups, especially students with disabilities and limited English proficient.</p>
<p>Percent of Students Scoring Proficient on Mathematics Data</p>	<ul style="list-style-type: none"> ● Whole School: 25% proficient ● Caucasian : 29% proficient ● Hispanic: 16% proficient ● Economically Disadvantaged: 23% proficient ● Students with Disabilities: 40% proficient ● Limited English Proficient: 7% proficient 	<p>Support is required to improve student achievement between subgroups, especially students with disabilities and limited English proficient.</p>

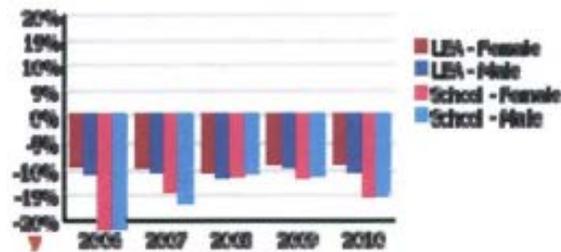
Trend Date in Language Arts

- 2010: 69% (Goal = 82%)
- 2009: 75% (Goal = 82%)
- 2008: 68% (Goal = 76%)
- 2007: 67% (Goal = 76%)
- 2006: 63% (Goal = 70%)
- 2005: 58% (Goal = 70%)
- 2004: 68% (Goal = 64%)
- 2003: 64% (Goal = 64%)

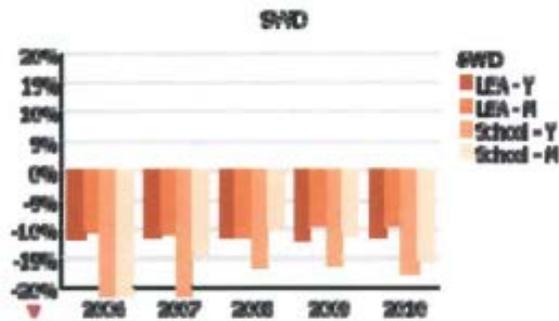
2010: did not achieve AYP among Hispanic, Economically Disadvantaged, Limited English Proficient or Whole School.

The following charts show that sub-groups have consistently achieved lower scores than their peers in other Granite School District Schools and achieved lower scores than Asian and Caucasian students at Kearns High School.

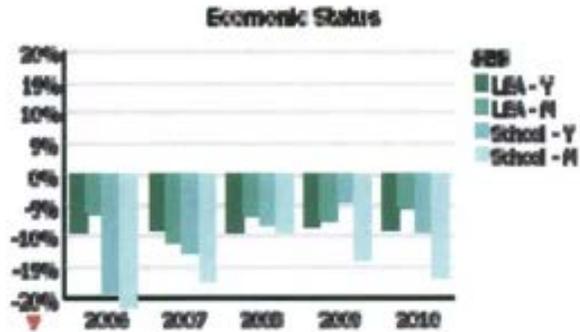
Variance from State Over Time
Gender



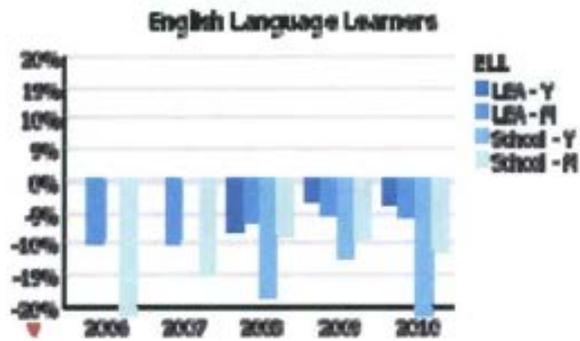
The following chart shows that Students with Disabilities at Kearns High School achieve lower CRT scores in language arts than their peers at Granite School District schools and Utah schools.



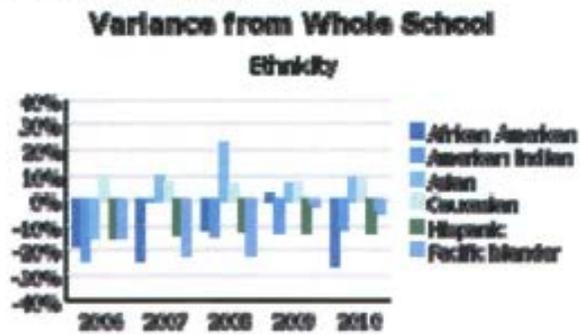
The following chart shows that economically disadvantaged students at Kearns High School achieve lower CRT scores than their peers at Granite School District schools and Utah schools.



The following chart shows that English Language Learners at Kearns High School consistently achieve lower CRT scores than their peers at Granite School District schools and Utah schools.



The following chart shows that only students of Asian or Caucasian ethnicity achieve higher language arts CRT scores than other ethnicities at Kearns High School.

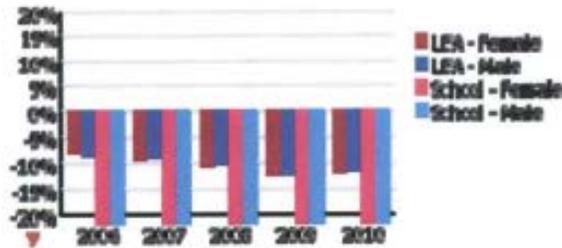


Trend Date in Mathematics

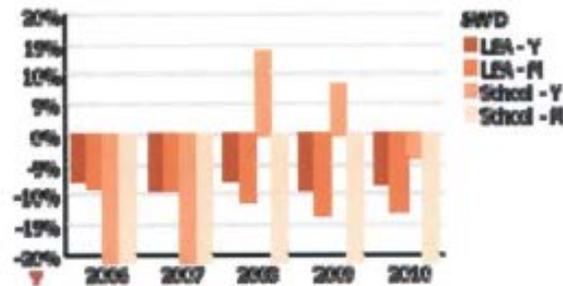
- 2010: 25% (Goal = 40%)
- 2009: 32% (Goal = 40%)
- 2008: 48% (Goal = 59%)
- 2007: 40% (Goal = 59%)
- 2006: 33% (Goal = 47%)
- 2005: 30% (Goal = 47%)
- 2004: 39% (Goal = 35%)
- 2003: 26% (Goal = 35%)

The following charts show that subgroups have achieved lower CRT results in mathematics in each year from 2006 through 2010.

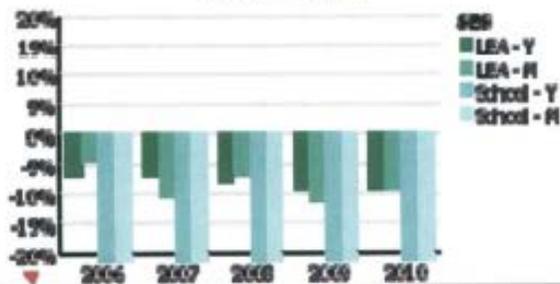
Variance from State Over Time
Gender



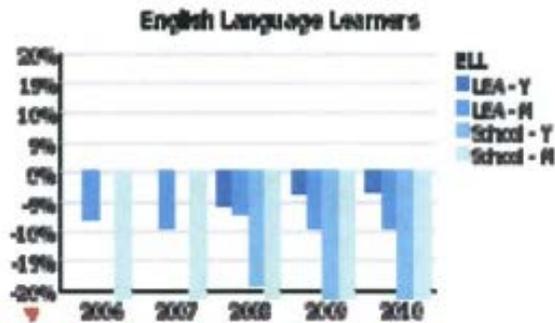
SWD



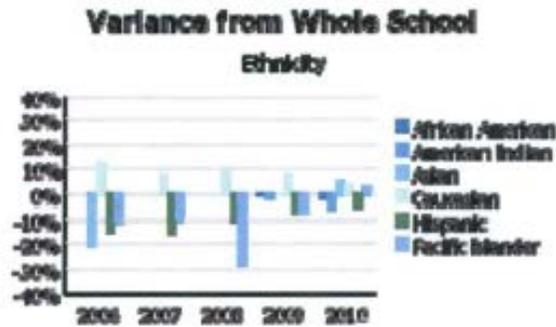
Economic Status



The following chart shows that English Language Learners achieve lower scores on CRT mathematics tests that their peers at Granite School District schools and Utah schools.



The following chart shows that only students of Asian, Pacific Islander, or Caucasian ethnicity achieve higher CRT scores in mathematics than other ethnicities at Kearns High School.



Demographic Information Relevant to Student Achievement: Ethnicity	<ul style="list-style-type: none"> African American: 3% (46) American Indian: 2% (37) Asian: 2% (37) Caucasian: 56% (986) Hispanic: 32% (567) Pacific Islander: 6% (99) Male: 52% (916) Female: 48% (857) 	
English Language Learners	<ul style="list-style-type: none"> English Language Learners: 12% (207) 	
Students with Disabilities	<ul style="list-style-type: none"> Students with Disabilities: 11% (203) 	

<p>Teacher Information</p>	<ul style="list-style-type: none"> • Turnover rates: Five teachers from Kearns High School left at the end of school year 2010. Three teachers retired. One teacher resigned. One teacher did not receive a renewed contract. • Teaching assignments aligned with highly qualified teacher status: The overall percentage of highly qualified faculty at Kearns High School is 87.76%. <ul style="list-style-type: none"> ○ Fine Arts 99.12% ○ Foreign Languages 100.0% ○ Language Arts 93.96% ○ Mathematics 99.06% ○ Science 98.84% ○ Social Studies 89.35% ○ Special Education 0.00% • Teacher highly qualified status, education, and experience: <p>John Alexander Years: 20 Highly Qualified: Yes BS OTHERS NOT DETAILED 1989 Physics Mathematics MA OTHERS NOT DETAILED 2003 Educational Studies Mathematics Endorsement 3 Physics Principles of Technology</p> <p>Lisa Almond Years: 23 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1988 Geography Mathematics Mathematics Endorsement 3 Minor Geography Major</p> <p>Weymouth Anderson Years: 27 Highly Qualified: Yes BS WESTMINSTER COLLEGE 1976 Physical Education History MED UTAH STATE UNIVERSITY 1995 Health Education Recreation Health Education Demonstrated Competency Physical Education Major History Minor</p> <p>David Ashton Years: 18 Highly Qualified: Yes</p>
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BS UNIVERSITY OF UTAH 1990 Spanish History
 MA OTHERS NOT DETAILED 2003 Other-See Transcript BA
 GRANITE DISTRICT 2006 History
 Spanish Major
 History Minor
 English as a Second Language Demonstrated Competency

 Kenneth Auld
 Years: 5
 Highly Qualified: Yes
 BS WEBER STATE UNIVERSITY 1996Other -See Transcript MA
 UNIVERSITY OF UTAH 1999Other -See Transcript
 MA UNIVERSITY OF PHOENIX 2008Special Education (K-12+
 Mild I Moderate Disabilities Major

 Davis Ballard
 Years: 6
 Highly Qualified: Yes
 BA UNIVERSITY OF UTAH 1986PhYSical Education Physical
 Education Alt Route to Licensure

 Ronald Barnett Years:
 22
 Highly Qualified: Yes
 BA OTHERS NOT DETAILED 1980 Science, Biological MA
 OTHERS NOT DETAILED 1989 Other-See Transcript Science,
 Biological Major
 Science, Physical Demonstrated Competency
 Gifted I Talented Demonstrated Competency

 James Bennett Years: 1
 Highly Qualified: No
 BA UNIVERSITY OF UTAH 2003 French
 MA UNIVERSITY OF UTAH 2005 Other -See Transcript
 MA WESTMINSTER COLLEGE 2010Secondary Education (6-12) French
 University Program
 English Authorization Expires: 06/30/2011
 English as a Second Language Authorization Expires: 06/30/2011

 Hollie Beynon
 Years: 1
 Highly Qualified: No
 BA UNIVERSITY OF UTAH 2009 Health Education

English
Social Studies Composite

Kelsey Birrenkott

Years: 2

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 2009 Health Education Health
Education

Physical Education

Michael Black

Years: 3

Highly Qualified: No

BS WEBER STATE UNIVERSITY 2006 Physical Education
MA UNIVERSITY OF PHOENIX 2008 Secondary Education (6-
1Health Education

Health Education

Physical Education

Mild I Moderate Disabilities

Edwin Blonquist

Years: 16

Highly Qualified: Yes

BA UNIVERSITY OF UTAH 1971 German Physical Education
MED OTHERS NOT DETAILED 2001 Educational Studies

German

Physical Education

History

Melanie

Bonner Years:

5

Highly Qualified: Yes

BS UTAH STATE UNIVERSITY 1997 Other
MA UNIVERSITY OF PHOENIX 2003 Counselor (K-12)

Julie Brough

Years: 27

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 1978 Theatre (6-12) Speech
MED UNIVERSITY OF UTAH 1990

Elementary Education (1-8)

Theatre (6-12)

Speech

Andrew Busath

Years: 4

Highly Qualified: Yes

BA UNIVERSITY OF UTAH 2006 Spanish/ History

MA UNIVERSITY OF UTAH 2007 Secondary Education (6-12) Spanish
History

Ann Bybee

Years: 10

Highly Qualified: No

BS UTAH STATE UNIVERSITY 1980 Dance (6-12)

MA OTHERS NOT DETAILED 2003 Educational Studies Theatre (6-12) QBA

GRANITE DISTRICT 2006 History

2007 Elementary Education (Endorsement

Mild I Moderate Disabilities

Darylee Carlile

Years: 27

Highly Qualified: Yes

BS UTAH STATE UNIVERSITY 1980 Dance (6-12)

MA OTHERS NOT DETAILED 2003 Educational Studies QBA

GRANITE DISTRICT 2006 History

1979 Other - See Transcript

Dance (6-12)

Theatre (6-12)

History

English as a Second Language

Mark Cook Years:

7

Highly Qualified: Yes

BA BRIGHAM YOUNG UNIVERSITY 1990

BRIGHAM YOUNG UNIVERSITY Japanese

MA OTHERS NOT DETAILED 1996

Japanese Alt Route to Licensure

English as a Second Language Demonstrated Competency

Shannon Coon

Years: 25

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 1978 History

MEDUNIVERSITY OF UTAH 1980 Other - See Transcript
OBA GRANITE DISTRICT 2006 English
English Major
History Minor

Bill Coper
Years: 5
Highly Qualified: Yes
BS OTHERS NOT DETAILED 1991
Health Education
Physical Education

Bruce Densley
Years: 17
Highly Qualified: Yes
BS UTAH STATE UNIVERSITY 1975 Marketing (CTE/General)
Business Math
Accounting Banking I Finance
Business Communications Business Law
Business Management
Economics (Career & Technical -BUI Experience)
Accounting Experience
Business Communications Experience
Economics (Career & Technical -BUI Experience)
Marketing (CTE/General)

Karen Drummond
Years: 22
Highly Qualified: Yes
BS UTAH STATE UNIVERSITY
MED UNIVERSITY OF UTAH
QBA GRANITE DISTRICT
Mild I Moderate Disabilities
Severe Disabilities
English as a Second Language

Aimee Duran
Years: 11
Highly Qualified: Yes
BA WESTMINSTER COLLEGE
MA UNIVERSITY OF PHOENIX
Endorsement

English
History

Charles Dye

Years: 10

Highly Qualified: Yes

BM UNIVERSITY OF UTAH 2001 Music {K-12}

Theater: Stage Craft

Not Known

Susan Dyer

Years: 8

Highly Qualified: No

BA OTHERS NOT DETAILED 1966 English

MA OTHERS NOT DETAILED 1971 English

DOC UNIVERSITY OF UTAH 1987 Other -See Transcript

QBA GRANITE DISTRICT 2006 Elementary Education (1

Mild I Moderate Disabilities University Program

Jacquelyn Eggertsen

Years: 19

Highly Qualified: Yes

BS OTHERS NOT DETAILED 1970 Visual Art

QBA GRANITE DISTRICT 2006 English

Visual Art

Reading

English

English as a Second Language

Wilfredo Falcon

Years: 13

Highly Qualified: Yes

BS WEBER STATE UNIVERSITY 1990 Speech English as a Second
Language

MA UNIVERSITY OF PHOENIX 2006 Counselor {K-12}

Speech Major

English as a Second Language Minor

James Flanagan

Years: 27

Highly Qualified: Yes

BS BRIGHAM YOUNG UNIVERSITY 1975 History Sociology

History

Sociology

English as a Second Language {K-12}

Uinalu Fonua

Years: 8

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 1999 Sociology

MED UNIVERSITY OF UTAH 2003 Educational Psychology

Thomas Glasmann

Years: 13

Highly Qualified: Yes

BS WEBER STATE UNIVERSITY 1988 Other MED

UNIVERSITY OF PHOENIX 2001Other

Automotive Services Technician

Heavy Duty Mechanics/Diesel Welding

Technician

Linda Glazier

Years: 19

Highly Qualified: Yes

BS BRIGHAM YOUNG UNIVERSITY 1973 Elementary Education (1-8)

Mathematics Endorsement 2

Mathematics Endorsement 3

Cheri Gonzales

Years: 26

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 1985 Anthropology Zoology

MED UNIVERSITY OF UTAH 1997 Psychology

Science, Biological Zoology

Minor Anthropology Major

C. Robert Greider

Years:8

Highly Qualified: Yes

BS OTHERS NOT DETAILED 1976 Science, Biological

BS SOUTHERN UTAH UNIVERSI 2003 Business {CTE/General}

Science, Biological

Science, Integrated Demonstrated Competency

Agriculture Mechanization Restricted

Business {CTE/General} Major

Brett Hansen

Years: 20
Highly Qualified: Yes
BM OTHERS NOT DETAILED
MA UNIVERSITY OF PHOENIX
1980 Music (K-12)
2000 Counselor (K-12) Music (K-12)
Work-Based Learning

David L. Hansen Years: 8
Highly Qualified: No
BS UTAH STATE UNIVERSITY 2002 Special Education (K-12+)
QBA GRANITE DISTRICT 2006 Elementary Education
MS UTAH STATE UNIVERSITY 2007 Special Education (K-12+)
Severe Disabilities

Darrel Hanzon
Years: 27
Highly Qualified: Yes
BS UNIVERSITY OF UTAH 1973 Mathematics Zoology
MEDWESTMINSTER COLLEGE 1982 Other -See Transcript Computer Science
Mathematics Endorsement 4
Zoology

Noemi Hernandez-Balcazar Years: 7
Highly Qualified: Yes
BA SOUTHERN UTAH UNIVERSITY 1998 Spanish
SOUTHERN UTAH UNIVERSITY Visual Art
Visual Art (6-12) Spanish

Christopher Horne
Years: 13
Highly Qualified: Yes
BS UNIVERSITY OF UTAH 1998 Science, Biological
MED UTAH STATE UNIVERSITY 2005 Physical Education
UTAH STATE UNIVERSITY Health Education
Physical Education
Coaching
Science, Biological
Chemistry

Rulene Jeffs
Years: 14
Highly Qualified: Yes
BS BRIGHAM YOUNG UNIVERSITY 1969 Family Consumer Science
Family Consumer Sciences

Michael Kaly
Years: 17
Highly Qualified: Yes
BS WESTMINSTER COLLEGE 1994 English Spanish MA
UNIVERSITY OF UTAH 2008 Other
Spanish English
English as a Second Language

Donald Knapp
Years: 27
Highly Qualified: Yes
BS UTAH STATE UNIVERSITY 1964 Physical Education History
Physical Education
History

Ryan Knowlton Highly Qualified: Yes
Years: 3
Highly Qualified: Yes
BA OTHERS NOT DETAILED 1994 History
History Major

E. Mark Kristensen
Years: 16
Highly Qualified: No
BS OTHERS NOT DETAILED 1977 Elementary Education
MA OTHERS NOT DETAILED 1996 Other
English as a Second Language
Mild/ Moderate Disabilities

Robert Lake
Years: 24
Highly Qualified: Yes
BS WESTMINSTER COLLEGE 1967 Mathematics Spanish
Spanish
Mathematics Endorsement 4

	<p>English as a Second Language</p> <p>Elouise Lamb Years: 24 Highly Qualified: Yes BS BRIGHAM YOUNG UNIVERSI 1973 Business (CTE/General) Endorsement Business (CTE/General)</p> <p>Edie Leavenworth Years: 14 Highly Qualified: Yes BA UTAH STATE UNIVERSITY 1997 Visual Art Visual Art Major Graphics/ Printing Demonstrated Competency</p> <p>James Lewis Years: 7 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 2004 Technology and Engineer Technology and Engineering Education Cabinet Making & Millwork Welding Technician</p> <p>Jason Melton Highly Qualified: Yes Years: Highly Qualified: Yes Law Enforcement Experience School Resource Officer (Unified Police Authority)</p> <p>Steven Miller Years: 23 Highly Qualified: Yes BA WESTMINSTER COLLEGE 1966 History Mathematics MA UNIVERSITY OF PHOENIX 1995 School Counselor (K-12) Economics Mathematics Endorsement 3 Economics History</p> <p>Carrie Mollerup Years: 7 Highly Qualified: Yes</p>
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BS UTAH STATE UNIVERSITY 2004 Family Consumer
Science Family Consumer Sciences

Michelle Moon

Years: 5

Highly Qualified: Yes

BA UTAH STATE UNIVERSITY 2005 History Latin
UTAH STATE UNIVERSITY Political Science

MA UNIVERSITY OF UTAH 2006 Other

Latin

History

Political Science

Curtis Moore

Years: 12

Highly Qualified: Yes

BS UTAH STATE UNIVERSITY 1998 Mild I Moderate
Disabilities MS UTAH STATE UNIVERSITY 2004 Special
Education (K-12+)

QBAGRANITE DISTRICT 2006 Elementary Education

Mild I Moderate Disabilities

Misty Morrow

Years: 7

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 2000 Other

MS UNIVERSITY OF UTAH 2003 Other

Psychology

Exercise Science I Sports Medicine Experience

Intro to Emergency Medical Services Experience

Intro to Health Science I Health Technl Experience

Medical Anatomy & Physiology Experience

Rachel Murphy

Years: 14

Highly Qualified: Yes

BS UNIVERSITY OF UTAH 1996 Elementary Education
MED UTAH STATE UNIVERSITY 2001 Information
Technology

Educational Technology

Library Media (K-12)

English as a Second Language

Distance Learning

Jannette Newton

Years: 1

Highly Qualified: Yes
Physical Education Authorization Expires: 06/30/2011

Sarah Nicholson

Years: 13

Highly Qualified: Yes
BS UTAH STATE UNIVERSITY 1997 Mathematics
MA WESTERN GOVERNORS UN 2003 Learning & Technology
Mathematics Endorsement 4
Physics

K. Ostberg

Years: 22

Highly Qualified: Yes
BS UTAH STATE UNIVERSITY 1989 Visual Art
MED UNIVERSITY OF UTAH 2005 Educational Studies Visual Art Major
Physical Education Demonstrated Competency

Louise Paupard

Years: 6

Highly Qualified: Yes
BS BRIGHAM YOUNG UNIVERSITY 1973 English
Speech I Drama
English

Irene Peterson

Years: 27

Highly Qualified: Yes
BA WEBER STATE UNIVERSITY 1978 English
MED UTAH STATE UNIVERSITY 1989 Secondary Education (6-12)
Reading English
English as a Second Language

Sally Pietsch

Years: 23

Highly Qualified: No
BS UTAH STATE UNIVERSITY 1974 Political Science
English
Mathematics Endorsement 2
Political Science
Sociology
Physics

English as a Second Language Business Information Technology
IC3 (Computer Technology)
A+ (Computer Repair/Maintenance)
Introduction to Information Technology
Multimedia Demonstrated
Television Broadcasting Technician
Drafting I CAD

Jennifer Roundy
Years: 9
Highly Qualified: Yes
BS BRIGHAM YOUNG UNIVERSITY 2002 Family Consumer Science
Family Consumer Sciences

Patricia Ryland
Years: 25
Highly Qualified: Yes
BFA UNIVERSITY OF UTAH 1976 Physical Education
QBAGRANITEDISTRICT 2006 Dance (6-12)
Dance (6-12)
Physical Education

Raymond Shepherd
Years: 27
Highly Qualified: Yes
BS BRIGHAM YOUNG UNIVERSITY 1970 Business
Business (CTE/General)

Hang Shi
Years: 1
Highly Qualified: Yes
Chinese

Jeffrey Snarr
Years: 9
Highly Qualified: Yes
BA UNIVERSITY OF UTAH 1978 Speech
QBA GRANITE DISTRICT 2006 Elementary Education
Mild I Moderate Disabilities

Jeffrey Statler
Years: 21
Highly Qualified: Yes

	<p>BS OTHERS NOT DETAILED 1983 Physics MS UNIVERSITY OF UTAH 2003 Chemistry Mathematics Endorsement 2 Science, Biological Chemistry Demonstrated Physics Science, Physical</p> <p>Pene Talamaivao Years:3 B Highly Qualified: No S UNIVERSITY OF UTAH 2005 Sociology Mild I Moderate Disabilities</p> <p>Stephen Treseder Years: 28 Highly Qualified: Yes BA UNIVERSITY OF UTAH 1965 Trade and Industry MA BRIGHAM YOUNG UNIVERS 11970 Communications Visual Art Television Broadcasting Technician Experience</p> <p>Noray Turney Years: 26 Highly Qualified: Yes BS BRIGHAM YOUNG UNIVERSITY 1978 Physical Education Dance (6- 12) Dance (6-12) Physical Education</p> <p>Aaron Walton Years: 20 Highly Qualified: Yes BA BRIGHAM YOUNG UNIVERSI 1991 Mathematics Coaching Coaching Mathematics Endorsement 4</p> <p>Karen Whiting Years: 24 Highly Qualified: Yes BS SOUTHERN UTAH UNIVERSITY 1974 Theatre (6-12) Speech MS UTAH STATE UNIVERSITY 1997 Psychology Theatre (6-12) Major Speech Minor</p>
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	<p>Kenneth Whitney Years: 27 Highly Qualified: Yes BS UNIVERSITY OF UTAH 1982 Psychology Health Education MS UNIVERSITY OF UTAH 1985 Economics Health Education Science, Biological Science, Earth Psychology Major</p> <p>Mary Anne Wiebe Years: 15 Highly Qualified: Yes BS SOUTHERN UTAH UNIVERSITY 1993 Theatre (6-12) Dance (6-12) Dance (6-12) Minor Theatre (6-12) Major Science, Biological Demonstrated Competency Science, Integrated Demonstrated Competency</p> <p>Kathryn Elizabeth Wilkins Years: 4 Highly Qualified: Yes BA WESTMINSTER COLLEGE 2007 English Spanish English</p> <p>Emily Williams Years: 5 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 2006 Physical Education Health Education Physical Education (Grades K-12) Intro to Health Science/Health Technician</p> <p>Henry Williams Years: 24 Highly Qualified: Yes MED UTAH STATE UNIVERSITY 1993 Physical Education Health Education Major Physical Education Driver & Safety Education Driver License Examiner English as a Second Language (K -12)</p>
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Lynn Yergensen

Years: 19

Highly Qualified: Yes

BS BRIGHAM YOUNG UNIVERSI 1987 Health Education

BS BRIGHAM YOUNG UNIVERSI 1985 Science, Biological

Science, Biological

Chemistry

Linda Zabriskie

Years: 20

B Highly Qualified: Yes

S UTAH STATE UNIVERSITY 1968 English

QBA GRANITE DISTRICT 2006 History

English

History

Farrel Zeeman

Years: 25

Highly Qualified: Yes

BS SOUTHERN UTAH UNIVERSITY 1972 Theatre (6-12)

Theatre (6-12)

English

Psychology

- Performance evaluations: Fifteen teachers and three administrators receiving summative evaluations in school year 2010 were rated "Satisfactory."

Administration	<p>Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround or Transformation models, administrator education, experience, and performance evaluation)</p> <p>Principal: Stephen Hess Years: 27 BS UTAH STATE UNIVERSITY 1976 Elementary Education Spanish MAS BRIGHAM YOUNG UNIVERSI 1983 Administration, Education Stephen Hess was assigned as Principal, Kearns High School, on 1 July 2006. He was appointed a junior high principal on 1 July 1996 and promoted to high school principal on 1 July 1998.</p> <p>Assistant Principal: John Anderson Years: 15 Highly Qualified: Yes BS BRIGHAM YOUNG UNIVERSITY 1995 Spanish English as a Second Language MED UNIVERSITY OF UTAH 2000 Administration, Education Spanish English as a Second Language</p> <p>Assistant Principal: Howard Sagers Years: 23 Highly Qualified: Yes BS UTAH STATE UNIVERSITY 1988 Mild I Moderate Disabilities MED UTAH STATE UNIVERSITY 1994 Other Mild I Moderate Disabilities</p>
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Effectiveness of Prior School Reform Efforts:

Kearns High School has not benefited from Title I funding and therefore is not subject to many sanctions of the No Child Left Behind (NCLB) Act. Kearns High School poverty level is 46.6% measured by Free and Reduced Lunch. The school ranks as 57 among nearly 90 schools. Title I funding is extended only as far as 21 schools, including 1 funded from the Title I American Recovery and Reinvestment Act (ARRA) funds. Kearns High School has been required to notify parents annually that it has not achieved Adequate Yearly Progress (AYP) but no other sanctions apply.

Granite School District is subject to sanctions because it has not achieved AYP for multiple years. Granite School District has been required to develop and implement an LEA Improvement Plan. It has also been required to undergo an assessment by an outside

consultant and to implement a revised LEA Improvement Plan developed under the guidance of the outside consultant. The outside consultant, RMC Research Corporation, was selected from a list of five pre-approved consultants under the guidance of Granite School District's Purchasing Department. The revised LEA Improvement Plan mandates instructional audits be conducted at all Granite School District schools. Kearns High School was appraised under this system, known as School Team Appraisal of Teaching and Instructional Support (STATIS) from October 11 to 13, 2010. The STATIS appraisals was comprehensive. The report of the appraisal follows this page.

The school was provided assistance following the appraisal to develop a plan to address three critical, high-payoff focus areas. The school identified the focus areas and has been implementing efforts.

Kearns High School was the object of a comprehensive instructional audit conducted by Granite School District's Instructional Consultants from October 12 to 13, 2011. The appraisal team relied upon the protocols of the School Team Appraisal of Teaching and Instructional Support (STATIS) system developed for Granite School District by RMC Research Corporation, as the external consultant guiding district improvement. In the course of the appraisal the appraisal team interviewed 77 teachers, 4 administrators, and made 70 classroom observations. Of the 18 instructional rubrics and 10 support rubrics the school was rated as having 11 areas of strength:

- (1-1) Instructional staff know and understand the content of the subject taught.
- (1-3) Instructional staff use appropriate communication techniques in the learning environment.
- (1-7) Instructional staff provide specific and timely feedback to students on an ongoing basis and help students to use the feedback to improve their performance.
- (1-11) Instructional staff use district-approved instructional materials to meet the identified needs of all students.
- (1-12) Instructional staff provide assistance, intervention, and enrichment to supplement general classroom instruction to support the learning of all students.
- (1-15) Instructional staff promote a school culture characterized by collegiality and shared responsibility for student learning.
- (S-2) School-parent partnerships are focused primarily on student achievement.
- (S-3) Administrators and the School Community Council allocate fiscal resources primarily focused on increasing student achievement.
- (S-4) Administrators recommend highly qualified instructional staff for open positions in their school, make strong efforts to retain highly qualified instructional staff, and provide appropriate remediation for other instructional staff as needed.
- (S-6) Administrators focus the entire school community on continuous school improvement.
- (S-8) Administrators provide for job-embedded differentiated professional development to all instructional staff.

The school was rated as having 17 areas of challenge:

- (1-2) Instructional staff communicate the content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.
- (1-4) Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning.
- (1-5) Instructional staff create a culturally responsive learning community in the classroom.
- (1-6) Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.
- (1-8) Instructional staff have high academic expectations for all students and provide instruction that promotes student growth.
- (1-9) Instructional staff use effective student engagement strategies to help students stay interested and on-task.
- (1-10) Instructional staff provide instruction designed to help students apply their learning outside the classroom.
- (1-13) Instructional staff engage in horizontal articulation within grade/subject configurations.
- (1-14) Instructional staff engage in vertical articulation for adjacent grade levels or course sequences.
- (1-16) Instructional staff use available benchmark assessment results to guide instruction and reteaching.
- (1-17) Instructional staff administer a variety of formative assessments aligned to district curriculum maps or content scope and sequence and use results to guide instruction.
- (1-18) Instructional staff use results of criterion-referenced tests (CRT) or other summative assessments to plan instruction.
- (S-1) Administrators provide effective instructional leadership for their school.
- (S-5) Administrators take active steps to promote a safe and orderly environment for learning in their school.
- (S-7) Administrators provide for instructional and classroom management support for all instructional staff.
- (S-9) Administrators protect and monitor collaboration time.
- (S-10) Administrators protect and monitor use of instructional time.

Granite School District's Integrated Support Coaches consulted with the school and identified three focus areas for improvement which were:

- (1-9) Instructional staff use effective student engagement strategies to help students stay interested and on-task.
- (1-6) Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.
- (1-2) Instructional staff communicate the content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.

The school was also the recipient of a technology grant that provided iTouch, hand-held computers, to all students. This initiative enriches education opportunities for each student providing them access to internet based tools across the entire curriculum comprising the Utah core.

Kearns High School has not achieved AYP except through appeal since 2002. Schoolwide reform requires a reorientation of the school on achievement and focused support of students.



School Team Appraisal for Teaching and
Instructional Support
(STATIS) Report

Prepared for:
Kearns High School
5525 S. Cougar Lane
Kearns, UT 84118

Office: (385) 646-5380
Fax: (385) 646-5382

School Visitation: October 11-13, 2010

Prepared by:
Granite School District
Instructional Consultants
Resource Development

**Kearns High School
STATIS Report**

Prepared *for*:

Kearns High School
5525 South Cougar Lane
Kearns, UT 84118

Prepared *by*:

**Granite School District
Instructional Consultants
Resource Development**

October 2010

Acknowledgments

For questions about this report, please contact Kristie Reather
At 385-646-1097, or e-mail at kreather@graniteschools.org

RMC Research Corporation served as a consultant to Granite School District.
RMC and Granite School District are both Equal Employment Opportunity
And Affirmative Action Employers and both are a Drug-Free Workplace.

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Appendix

Instructional Rubrics

Support Rubrics

Glossary

Abstract

Kearns High School serves approximately 1773 students. About 46% of those students qualify for free or reduced price lunch. The school population is very diverse, with a student population consisting of 3% African American, 2% American Indian, 2% Asian, 32% Hispanic, 6% Pacific Islander, and 56% Caucasian. The school population is comprised of 12% English Language Learners and 11% Students with Disabilities.

Approximately 77% of Kearns High School teachers are considered highly qualified under the provisions of the *No Child Left Behind Act of 2001* (NCLB). The school did not make Adequate Yearly Progress (AYP) in mathematics nor language arts for 2010. In one subgroup in the Language Arts Category (Students with Disabilities), AYP was achieved through the "safe harbor" provision. This means the subgroup did not achieve the percent proficient required by NCLB, but the attendance percent improved and the percent of students who did not achieve proficiency in 2010 was 10% less than the percent not achieving proficiency in 2009. Also, in the Language Arts Category, the Students with Disabilities subgroup made AYP through the confidence interval. The confidence interval makes other adjustments when the percent of students scoring proficient does not reach the Test Scores Goal. In the Language Arts Category, scores for the African American subgroup were not reported at the school level, because there were fewer than ten students taking each test. In the Mathematics Category, scores for the Asian and American Indian subgroups were also not reported at the school level since there were fewer than ten students for each of these subgroups. However, their scores are reported at the whole school level and contribute to the district making AYP. Thus every score is a reflection of student learning at the school.

Student proficiency is based on scores of three or four on the criterion referenced test (CRT). Proficiency on the language arts CRT for 2010 for tenth grade was 67% and for eleventh grade 65%. In 2010, the mathematics proficiency for geometry was 23% and algebra one was 11%.

Appraisal

The School Team Appraisal of Teaching and instructional Support (STATIS) took place on-site on October 11-13, 2010. The appraisal team was comprised of Kristie Reather, Sonia Ashby, Laura Jorgensen, Stacey Lowe, Gary Martin, Connie McCann, and Colleen Schow. The appraisal consisted of data collection using the following methods:

- 77 teacher interviews;
- 4 administrative interviews;
- teacher focus groups with 18 participants;
- 1 paraeducator focus group with 10 instructional staff;
- 1 parent focus group with 8 participants;
- student focus groups with 15 participants;
- 19 informal interviews with instructional staff and/or students; and
- 70 classroom observations.

Data collected during the on-site visit were compiled and analyzed to determine building trends. Each rubric was rated based on at least three sources of information. In addition, CRT, benchmark assessment, and other data were collected to determine multi-year achievement trends.

The results presented here provide a picture of the achievement levels of students over time and an analysis of the alignment of instruction and instructional support practices currently in place at the school with indicators of research-based effective practice. The results are to be used solely for the purpose of school improvement and not to evaluate an individual staff member. The team carefully weighed the evidence, searched for validating evidence, and triangulated data. From the evidence gathered, the following school strengths and challenges associated with the rubric statements were identified:

School Strengths

- (I-1) Instructional staff know and understand the content of the subject taught.
- (I-3) Instructional staff use appropriate communication techniques in the learning environment.
- (I-7) Instructional staff provide specific and timely feedback to students on an ongoing basis and help students to use the feedback to improve their performance.
- (I-11) Instructional staff use district-approved instructional materials to meet the identified needs of all students.
- (I-12) Instructional staff provide assistance, intervention, and enrichment to supplement general classroom instruction to support the learning of all students.
- (I-15) Instructional staff promote a school culture characterized by collegiality and shared responsibility for student learning.
- (S-2) School-parent partnerships are focused primarily on student achievement.
- (S-3) Administrators and the School Community Council allocate fiscal resources primarily focused on increasing student achievement.
- (S-4) Administrators recommend highly qualified instructional staff for open positions in their school, make strong efforts to retain highly qualified instructional staff, and provide appropriate remediation for other instructional staff as needed.
- (S-6) Administrators focus the entire school community on continuous school improvement.
- (S-8) Administrators provide for job-embedded differentiated professional development to all instructional staff.

Challenges

- (1-2) Instructional staff communicate the content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.
- (1-4) Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning.
- (1-5) Instructional staff create a culturally responsive learning community in the classroom.
- (1-6) Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.
- (1-8) Instructional staff have high academic expectations for all students and provide instruction that promotes student growth.
- (1-9) Instructional staff use effective student engagement strategies to help students stay interested and on-task.
- (1-10) Instructional staff provide instruction designed to help students apply their learning outside the classroom.
- (1-13) Instructional staff engage in horizontal articulation within grade/subject configurations.
- (1-14) Instructional staff engage in vertical articulation for adjacent grade levels or course sequences.
- (1-16) Instructional staff use available benchmark assessment results to guide instruction and reteaching.
- (I-18) Instructional staff use results of criterion-referenced tests (CRT) or other summative assessments to plan instruction.
- (S-1) Administrators provide effective instructional leadership for their school.
- (S-5) Administrators take active steps to promote a safe and orderly environment for learning in their school.
- (S-7) Administrators provide for instructional classroom management support for all instructional staff.
- (S-9) Administrators protect and monitor collaboration time.
 - (S-10) Administrators protect and monitor use of instructional time.

The teaching staff at Kearns High School show considerable strength in knowing and understanding the content they teach. In addition, educators utilize appropriate written and spoken communication to impart information to students. Strong collegiality among staff members is evident. Instructional staff are skilled as they provide specific and timely feedback to assist students to improve performance. Professional development is provided to staff members to reach established goals. To improve all instructional staff should use effective student engagement strategies. Concerted efforts to incorporate differentiation into lesson design will increase student understanding. All staff need to create a culturally responsive learning environment which includes the use of content and language objectives embedded in daily instruction.

The following report provides details on all of the ratings that the school received.

Student Achievement

In 2010, Kearns High School did not make AYP in several of the categories that were measured. As shown, in Exhibit 2, the Whole School, Hispanic, Economically Disadvantaged, and Limited English Proficient subgroups did not make AYP in language arts. In addition, the Whole School, Caucasian, Hispanic, Economically Disadvantaged, and limited English Proficient subgroups did not make AYP in mathematics. Furthermore, it is important to note the American Indian, Caucasian, Pacific Islander, and Students with Disabilities subgroups achieved AYP in language arts because they are within the confidence interval for testing requirements, and the African American subgroup made AYP in mathematics within the confidence interval.

Exhibit 2. Adequate Yearly Progress and State Assessment Results, 2010

Group	Language Arts		Mathematics	
	AYP Results	Test Scores (Goal = 83%)	AYP Results	Test Scores (Goal = 45%)
Whole School	No	69%	No	25%
Asian	Yes	92%	Yes	^b
African American	Yes	^b	Yes ^a	25%
American Indian	Yes ^a	60%	Yes	^b
Caucasian	Yes ^a	79%	No	29%
Hispanic	No	52%	No	16%
Pacific Islander	Yes ^a	69%	Yes	46%
Economically Disadvantaged	No	64%	No	23%
Limited English Proficient	No	18%	No	7%
Students with Disabilities	Yes ^a	34%	Yes	40%

Source: Data retrieved September 29, 2010, Utah State Office of Education.

^aThe group was within the confidence interval of meeting the requirement.

^b percentage is not reported since the number of students who took the test was fewer than 10.

Data Analysis

Analysis of Kearns High School Demographic and Achievement Data

Kearns High School served approximately 1773 students in grades 10, 11, and 12 in 2009-2010. The student teacher ratio at the school averaged 22 to 1. According to the most available and accurate sources, the average daily attendance was 95%, 548 students were absent more than 10 days last year, and the school mobility rate was 31% during the 2008-2009 school year. Demographic characteristics of the student population are displayed in Exhibit 1, which indicated the high level of diversity of the student population at the school.

Exhibit 1. Student Subpopulation Characteristics, 2009-2010

Student Subpopulation	Number	Percentage
African American	46	3%
American Indian	37	2%
Asian	37	2%
Hispanic	567	32%
Not Declared	1	0%
Pacific Islander	99	6%
Caucasian	986	56%
English Language Learners	207	12%
Economically Disadvantaged	821	46%
Students with Disabilities	203	11%
Male	916	52%
Female	857	48%

Source: Data retrieved June 18, 2010, Utah State Office of Education – Data Clearinghouse - 53 Report
Source: Student to Staff Ratio – Data retrieved Oct. 30, 2009, Title I Comparability Report
Source: Mobility Rate – Data retrieved Oct. 30, 2009, Utah State Office of Education Serf Report
Source: Socio Economic Status - Data retrieved Oct. 1, 2009, Utah Consolidated Building Application Report

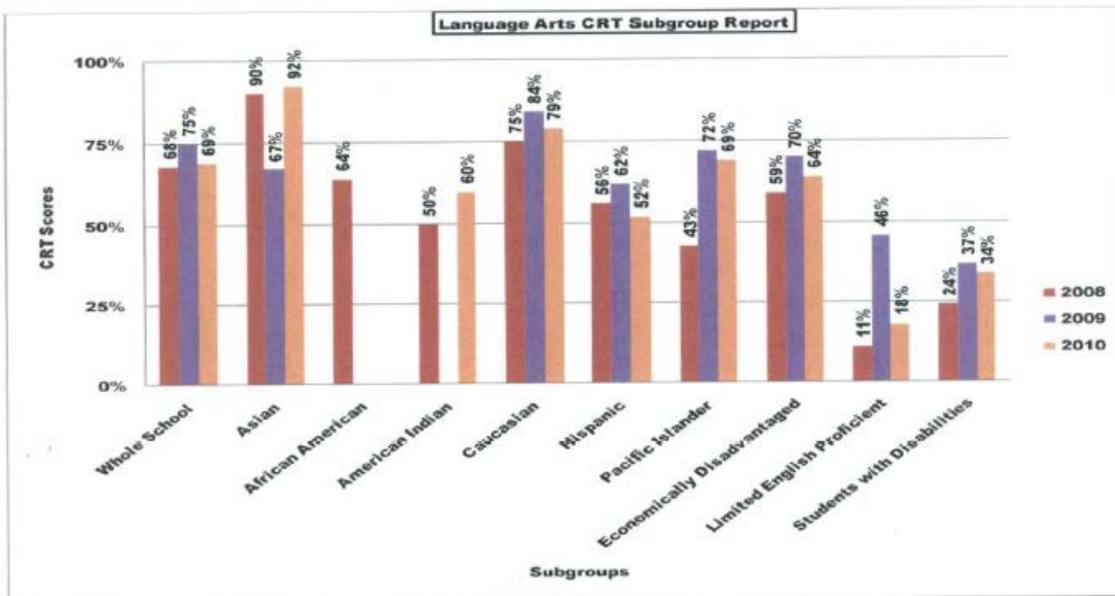
Exhibit 3 details the CRT results by subgroups. In language arts, the scores of Asian, American Indian, Pacific Islander, Economically Disadvantaged, Hispanic, and Students with Disabilities subgroups have fluctuated over time. The scores in all subgroups, with the exception of the Asian Subgroup, have declined from 2009-2010.

**Exhibit 3. Kearns High School Subgroups
Language Arts AYP Report, 2008-2010**

	2008		2009		2010	
	N=	CRT Score	N=	CRT Score	N=	CRT Score
Whole School	483	68%	505	75%	504	69%
Asian	10	90%	12	67%	12	92%
African American	11	64%	9	^b	9	^b
American Indian	10	50%	9	^b	10	60%
Caucasian	292	75%	285	84%	282	79%
Hispanic	137	56%	165	62%	162	52%
Pacific Islander	23	43%	25	72%	29	69%
Econ. Disadvantaged	203	59%	238	70%	261	64%
Limited English Prof.	35	11%	78	46%	74	18%
Students w/Disabilities	58	24%	57	37%	58	34%

Source: Data retrieved September 29, 2010, Utah State Office of Education.

^b percentage is not reported since the number of students who took the test was fewer than 10



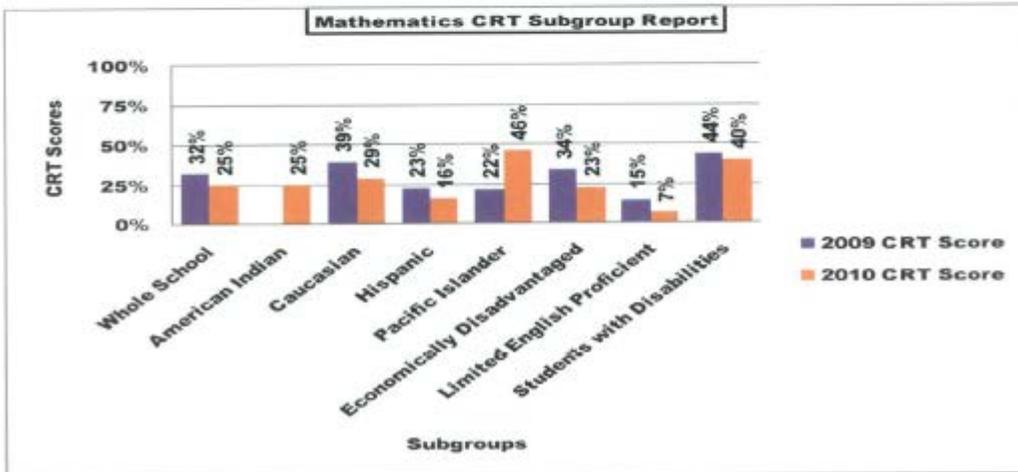
Source: Data retrieved September 29, 2010, Utah State Office of Education.

Exhibit 4 details the CRT results by subgroups for mathematics for the years 2009-2010. The Pacific Islander subgroup showed a substantial gain from 2009-2010 in mathematics. The scores of the subgroups of Whole School, Caucasian, Hispanic, Economically Disadvantaged, Limited English Proficient, and Students with Disabilities declined from 2009-2010.

**Exhibit 4. Kearns High School Subgroups
Mathematics AYP Report, 2009-2010**

	2009		2010	
	N=	CRT Score	N=	CRT Score
Whole School	367	32%	352	25%
Asian	3	^b	5	^b
African American	9	^b	12	25%
American Indian	7	^b	6	^b
Caucasian	190	39%	173	29%
Hispanic	135	23%	131	16%
Pacific Islander	23	22%	24	46%
Economically Disadvantaged	166	34%	179	23%
Limited English Proficient	71	15%	58	7%
Students with Disabilities	45	44%	43	40%

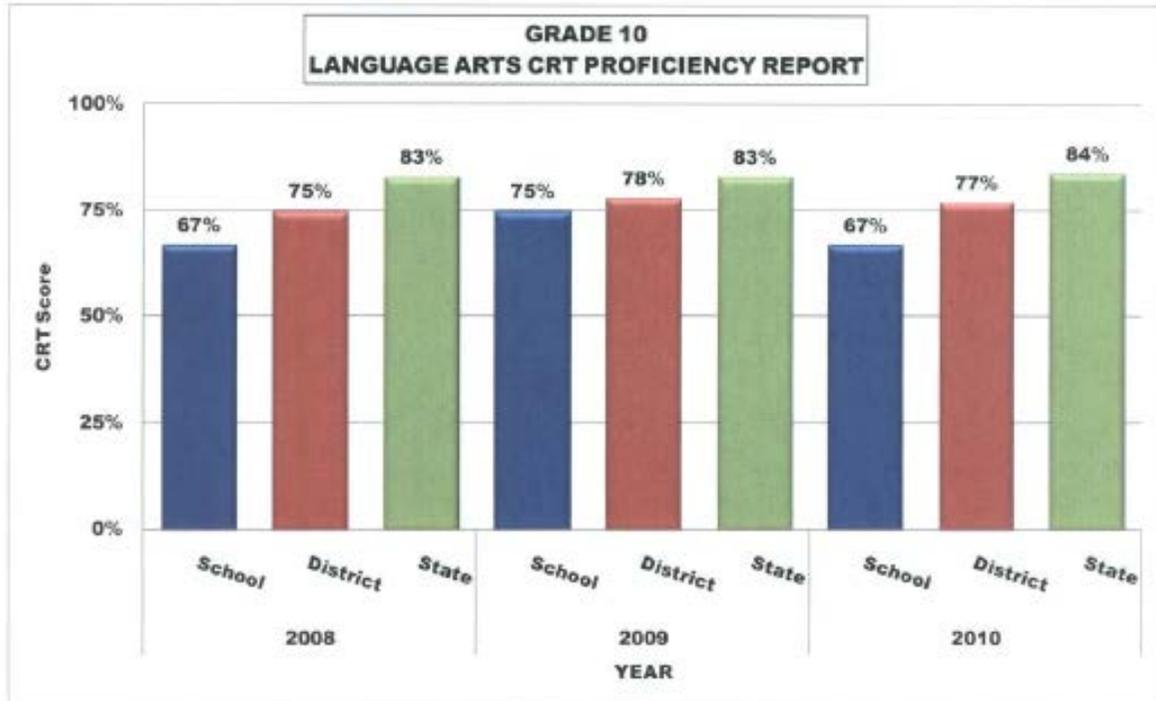
Source: Data retrieved September 29, 2010, Utah State Office of Education.
^b percentage is not reported since the number of students who took the test was fewer than 10



Source: Data retrieved September 29, 2010, Utah State Office of Education.

Exhibit 5 details the percentage of students who were proficient (Level 3 or Level 4 on CRT assessments) in language arts for grade 10 for 2008, 2009, and 2010. The scores are below district and state averages.

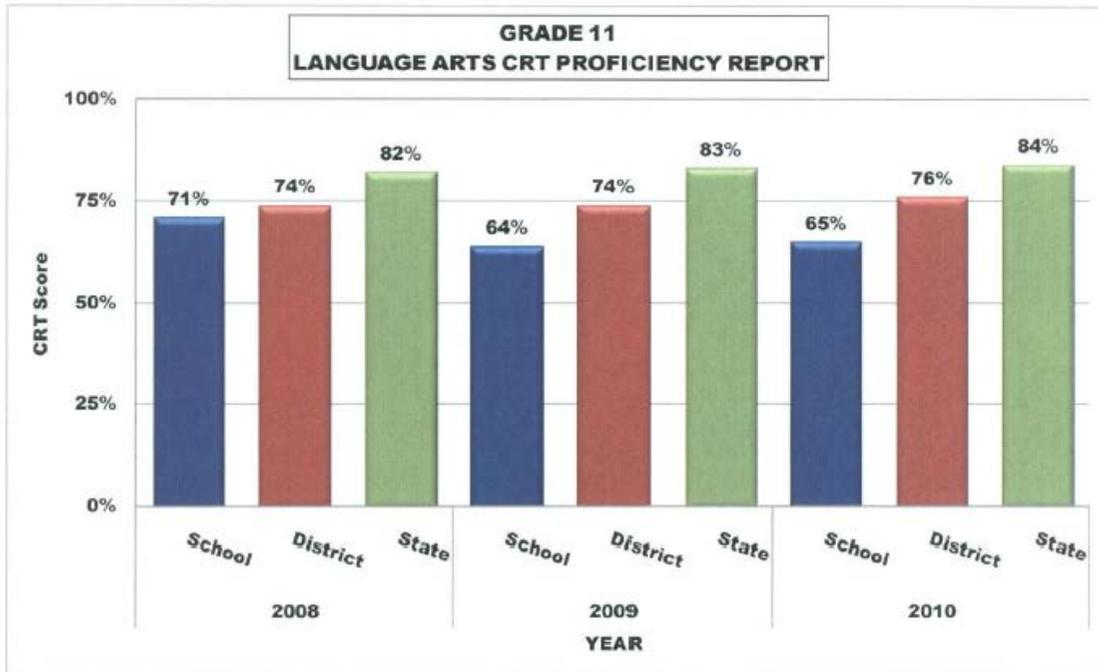
Exhibit 5. Kearns High School Grade 10
Language Arts CRT Proficiency Scores, 2008-2010



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Grade 10 - 2008 N= 541, 2009 N=541, 2010 N=569)

Exhibit 6 details the percentage of students who were proficient (Level 3 or Level 4 on CRT assessments) in language arts for grade 11 for 2008, 2009, and 2010. The scores are lower than the district and state averages.

**Exhibit 6. Kearns High School Grade 11
Language Arts CRT Proficiency Scores, 2008-2010**



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Grade 11 - 2008 N= 515, 2009 N= 495, 2010 N= 499)

The 2010 language arts CRT results for Grades 10 and 11 are displayed in Exhibit 7. Objective II.3 (*Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions*) appears to be an area of concern for grade 10 students. Objective III.1 (*Use the process of inquiry to problem-solve and deepen understanding*) appears to be an area of concern for grade 11 students.

**Exhibit 7. Kearns High School Grade 10 and 11 Overview
Language Arts CRT Standards Report, 2010**

Language Arts 2010 CRTs Standards/Objectives	% Correct	
	10th	11th
I. Comprehend informational and literacy text	67	70
I.1 Determine word meanings through word parts, definitions, and context clues	69	58
I.2 Comprehend and evaluate informational text	62	71
I.3 Comprehend literature by recognizing the use of literary elements across genres and cultures.	71	75
II. Write informational and literary text	60	62
II.3 Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions	60	62
III. Seek and give information using the process of inquiry	67	52
III.1 Use the process of inquiry to problem-solve and deepen understanding	67	52

*pink highlighted scores indicate lowest scoring objectives.

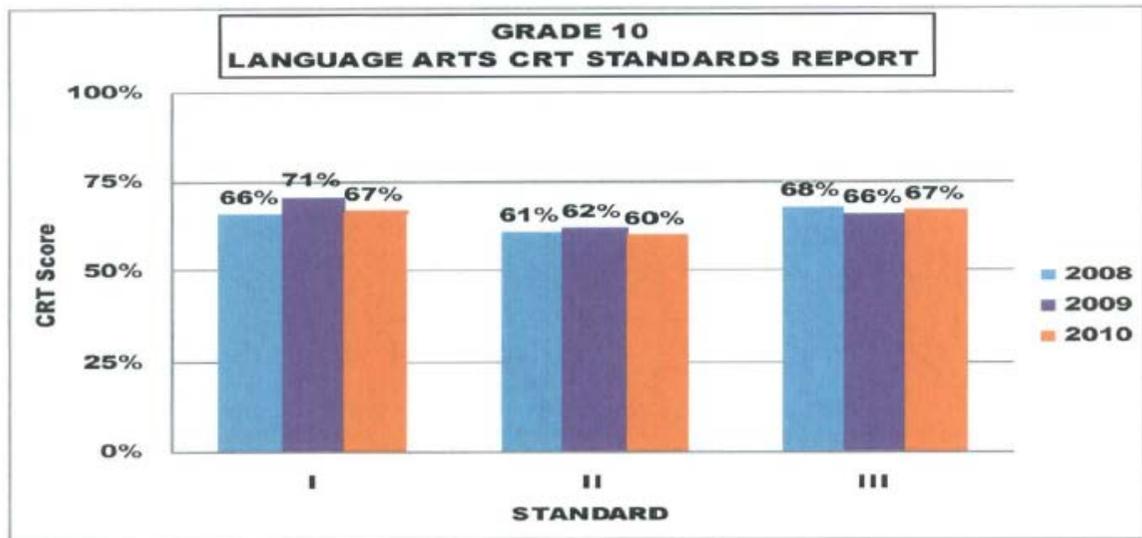
Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Grade 10 N= 569, Grade 11 N= 499)

Exhibit 8 details the CRT language arts results by standard for the years 2008, 2009, and 2010 for grade 10.

Exhibit 8. Kearns High School Grade 10
Language Arts CRT Standards Report, 2010

CRT Language Arts Standards

I Comprehend Informational and literary text
II Write informational and literary text
III Seek and give information using the process of inquiry

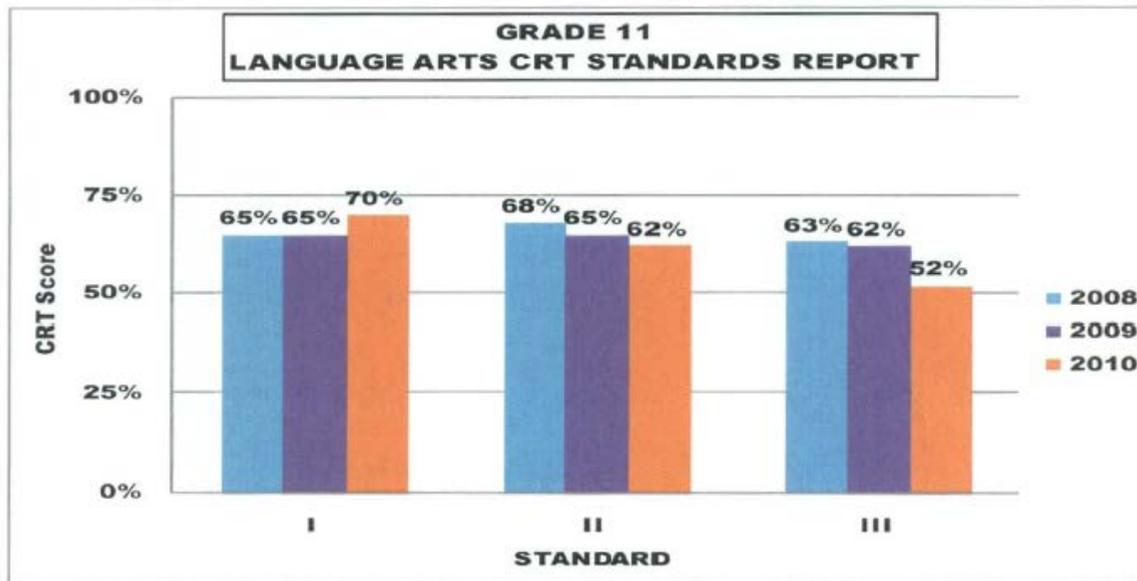


Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Grade 10 - 2008 N= 541, 2009 N=541, 2010 N=569)

Exhibit 9 displays the language arts standards for grade 11 from 2008-2010. Standard I (*Comprehend informational and literary text*) has increased from 2009-2010. Standard II (*Write informational and literary text*) and Standard III (*Seek and give information using the process of inquiry*) have decreased.

Exhibit 9. Kearns High School Grade 11
Language Arts CRT Standards Report, 2008-2010

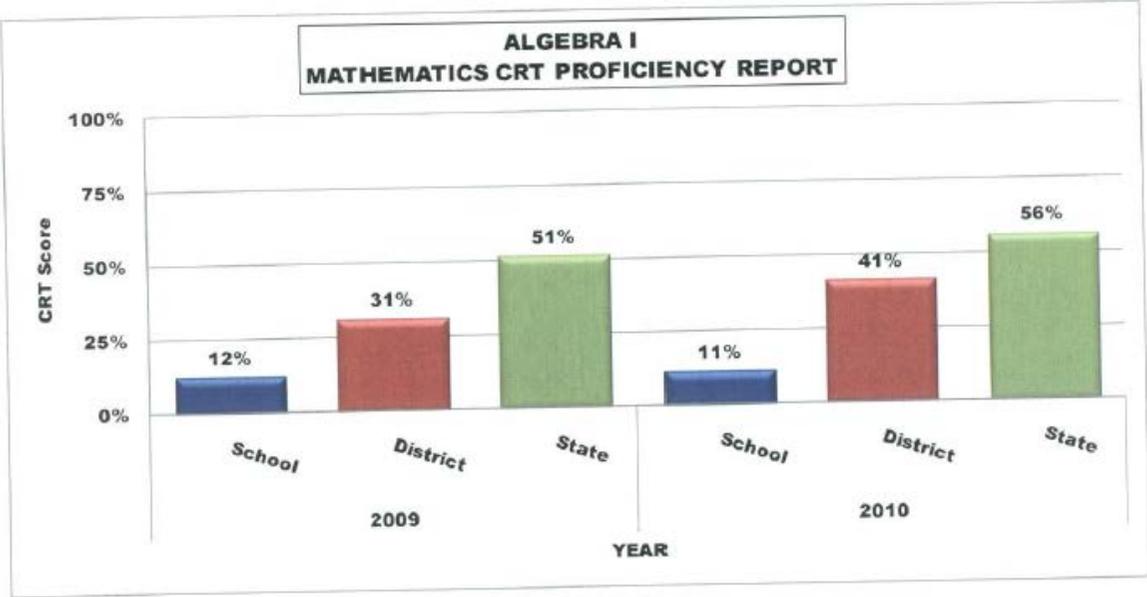
CRT Language Arts Standards	
I	Comprehend informational and literary text
II	Write informational and literary text
III	Seek and give information using the process of inquiry



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Grade 11 - 2008 N= 515, 2009 N= 495, 2010 N= 499)

Proficiency levels for algebra I in 2009 and 2010 are displayed in exhibit 10. In 2009 and 2010 algebra I proficiency scores were below the district and state average.

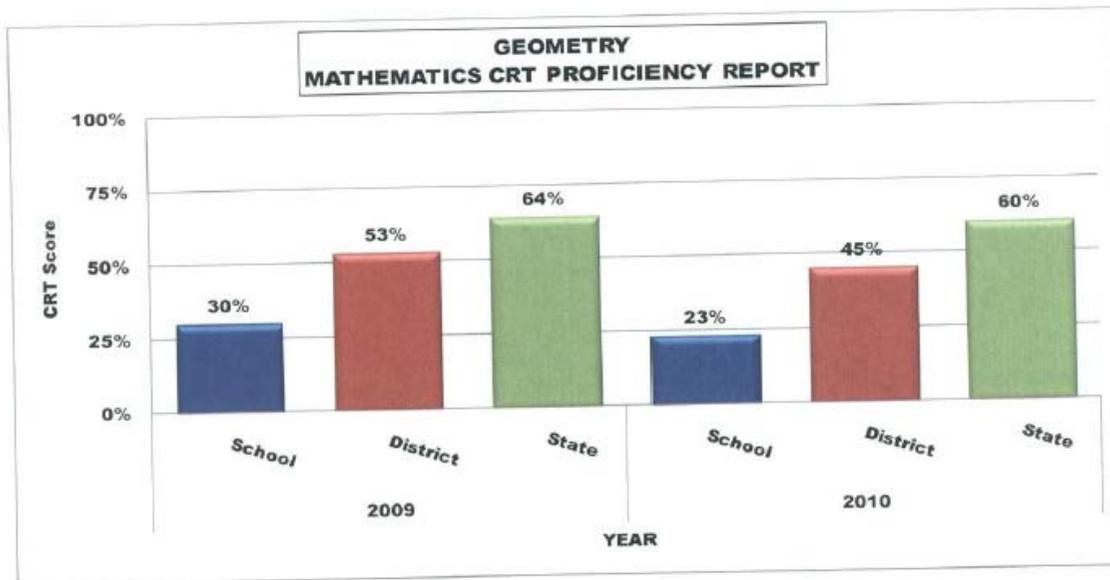
Exhibit 10. Kearns High School Algebra I Mathematics CRT Proficiency Scores, 2009-2010



Source: Data retrieved September 29, 2010, Utah State Office of Education. (Algebra 1 - 2009 N= 106, 2010 N= 118)

Proficiency scores for geometry in 2009 and 2010 are displayed in exhibit 11. In 2009 and 2010, geometry scores were significantly below the state and district average. Proficiency scores dropped from 2009-2010.

Exhibit 11. Kearns High School Geometry Mathematics CRT Proficiency Scores, 2009-2010



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Geometry - 2009 N= 199, 2010 N= 221)

Mathematics CRT results for algebra I may be found in exhibit 12 for 2010. Objectives III1 (*Simplify polynomials and the quotient of monomials*), III2 (*Solve and interpret linear equations and inequalities various situations including real-world problems*), III4 (*Factor polynomials with common monomial factors, and factor simple quadratic expressions*), and III5 (*Solve quadratic expressions using factoring taking square roots*) are areas of concern for algebra I students.

Exhibit 12. Kearns High School Algebra I
Mathematics Standards Report, 2010

I. Expand number sense to understand, perform operations, and solve problems with real numbers	40
I1 Distinguish rational numbers from irrational numbers as points on the number line	37
I2 Compute fluently and make reasonable estimates with rational and irrational numbers	43
II. Extend concepts of proportion to represent and analyze linear relations	40
II1 Represent and analyze the slope of a line	40
III2 Model and interpret problems having a constant rate of change using linear functions	37
III3 Represent and analyze linear relationships using algebraic equations, expressions, and graphs	44
III. Develop fluency with the language and operations of algebra to analyze and represent relationships	31
III1 Simplify polynomials and the quotient of monomials	21
III2 Solve and interpret linear equations and inequalities in various situations including real-world problems	34
III3 Solve and interpret pairs of linear equations and inequalities	39
III4 Factor polynomials with common monomial factors, and factor simple quadratic expressions	29
III5 Solve quadratic expressions using factoring or by taking square roots	34
IV. Understand concepts from statistics, and apply statistical methods to solve problems	56
IV1 Summarize, display, and analyze bivariate data	63
IV2 Estimate, interpret, and use lines to fit bivariate data	49

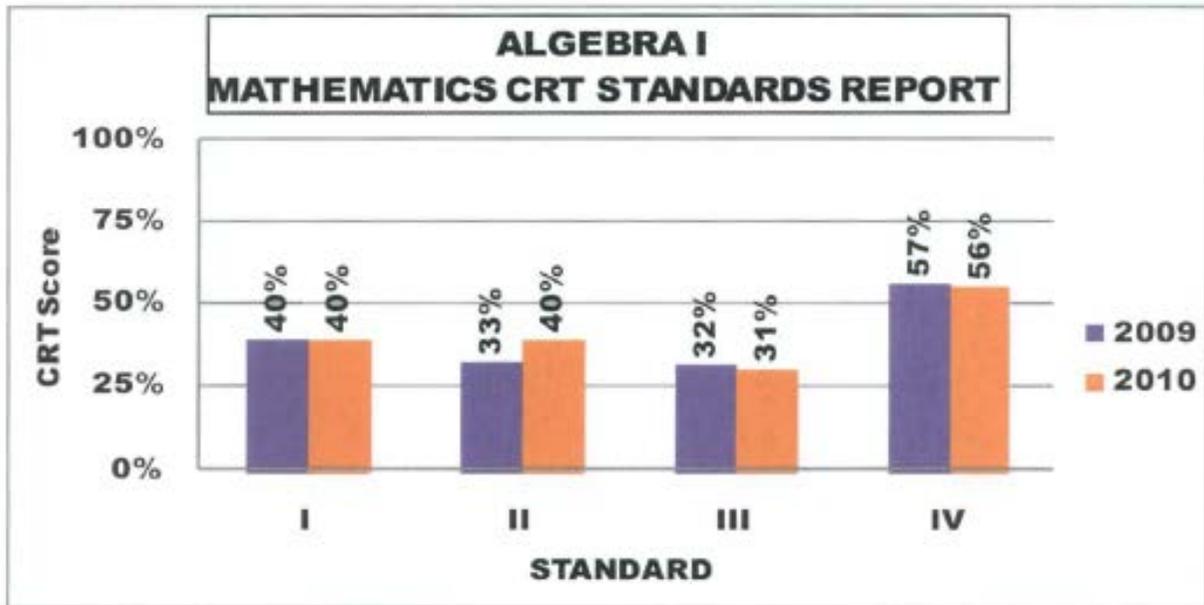
Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Algebra I - 2010 N= 118)

Exhibit 13 details CRT results for algebra I students for 2009 and 2010. Standard II shows an increase from 2009-2010.

Exhibit 13. Kearns High School Algebra I
Mathematics Standards Report, 2009-2010

Algebra I Standards

- I Number sense and operation
- II Proportions and linear relationships
- III Language of algebra
- IV Statistics



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Algebra I - 2009 N= 106, 2010 N= 118)

Mathematics CRT results for geometry may be found in Exhibit 14 for 2010. Objectives I4 (*Analyze characteristics and properties of triangles*), II1 (*Describe the properties and attributes of lines and line segments using coordinate geometry*), and II2 (*Describe spatial relationships using coordinate geometry*) are areas of concern for geometry students.

Exhibit 14. Kearns High School Geometry
Mathematics Standards Report, 2010

I. Use algebraic, spatial, and logical reasoning to solve geometric problems	45
I1 Use inductive and deductive reasoning to develop mathematical arguments	45
I2 Analyze characteristics and properties of angles	44
I3 Analyze characteristics and properties of triangles	48
I4 Analyze characteristics and properties of polygons and circles	43
I6 Analyze characteristics and properties of three-dimensional figures	46
II. Use the language and operations of algebra to explore geometric relations with coordinate geometry	40
II1 Describe the properties and attributes of lines and line segments using coordinate geometry	39
II2 Describe spatial relationships using coordinate geometry	40
III. Extend concepts of proportion and similarity to trigonometric ratios	50
III1 Use triangle relationships to solve problems	48
III2 Use trig ratios of sine, cosine, and tangent to represent and solve for missing parts of triangles	51
IV. Use algebraic, spatial, and logical reasoning to solve measurement problems	50
IV1 Find measurements of plane and solid figures	55
IV2 Solve real-world problems using visualization and spatial reasoning	44

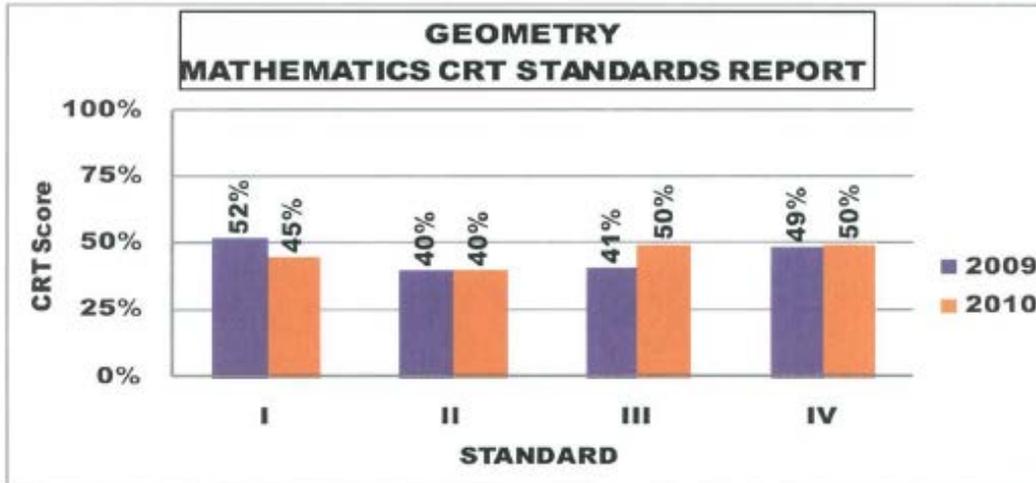
127

Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Geometry - 2010 N= 22)

Exhibit 15 details CRT results for geometry students for 2009 and 2010. Standards III and IV show an increase and standard I declined in 2010.

Exhibit 15. Kearns High School Geometry
Mathematics Standards Report, 2009-2010

Geometry Standards
I Use algebra to solve geometry problems
II Coordinate geometry
III Trigonometric ratios
IV Measurement



Source: Data retrieved September 29, 2010, Utah State Office of Education.
(Geometry - 2009 N= 199, 2010 N= 221)

STATIS RubricSummary

Keams High School
October 11-13, 2010

Instruction	Minimally Proficient	Partially Proficient	Proficient	Exemplary
I-1 Instructional staff know and understand the content of the subject taught.				Approaching
I-2 Instructional staff communicate the content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.	X			
I-3 Instructional staff use appropriate communication techniques in the learning environment.				Approaching
I-4 Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning			Approaching	
I-5 Instructional staff create a culturally responsive learning community in the classroom.		X		
I-6 Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.		X		
I-7 Instructional staff provide specific and timely feedback to students on an ongoing basis and help students to use the feedback to improve their performance.			X	
I-8 Instructional staff have high academic expectations for all students and provide instruction that promotes student growth.			Approaching	
I-9 Instructional staff use effective student engagement strategies to help students stay interested and on track.		X		
I-10 Instructional staff provide instruction designed to help students apply their learning outside the classroom.			Approaching	
I-11 Instructional staff use district-approved instructional materials to meet the identified needs of all students.			X	

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Instruction	Minimally Proficient	Partially Proficient	Proficient	Exemplary
I-12 Instructional staff provide assistance, intervention, and enrichment to supplement general classroom instruction to support the learning of all students.			X	
I-13 Instructional staff engage in horizontal articulation within grade/subject configurations.			Approaching	
I-14 Instructional staff engage in vertical articulation for adjacent grade levels or course sequences.			Approaching	
I-15 Instructional staff promote a school culture characterized by collegiality and shared responsibility for student learning.			X	
I-16 Instructional staff use available benchmark assessment results to guide instruction and reteaching.		X		
I-17 Instructional staff administer a variety of formative assessments aligned to district curriculum maps or content scope and sequence and use results to guide instruction.			Approaching	
I-18 Instructional staff use results of criterion referenced tests (CRT) or other summative assessments to plan instruction.		X		

Support	Minimally Proficient	Partially Proficient	Proficient	Exemplary
S-1	Administrators provide effective instructional leadership for their school.	X		
S-2	School-parent partnerships are focused primarily on student achievement.		X	
S-3	Administrators and the school Community Council allocate fiscal resources primarily focused on increasing student achievement.		X	
S-4	Administrators recommend highly qualified instructional staff for open positions in their school, make strong efforts to retain highly qualified instructional staff, and provide appropriate remediation for other instructional staff as needed.			Approaching
S-5	Administrators take active steps to promote a safe and orderly environment for learning in their school.	X		
S-6	Administrators focus the entire school community on continuous school improvement.		X	
S-7	Administrators provide for instructional and classroom management support for all instructional staff.	X		
S-8	Administrators provide for job-embedded differentiated professional development to all instructional staff.		X	
S-9	Administrators protect and monitor collaboration time.	X		
S-10	Administrators protect and monitor use of instructional use.	X		

Summary of Rubric Scores

Instruction

1-1. Instructional staff know and understand the content of the subject taught.

Rating: *Approaching Exemplary*

Content vocabulary: Observations revealed almost all teachers at Kearns High School use and teach vocabulary aligned to the content during instruction. In addition, most students are routinely expected to use content vocabulary in classrooms. Instructional staff reported using a variety of methods to teach vocabulary including worksheets, games, recording definitions from dictionaries, using student friendly definitions, pictures, and connecting content vocabulary to real life.

Accuracy: During observations almost all teachers were accurate in the content they conveyed. Most teachers indicated they show students how to check and ensure accuracy through the use of additional instructional resources. Interviewees shared encouraging students to use glossaries, dictionaries, Internet, teacher resources, and games to ensure accuracy. Observational data at this time showed some teachers provide opportunities to check and ensure accuracy.

To increase ratings on this rubric, all instructional staff should focus on providing more engaging vocabulary instruction for all students. In addition, all students should routinely be expected to use content vocabulary during instruction. All staff need to encourage and provide more ways for students to check each other's understanding of new content through the use of additional instructional resources.

1-2. *Instructional staff communicate content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.*

Rating: *Minimally Proficient*

Content objective: Observations revealed few teachers posted daily content objectives in the classroom. Often, content objectives were broadly described for the unit or month and not the daily lesson. Content objectives were rarely stated at the beginning of the lesson or restated through the lesson, nor were they summarized at the end.

Language objective: While a few teachers posted language objectives, most did not. Additionally, teachers were not observed stating, restating, or summarizing language objectives. Moreover, interviews, focus groups, and observations revealed confusion over the term language objective.

Curriculum map/scope and sequence: In interviews, most teachers reported following the district curriculum map or scope and sequence. Administration confirmed these reports and commented following curriculum maps or a scope and sequence was an expectation at Kearns High School.

Student understanding of expectations for demonstrating proficiency: Teachers mentioned using tests, assignments, journaling, discussions, and self-starters as opportunities for students to demonstrate understanding of the content covered in class. In addition, students in focus groups reported some instructional staff ask them to write a summary or verbally summarize information at the end of class to ensure understanding of the day's lesson content. However, little was said about demonstrating proficiency of content and language objectives by either teachers or students.

An initial step to increasing the rating in this area is to develop a clear understanding of content and language objectives as well as becoming adept at writing such objectives. In addition, instructional staff need to post and state content and language objectives during each class period, restate them during the lesson, and summarize the objectives at the conclusion of instruction. Staff will need to take stronger steps to ensure all students explicitly understand how to demonstrate they have met requirements for the language and content objectives. Moreover, in light of the mobility rate in Granite School District, all staff will need to begin and/or use district curriculum maps when available to ensure continuity of instruction across boundary lines.

1-3. *Instructional staff use appropriate communication techniques in the learning environment.*

Rating: Approaching Exemplary

Spoken communications: Observational data indicated the spoken communication of instructional staff is grammatically correct and expressive. Student focus groups stated written and oral communication of most teachers is easy to understand. Nearly all instructional staff were observed modifying spoken language to address the needs of diverse students.

Written communications: During observations, nearly all instructional staff wrote clearly and legibly. Student focus groups affirmed most educators wrote clearly and legibly so students could understand. Moreover, observations revealed most instructional staff restate communication in multiple ways.

Developmentally appropriate language: All instructional staff used developmentally appropriate language during classroom observations.

Teacher voice: During the on-site visit, all instructional staff used appropriate voice tone and diction for the grade level and learning environment. In addition, most teachers avoided repetitive verbiage (i.e. shhh, okay).

Results for this rubric will increase when all staff's spoken and written language addresses the needs of diverse students in the classroom and when staff restate communications in multiple ways. This is critical in light of the school's changing demographics. Additionally, all instructional staff need to make efforts to avoid repetitive language.

1-4. Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning.

Rating: Approaching Proficient

Behavioral expectations: In interviews, most educators reported sending home disclosure statements and posting them on the website. It was further reported educators teach behavioral expectations at the beginning of the course. Teacher interviews and student focus groups indicated behavioral expectations are retaught as needed. Observations revealed most students follow behavioral expectations.

Behavioral procedures: In most classes, behavioral procedures were evident in student conduct. During observations, students appeared to know and follow routines for sharpening pencils, doing self-starters, and using the restroom. In interviews, teachers reported establishing procedures for classroom management.

Behavioral transitions: Observations showed most instructional staff conduct efficient transitions, and most students complete smooth transitions from one location to another. Additionally, some reported the use of time limits to make efficient transitions.

Attention prompts: Observations showed some instructional staff utilize attention prompts before beginning instruction. Educators reported using eye contact, music, countdowns, and wait time as attention prompts. Some students responded consistently and immediately to prompts.

Proximity: Most observed instructional staff move purposefully around the room to maintain and direct student behavior and most students respond appropriately to the presence of instructional staff.

Cueing: Teachers mentioned using humor, specific praise, and other positive cues to redirect and maintain student behavior based upon established expectations. Observations revealed some instructional staff use positive cues, and some students adjust their behavior immediately and as necessary.

Signals: Nearly two-thirds of observed teachers utilize non-verbal signals for students to communicate when they were ready, finished, or need help. When signals were provided, some students followed them. While some observed students raised hands when needing assistance, others talked out, approached the teacher, or chatted with peers.

Time limits: Several interviewed teachers reported using time limits and utilizing an electronic timer to begin and complete tasks. Over half of the observed instructional staff provided time limits to begin and complete a task. Moreover, some students self-regulated to ensure finishing on time.

To increase ratings in this area, instructional staff must utilize attention prompts before beginning instruction, and reinforce prompts through positive behavioral cues to redirect and maintain student behavior. In addition, instructional staff will need to be more intentional about establishing non-verbal signals for students to communicate they are ready, finished, or need help. Students will learn to better self-regulate when instructional staff consistently provide time limits for beginning and completing tasks.

1-5. Instructional staff create a culturally responsive learning community in the classroom.

Rating: Partially Proficient

Cultural understanding: In interviews, some teachers reported including discussions about various cultures as part of their lesson plans. In addition, teachers mentioned asking students to share ideas and experiences from their culture as well as completing assignments about their families. Students in focus groups stated some teachers had them bring either a cultural box or bag to class containing items representing their cultural values to share. Other students reported teachers expressed they should be glad to attend a school which has so many different languages and cultures with rich heritages. There were mixed responses from participants in the parent focus group on cultural understanding. Some stated too much emphasis was placed on meeting the needs of minority students. Most parents agreed the faculty tries to understand the various cultures, but more could be done to improve cultural awareness.

Multiple perspectives: Some teachers stated they ask students to share their cultural perspectives on particular issues. Students indicated some of their teachers encourage them to analyze issues from multiple perspectives in discussions. Several participants reported having foreign exchange students in classes and these individuals were asked to share their perspective on issues based on cultural background. However, observations revealed the majority of teachers did not embed multiple cultural and ethnic perspectives into the curriculum and engage students in analyzing issues from multiple perspectives.

Strategies for English language learners {Sheltered Instruction Observation Protocol - SIOP): Teachers reported using a variety of strategies to teach English Language Learners (ELL). These included the use of pictures, technology support for vocabulary, pairing students, cooperative learning groups, and building background knowledge. Observations showed approximately half the teachers were using strategies and elements consistent with the SIOP model for ELL students.

Given the substantial diversity in the student population at Kearns High School, cultural responsiveness is an area of concern. Instructional staff should demonstrate understanding of cultural influences on students' behavior and successes. Ratings in this area will increase by consistently embedding multiple cultural and ethnic perspectives into the curriculum while engaging students in analyzing issues from multiple perspectives. Finally, incorporating SIOP strategies in all classes will increase understanding and engagement for students.

1-6. *Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.*

Rating: *Partially Proficient*

Flexible grouping: In interviews, most teachers reported using a variety of group configurations. Most participants stated grouping was based on behavior, academic level, social need, or for cooperative learning. Some teachers indicated using heterogeneous grouping while other teachers described using individual tutoring or small groups to meet student needs. Still other teachers consider class placement to be the grouping mechanism and do not group within their classes. Students reported being part of small group and whole class discussions, partnering with another student, and being ability grouped in advanced classes. While some students indicated they were able to pick their partners at times, others stated they were randomly assigned groups by counting off or rotating group members. Students also stated most instruction was delivered in whole group and then the class was divided into different sections to work on assignments. Observations revealed slightly less than half of the teachers routinely group and regroup students for instruction during the class period.

Content: During interviews, teachers reported using a wide range of methods to adjust content to academic need. Some teachers indicated using pre-tests to determine student academic levels before beginning instruction. Others reported allowing more time for work completion, simplifying assignments, using make-up days, reteaching concepts, providing individual tutoring before, during, and afterschool, using pacing charts, and incorporating technology and graphic organizers to adjust content levels. Staff also discussed the use of seating charts to place students needing assistance close to the teacher and marking names on their roles to note individuals having Individualized Education Plan (IEP) or those requiring additional support. However, several staff members expressed concern about not being appropriately informed of students needing accommodations. Some students described teachers using technology such as PowerPoints, videos, iPod Touch technology, and the Internet to vary content and instruction. Other students discussed the use of Cornell Notes to summarize their learning activities and increase content knowledge. Observations revealed some instructional staff adjust content to academic need or customize the pace and complexity of information or materials to students.

Process: Most teachers indicated students use higher-order skills through summarizing, wait time, applying knowledge, problem solving, reasoning, or using Cornell Notes. A few teachers stated their text or classroom materials require higher-order skills for student understanding. However, about half the observed classrooms were providing opportunities for students to use higher-order skills (e.g., application, elaboration, providing evidence or synthesis).

Product: Focus groups reported a variety of ways students may demonstrate proficiency of learning. It was noted proficiency is shown through tests, partner work, individual and group performances, work sheets, notebooks, portfolios, posters, pamphlets, self-starters, and individual and class discussions. While most teachers reported there is little flexibility on standardized tests, students have several options to demonstrate proficiency on class assignments.

To receive a higher rating in this area, instructional staff will need to group and regroup students frequently to accommodate student needs. In addition, adjusting the pace and complexity of content for groups and individuals will increase student understanding. Teachers should provide more opportunities to apply higher-order thinking skills. Differentiation is a difficult area to achieve but the effect size of implementation of differentiated instruction is high.

1-7. Instructional staff provide specific and timely feedback to students on an ongoing basis and help students to use the feedback to improve their performance.

Rating: Proficient

Specific, constructive, and timely: Data from interviews, focus groups, and observations indicated most teachers are providing specific, timely, and constructive feedback to most students on an ongoing basis. Instructional staff as well as students cited the use of verbal and written feedback is provided by teachers. Respondents mentioned feedback is provided through student discussions, immediate verbal feedback on performances, and notes on papers and tests. In some instances, students were given opportunities to receive feedback from peers as well. Interviews assert the prompt return of graded assignments allows students to see both their progress and mistakes.

Maintenance of records: By all accounts, all instructional staff use *Gradebook* and maintain current records. It was reported *Gradebook* is updated frequently. Students in focus groups were aware they could check their progress on *Gradebook*, and most reported doing so. Observations and interviews revealed some students are given the opportunity to maintain records of their own performances through portfolios.

Help students to use: Observations revealed most instructional staff help students use feedback to improve performance. Focus groups indicated the majority of teachers encouraged students to seek feedback when unclear about how to improve and invite students to get extra help during lunch and before or afterschool.

To increase ratings, there is a need for all teachers to provide specific, timely, and constructive feedback to all students. Moreover, students should become proficient at rating themselves on their own work using specified criteria. Ratings will also increase when students are required to maintain records of their own performance. This practice will help students realize their need for feedback and will encourage them to seek additional information when unclear about how to improve. It is also important to provide information to parents on how they can help their students to achieve.

1-8. *Instructional staff have high academic expectations for all students and provide instruction that provide instruction that promotes student growth.*

Rating: Approaching Proficient

High academic expectations: Observations revealed most instructional staff implement classroom practices that demonstrate high expectations for all students. Observations at this time further showed some teachers helped each student to establish individual goals for meeting or exceeding grade level proficiency. Students reported in focus groups, some teachers have students write goals about what they want to accomplish during the course. The parent focus group stated most teachers at Kearns High School have high academic expectations for students.

Cognitive demand: Most instructional staff delivered instruction reflecting the cognitive demand indicated in the standard during observations.

Extension of learning: Approximately one-third of instructional staff were observed routinely helping individual students to extend their learning. In focus groups, students reported being able to turn assignments in early for extra credit, having the opportunity to belong to clubs that prepare them for advanced classes, taking Granite Technical Institute (GTI) classes at the district offices, as well as honors, concurrent enrollment, and Advanced Placement (AP) classes as opportunities to extend learning. In interviews, teachers stated they suggest websites, additional literature, questioning techniques, and problem solving to help extend learning for students.

Results for this rubric will increase when all instructional staff implement classroom practices that demonstrate high expectations for all students including helping each student to establish individual goals for meeting or exceeding grade level proficiency. In addition, all teachers should deliver instruction that reflects cognitive demand and must routinely help individual students to extend their learning.

1-9. Instructional staff use effective student engagement strategies to help students stay interested and on-task.

Rating: Partially Proficient

Link to prior knowledge: In classroom observations, most instructional staff connected new knowledge to what students already know, and some teachers connected new knowledge to multiple experiences students have had. Student focus groups and interviews revealed some instructional staff make connections between content areas, while others provide real world experiences to help them connect new information with background knowledge.

Response strategies: During classroom observations some teachers used response strategies to promote active engagement. Observers noted and administration affirmed use of individual white boards, thumbs up/thumbs down, computers, and other technology as strategies to engage students in learning. In addition, some teachers were observed using strategies for partner work and cooperative learning.

Teaching for understanding: During observations, some instructional staff presented content in multiple ways to ensure student understanding. Focus groups reported questioning, reviews, quizzes, classroom discussions, and group work as ways instructional staff evaluated content knowledge to assist students in their understanding. Administration confirmed this report. Additionally, evidenced showed some instructional staff provide opportunities for students to check each other's understanding.

On-task behaviors: According to administration and observational data, most students were on task at the beginning of the lesson or class period. However, as the lesson progressed, the number of students on-task decreased.

Guided practice: During observations, data indicated about half the instructional staff utilize active engagement during guided practice. In addition, some teachers provide more guided practice as needed. Interviews with administration revealed active engagement is an area instructional staff have been working to improve. By all accounts, use of iPod Touch technology in classrooms was reported as a positive tool teachers will use to increase engagement at Kearns High School.

To improve ratings in this area all instructional staff need to connect new knowledge to what students already know and connect new knowledge to multiple experiences students have had. Instructional staff need to utilize response and other engagement strategies to promote active engagement during direct instruction, guided practice, and independent practice as well as delivering additional guided practice when necessary.

1-10. *Instructional staff provide instruction designed to help students apply their learning outside the classroom.*

Rating: *Approaching Proficient*

Relevance: In interviews, teachers noted they focused on providing real world problems in their classrooms. Some examples given were the oil spill in the Gulf of Mexico, water pollution problems in the United States and across the globe, dealing with immigration issues at home and abroad, and how the recent fire in Herriman affected the residents in Utah as well as other states. Teachers indicated these discussions took place on a daily to weekly basis. Students in focus groups affirmed this and reported their teachers used current events, field trips, Internet videos, role playing, and making text-to-world connections when reading books or other relevant articles. Participants also shared Advancement Via Individual Determination (AVID) classes, Career and Technical Education (CTE) classes, and self-starters as providing more real world problems and solutions. Observations revealed most instructional staff routinely provide real world problems and experiences in their content areas.

Application: During observations only a few of those being observed provided opportunities for students to apply learning outside the classroom. Some teachers stated they provide opportunities to apply learning through homework assignments which include things students would encounter outside the classroom. A few teachers stated some of their students had little interest in how the subject material applied to issues outside the classroom. Student focus group participants indicated some opportunities were provided in CTE, AVID, Medical Assisting, child care, cooking, science, mathematics, English, and history classes.

Ratings will increase in this area when instructional staff routinely provide real world problems and experiences in their content area. Instructional staff need to help students understand the value of what is being learned for the future. Also, instructional staff need to provide more opportunities for students to apply their learning outside the classroom.

1-11. Instructional staff use district-approved instructional materials to meet the identified needs of all students.

Rating: Proficient

Aligned and district-approved: In interviews, instructional staff and administration reported most teachers consistently provide students with district-approved instructional materials which are completely aligned to district curriculum maps or district scope and sequence including textbooks and technology (e.g. computers, calculators, Interwrite Pad, and iPod Touch technology). Observations confirmed these reports.

Supplementary materials: Interviews indicated and observations confirmed most teachers provide students with supplementary materials for any area where the textbook is not fully aligned with the district curriculum map or scope and sequence. Teachers reported looking at the core to ensure compliance.

Diversity: Use of materials reflecting a variety of cultures and ethnicities was observed in some classrooms. Moreover, respondents indicated the use of these materials align with the scope and sequence. However, others stated they did not use diverse materials at all or found it difficult to find such materials. Administration confirmed these reports and stated teachers, overall, go out of their way at Kearns High School to bring in materials relevant to the cultures and ethnicities which comprise the school and community.

Variety: In most classrooms observed, instructional materials were available in a variety of formats. During interviews and focus groups, instructional staff described using a variety of instructional materials including iPod Touch technology, PowerPoints, foldables, and the Internet to address various learning modalities in the classroom.

To increase ratings on this indicator, all teachers need to make a conscious effort to use supplementary materials that reflect a variety of cultures and ethnicities. In addition, all instructional staff should strive to adapt assignments or vary cognitive level when appropriate to increase understanding.

l-12. Instructional staff provide assistance, intervention, and enrichment to supplement general classroom instruction to support the learning of all students.

Rating: Proficient

Identification for intervention: According to interviews and focus groups, most instructional staff routinely identified students in need of intervention, using current, valid, and reliable student data from multiple sources and staff ensure students receive timely interventions. Students are identified for intervention and enrichment from CRTs, placement tests, English as a Second Language (ESL) screeners, attendance, tardies, failing grades, and behavioral referrals.

Provision of services: Interviews revealed ELL students may receive additional services by attending both a reading class and an English class taught by ESL endorsed teachers. In addition, students at risk for failing due to attendance or academic concerns are assigned a mentor in The Cougars for Success Program. Parents noted after school tutoring, credit recovery, and on-line classes are interventions available to students at Kearns High School. Furthermore, the AVID program is offered to students in the academic middle that have potential to be successful in higher education. Honors, AP, and concurrent classes are offered for enrichment. Interviews revealed most students respond well to services provided.

Response to Intervention (RtI): Interviews revealed some of the staff are familiar with the term RtI. The administration, Student Support Team (SST), and certain departments are more familiar with RtI. Some of the instructional staff routinely use the RtI method to assess student progress and refine or change intervention based on progress monitoring data.

To improve in this area, all teachers need to routinely identify students in need of intervention using current, valid, and reliable student data from multiple sources. All teachers must be more adept at changing interventions based on progress monitoring data. Additionally, more staff need to become familiar with and implement RtI approaches.

1-13. Instructional staff engage in horizontal articulation within grade/subject configurations.

Rating: Approaching Proficient

Coordination: Interviews and focus groups revealed most instructional staff routinely meet in various grade level and department configurations on a regular basis to discuss consistency of coverage of curriculum. However, it was further reported a few departments rarely meet. Many reported additional collaborative conversations occur on an informal basis. Still, there was little evidence instructional staff consistently meet to note variations in coverage in order to later determine effects of those variations. Administration indicated time was provided for collaboration during late start Mondays with department collaboration scheduled once a month.

Planning: In interviews and focus groups, administration and teachers reported the main focus of collaboration time is to discuss lesson planning, specific students, student achievement, and ensure student placement in the appropriate classes. There was little evidence assessment data is consistently being examined by all departments, or staff is modifying course instruction based on achievement results.

Support for literacy and mathematics: As reported in interviews and focus groups, instructional staff is supporting literacy this year by implementing self-starters which include writing in all classes. However, few instructional staff indicated discussions had occurred evaluating the effectiveness of using this strategy. Furthermore, there is limited evidence similar support is currently offered for mathematics instruction.

To improve ratings in this area instructional staff should routinely discuss consistency of coverage of curriculum and discuss variations in coverage in order to later determine effects of those variations. After reviewing current levels of achievement within grade levels and course sequences, instructional staff should consistently adjust plans to assist students in achieving proficiency. While focused efforts are in place to implement instructional strategies to support writing, efforts should increase to also support literacy and mathematics instruction in all non-core subjects. Finally, these efforts should be evaluated for effectiveness and refined as needed.

1-14. Instructional staff engage in vertical articulation for adjacent grade levels or course sequences.

Rating: Approaching Proficient

Vertical articulation: According to respondents in interviews and focus groups, teams and/or departments meet weekly at Kearns High School. Discussions include the Utah State Office of Education (USOE) Core Curriculum, effective uses of iPod Touch technology, and teaching strategies. Administration confirmed these reports. Responses on collaboration varied from individuals who said their teams and departments met weekly to others who said their departments have informal meetings. However, while some teachers said they were aware of the curriculum in other grades, most instructional staff agreed some departments worked closely with adjacent grades and feeder schools for the purpose of making smooth transitions, while other departments were still in the process.

Planning: In interviews, administration described using data at the beginning of the school year in the English and Math departments to determine appropriate student placements in mathematics and English courses. However, instructional staff reported weekly collaboration time is not often used to review current levels of achievement for students in adjacent grade levels or course sequences, but rather addressed achievement of students at the same grade levels. In addition, administration reported providing individual teachers with CRT results at the beginning of each school year and asking them to analyze the data for areas of strength and weakness. However, it was unclear if such data is being used to examine current levels of achievement for students in adjacent grade levels or course sequences and/or whether it is systematically analyzed for instructional planning purposes.

Transitions within and between schools: Instructional staff reported and administration confirmed only a few opportunities to collaborate within the feeder network. Moreover, teachers in focus groups cited difficulty in holding collaborative network meetings due to planning times for the junior and senior high schools not being held on common days. Kearns High School sponsors a Sophomore Orientation for all incoming tenth graders. School counselors play an active role in working with feeder junior high schools in helping students transition from ninth to tenth grade. Student body officers (SBOs) are available at the main school entrances each Monday morning to meet and greet all students, welcoming them to school. SBOs also call incoming sophomores and personally invite them to the beginning of year Hello Stomp. Students new to the school talk to counselors who assist in orientation to Kearns High School. In addition, at each Kearns High School football or basketball game an elementary school student from one of the feeder elementary schools is publicly recognized for academic and/or behavior successes. At halftime, members of the team (either football or basketball) shake the student's hand, and the students are applauded as they receive a certificate and school lanyard. This practice is building community pride for Kearns High School and unveiling opportunities available at the high school level to the feeder network schools.

To increase ratings on this indicator, most teachers need to be able to articulate expectations between course and grade levels. During collaboration, instructional staff should consistently meet and review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes using valid and reliable student data in addition to grades.

1-15. Instructional staff promote a school culture characterized by collegiality and shared responsibility for student learning.

Rating: Proficient

Collegiality: Interviews and focus groups shared most instructional staff are collegial and treat each other in a pleasant and respectful manner. Most staff indicated they enjoy the opportunity to teach at Kearns High School. Expressions of gratitude for colleagues who share ideas, mentor one another, and a supportive administration are common themes shared by some respondents. However, a few teachers reported discussions between instructional staff and administration are stifled and, at times, the treatment of staff is not handled professionally.

Meeting behaviors: According to interviews and focus group participants, staff receive e-mail notification of meeting agendas. Although data revealed most educators come prepared with materials and eventually focus on the identified purpose of the meeting, it was also reported meetings usually start late. Meeting norms are understood but not formally established according to respondents.

Shared responsibility: Observations and interviews revealed while most instructional staff take responsibility for implementing shared decisions, a few staff members do not. In addition, a few faculty members viewed decisions as top down and not truly shared decisions.

Supportiveness: Most accounts revealed staff overwhelming support and help each other improve student learning. Interview participants shared staff members work diligently to help students learn and succeed. Some reported sharing ideas with other educators to improve teaching skills and enhance student learning.

Ratings on this indicator will increase when groups norms are established and all instructional are given voice in decisions made at the school. All opinions should be valued and constructive dialogues should be a routine part of faculty and department meetings. All instructional staff need to support decisions that are collectively made. Continued efforts to improve student learning should be a primary focus at Kearns High School.

1-16. Instructional staff use available benchmark assessment results to guide instruction and reteaching.

Rating: Partially Proficient

Frequency of administration: Focus groups reported some instructional staff administer benchmark assessments such as *MyAccess* quarterly. Additionally, it was reported Oral Reading Fluency (ORF), Maze, and Scholastic Reading Inventory (SRI) had been administered to sophomore students once during 2009-2010 school year. Respondents stated English and mathematic benchmarks are administered. According to administration and interviews, plans are in place to administer SRI benchmark assessments this fall. However, at this time, no date had been set for the SRI assessment. It was reported Acuity mathematics assessments are administered by paper and pencil. No data has been entered on-line for science or mathematic Acuity assessments.

Analysis: Focus groups stated a few departments analyze benchmark assessments for questions about specific students, but most do not analyze data to determine subgroups patterns of proficiency.

Modification of instruction: Respondents reported students receiving failing midterm grades are required to attend weekly tutoring sessions. Focus groups revealed students who are not on target for graduation are tracked by mentors. Additionally, students at risk of losing academic credit may receive extra support through Cougars for Success or Credit Recovery programs.

To increase ratings on this indicator, educators will need to administer the required on-line Acuity benchmark assessments for mathematics and science. Mandatory mathematics Acuity benchmark assessments include pre-algebra, algebra I, geometry, and algebra II for Granite School District mathematics students. Science Acuity required benchmark assessments include biology classes. In addition, instructional staff must consistently analyze available benchmark assessment results to determine overall and subgroup patterns of proficiency for school, content areas, and classrooms.

1-17. Instructional staff administer a variety of formative assessments aligned to district curriculum maps or content scope and sequence and use results to guide instruction.

Rating: Approaching Proficient

Required assessments: Results of teacher interviews suggest teacher created formative assessments vary in frequency of use from daily, weekly, biweekly, or end of unit. According to administration and staff interviews, most formative assessments have been developed by Kearns High faculty members. Interviews revealed, and data confirmed, Yearly Progress Pro (YPP) is being utilized by the Special Education department at Kearns High School.

Instructional guidance: Educators reported using formative assessments to help determine pace of instruction, to guide instruction, or reteach concepts. Interviews further revealed discussion of common errors discovered through formative assessments vary by department. Some educators reported meeting informally to discuss at-risk students. Others stated due to the unique content of their curriculum, collaborating on formative assessments is unfeasible. At this time, little evidence was provided illustrating formative assessments are consistently analyzed to inform instruction.

Aligned to curriculum map/scope and sequence: Some educators reported creating assessments aligned to core curriculum. Others indicated using district or state provided assessments which conform to district curriculum maps. A few staff members reported using rubrics as assessments for students engaged in enrichment activities.

Variety of additional assessments: Some teachers reported using classroom assessments that address different learning modalities. According to teacher interviews, assessments are provided in varied formats including using multiple choice, short answer, or self-starters. Others indicated students are evaluated by oral responses or kinesthetic motions. Student focus groups reported while most assessment formats are assignments or tests, AP classes tend to be more interactive. Students revealed presentations, group work, projects, and essays as assessments that address different learning modalities.

To increase ratings on this indicator, all instructional staff must administer formative assessments and use the results of the formative assessments to guide instruction. All departments need to use the results and discuss common errors. As departments discuss common errors, Instruction must then be tailored to meet the needs assessments reveal. In addition, all instructional staff will need to administer a variety of classroom assessments that address different learning modalities.

l-18. Instructional staff use results of criterion-referenced tests (CRT) or other summative assessments to plan instruction.

Rating: Partially Proficient

Analysis: Administrator, interview, and focus group respondents affirmed some department meetings are dedicated to analyzing CRT data. Participants further stated CRT data are shared with the School Community Council. Educators also reported CRT data results are typically shared the second term of the following school year. A few educators expressed a desire to have an opportunity to analyze longitudinal CRT data. However, a few teachers were unaware CRT data are examined. At this time, there is limited evidence CRT data are utilized to determine overall and subgroup patterns of proficiency.

Modification of instruction: Teacher focus groups and interviews indicated CRT data are used for placement of students, to improve instruction, and reteach concepts. It was reported after analyzing results of CRT testing a focus on schoolwide literacy has been implemented. According to respondents, the focus on literacy includes the realization of reading classes, utilizing Cornell Notes, self-starters, and 6 Traits Writing training for all educators. It was further revealed mathematics had been a focus in previous years, but the focus has now shifted to literacy.

To improve in this area instructional staff need to analyze CRT and other summative results to determine overall and subgroup patterns of proficiency for each classroom and for the school. Educators should use the results of analysis of CRT data to modify instructional approaches through the coming year. Trends should be examined overtime and instruction modified. In addition, data should be collected to track instructional modifications to evaluate the success of modifications.

Support

S-1. Administrators provide effective instructional leadership for their school.

Rating: Partially Proficient

SMART goals: According to interviews and available data, most objectives at Kearns High School have components of SMART (specific, measurable, achievable, results-oriented, and timely) Goals incorporated into their School/Student Achievement Plan (SSAP). Interviews revealed literacy, numeracy, and school climate as SMART Goals set by Kearns High School. Focus group participants listed AVID, No Child Left Behind (NCLB), Tardy Program, and the afterschool program as additional goals set for Kearns High School. Educators expressed appreciation for the Tardy Program as tardies have decreased, and teachers no longer have to write tardy tickets. However, concern was expressed as some students are choosing to be absent instead of paying a tardy fine.

Reinforcement of fidelity to standards: Focus groups indicated administration reinforce fidelity to standards by requiring the English and Mathematics Departments to turn in benchmark scores in addition to CRT scores. Administration affirmed this, stating assessment measures such as CRTs, Aptitude Inventory Measurement Service (AIMS) web, SRI, and Degrees of Reading Power (DRP) are analyzed to ensure fidelity to standards. However, at this time, it was also reported assessment measures had not been collected by administration.

Facilitation of change: Administration reported using committees and technology to motivate staff to agree to implement improvement strategies. Focus groups stated administration motivate staff by peer pressure, being up to date on technology, hiring excellent teachers, allowing staff the freedom to experiment with ideas, and putting educators in small groups to implement strategies. Interviews revealed administration have the same expectations for everyone which helps facilitate change. However, focus groups and interviews reported little or no consequences are in place for teachers unwilling to follow through with improvement strategies. It was further reported by instructional staff that administration were viewed, at times, as hesitant to intercede when peer pressure was not enough to facilitate change.

Ratings will increase in this area when SMART goals focus on continuous improvement and increases in academic achievement. In addition to analysis of assessments, administrators should consistently reinforce fidelity of teaching to the USOE Core Curriculum through the use of walkthroughs. Finally, administration need to ensure goals are consistently brought to fruition.

S-2. School-parent partnerships are focused primarily on student

achievement. Rating: Proficient

Culture: By most accounts, parent involvement in the school is not high, but has increased as more parents have become involved in Parent Teacher Student Association (PTSA). Parents are encouraged to become involved in Community Council as well as booster clubs which support extracurricular activities. According to teachers and other instructional staff, some teachers actively seek and support parent involvement in educational activities that support academic achievement, but most acknowledge difficulty engaging parents who sometimes work two jobs. Teachers and administrators stated parents feel welcome in the school, and students in focus groups agreed.

Parent volunteers: According to respondents, parent volunteers come mainly to help with school activities and events. Efforts are being made to get more parents involved in Cougar Watch (parents in the hallways). Parent involvement in PTSA has increased this year.

Access to information: Teachers understand the policies and procedures for providing access to information to parents, and actively use *Gradebook* to communicate student progress. Teachers acknowledge many parents do not have access to the Internet, thereby inhibiting their ability to receive information. To facilitate Internet accessibility, Kearns High School has a CCA computer class for parents. In addition, Kearns High School has a parent center which helps parents gain access to students' grades and answer questions. Most written information from the high school is received in both English and Spanish. Administration, teachers, paraeducators, and students are available to interpret for parents as needed.

Reporting: All instructional staff provide information to parents on students' progress via *Gradebook*. Most teachers reported sending home midterms, using TeleParent, sending e-mails, and calling home. In addition, the counseling center sends home letters each semester to students not on target for graduation. However, parents expressed concern about miscommunication and lack of information regarding testing dates, scholarships, test preparation classes, and graduation honor cord requirements. In focus groups, it was reported parents have received surveys in an effort to seek feedback on programs and events happening at Kearns High School.

To improve ratings on this indicator, the school will need to be vigilant in actively seeking parental support and involvement in all aspects of school life and particularly in supporting student achievement. Efforts should be increased to include greater numbers of parent volunteers throughout the school including parents who speak a language other than English. In addition, communication between home and school needs to be improved.

S-3. Administrators and the School Community Council allocate fiscal resources primarily focused on increasing student achievement.

Rating: Proficient

Budget development: Participants in focus groups and interviews indicated School Community Council, administrators, and some staff members collaborate to allocate available resources. Involved parents mentioned any interested parent could have a say in the budgeting process. Agendas and minutes for School Community Council meetings are available on-line allowing access to all stakeholders. School website, *TeleParent*, and the school marquee alert community to Community Council meeting dates. Conversations with other parents and teachers are part of the process parents participate in before voting on fiscal allocations. Parents indicated fiscal resource expenditures include afterschool programs and technology. Teachers mentioned School Community Council funds are spent on technology, numeracy, literacy, a piano, *MyAccess*, and school support personnel.

Resource allocation: Administration stated most of the budget is related to student achievement through attendance tracking and the Credit Recovery program. In addition, instructional staff indicated money is spent on numeracy and literacy. According to respondents decisions about resource allocation, when based on analysis of student achievement, is limited to grades in most cases.

Budget monitoring: According to administrators efforts to engage the community to promote understanding of the budget priorities takes place during School Community Council meetings. Administrators research, present data to the council, and suggest goals. A few teachers shared the budgeting process is more hidden under the current administration.

Ratings will increase in this area when stakeholders become involved and understand budgeting priorities. Administration, School Community Council, and instructional staff need to be able to articulate where and how funds are spent aligned to student achievement. Furthermore, student achievement data must be carefully analyzed when making budgetary decisions. Finally, administrators must routinely monitor the use of fiscal resources to ensure their use is effective.

S-4. Administrators recommend highly qualified instructional staff for open positions in their school, make strong efforts to retain highly qualified Instructional staff, and provide appropriate remediation for other instructional staff as needed.

Rating: Approaching Exemplary

Recruiting and screening highly qualified instructional staff: The Kearns High School administration follow district protocol when filling open positions. Administration first uses teachers from the Granite School District surplus list to fill vacant positions. Following this procedure, administrators take an active role in recruiting and screening highly qualified teachers. Teachers indicated, along with the administration, department heads and other staff members are present during the interview process and play a significant role in hiring and selecting new staff. Teachers affirmed interview questions are aligned to the SSAP and Professional Growth and Evaluation (PG&E) standards. Administration and teachers consider the interviewing committee to be fair and up front with all interviewees, explaining what the job description entails, along with expectations for behavior management, content knowledge, and collegiality.

Timely: According to interviews and focus groups, administration anticipates staffing needs and actively prepares and supports existing staff members to fill vacancies if possible. Furthermore, as soon as administration is aware of a staffing need, steps are taken to fill the position.

Aligned placement: According to administration and teachers, assignments are made based on qualifications of teachers and student needs. Additionally, interviews and focus groups relayed administration encourages educators to become prepared in multiple certification areas.

Retention: Nearly all staff members described a collegial work environment at Kearns High School. Moreover, most respondents reported administration ensure staff members feel committed to the school and its success. Interviews and focus groups reported administration work well together and use a team approach to work on school issues. Retention rates of staff members are relatively high at the school and consistent across the years. Several teachers stated they were former students at the school and wanted to return to what they considered to be a wonderful educational environment for students, staff, and patrons. In addition, staff members stated when openings occur they recommend colleagues from other schools to apply.

Remediation: Respondents in interviews and focus groups indicated when staff problems become apparent, administration handles them according to district policies. For struggling teachers, leadership make strong efforts to scaffold improvement by providing in-house mentors and support from district coaches.

To improve ratings on this indicator, administrators should hold high expectations for excellence in teaching for all instructional staff and should continue a strong push for teachers to acquire additional certifications. Given the population of the school, ESL endorsements need to be a priority. In addition, administrators consistent use of walkthrough tools will assist in the remediation process and convey expectations for quality teaching.

S-5. Administrators take active steps to promote a safe and orderly environment for learning in their school.

Rating: Partially Proficient

Collaborative processes for establishing expectations: Interviews and focus groups revealed most instructional staff, some student representatives, and a few community members participated in establishing and defining schoolwide expectations for behavior and safety. In addition, administration indicated parents are involved in filling out surveys regarding school issues and safety at Kearns High School. According to respondents, behavior expectations are taught and reviewed at the beginning of each year, printed in disclosure statements, posted on-line at the school website, outlined in the school handbook, and reinforced by instructional staff in classrooms as necessary throughout the year. However, evidence revealed schoolwide behavior expectations are not consistently reinforced in the halls before, during, or after school.

Positive behavior supports: Students, staff, and administration have established incentives to improve academic and student behaviors as well as promote positive relationships among students and teachers. These incentives include Cougar of the Month, Keys to Success, Best Buddies, K-Crest Medallions, and afterschool mentoring. In addition, instructional staff reported students are recognized in assemblies, on the school televised news channel, and in the school newspaper on a regular basis. Parents report, for the most part, their children feel safe at school. Parents also stated Kearns High School faculty and administration have a better grasp on what is needed for their students than other schools, with some obtaining special permits for their students to attend the school. However, some instructional staff voiced concern as to the limited number of positive behavior supports actively in place at Kearns High School. In addition, at the time of the appraisal, the Cougar of the Month bulletin board was empty.

Smooth transitions from one class to another: According to interviews, instructional staff are encouraged to be in hallways during class changes and certain staff, including the on-site deputy sheriff, are assigned hall duty as part of their responsibilities. Nevertheless, administration were rarely observed in the school halls before, during, or after school hours. Administrators, teachers, and students described transitions from one class to another as being relatively smooth with the exception of a few areas. However, during the time of the appraisal, a fight, graffiti tagging, and oiling a ramp in the hall transpired during transitions. The newly implemented practice of playing music and giving students tardy fines was seen by most staff members as an effective way to get students to class on time. Yet, during the on-site appraisal, STATIS team members observed several unsupervised students in the hallways during class time. In addition, interviews revealed some students are choosing to miss class rather than pay a fine for being tardy.

Monitoring: Administrators and instructional staff report regular examination of disciplinary data, tracking attendance and tardiness, and monitoring the school to ensure a safe environment. Additionally, administrators use *Educators Handbook* to identify areas of concern and flag struggling students. However, while instructional staff reported a few administrators are proactive and prescriptive in establishing and enforcing schoolwide behavioral expectations others are not. In addition, a few staff members voiced serious concern regarding students on campus afterschool, enforcement of dress code, and the fact cameras are not able to access all public areas of the school.

To increase ratings in this area, all administrators should take an active role in promoting a safe and orderly environment for learning at Kearns High School. The presence of administrators in the halls before school, after school, during class changes, and at lunch time will help reinforce schoolwide expectations. In addition, administration should regularly monitor the grounds of Kearns High School through the use of cameras, discipline data, and their physical presence to enforce school safety policies and ensure a safe environment conducive to learning.

S-6. Administrators focus the entire school community on continuous school improvement.

Rating: Proficient

Shared leadership: Teachers and administration stated Kearns High School has an SST consisting of teachers, school counselor, two department chairs, and two administrators. Instructional staff are encouraged to provide the administration and SST with feedback through discussions during late start days and e-mail.

Planning: According to the SSAP, administration, and faculty, the main foci are literacy, numeracy, and school climate. In focus groups, instructional staff stated planning is based on assessed student needs, including examination of CRTs, benchmarks, student grades, and attendance.

Implementation and monitoring: Respondents reported everyone is familiar with the SSAP since it is discussed in staff meetings and during late start Mondays. Members of SST are more aware of the specifics, but everyone is familiar with the improvement plan.

Resource allocation: Most instructional staff in focus groups and interviews stated enough resources are in place for the improvement process. The technology grant has helped provide resources including iPod Touch technology for students and staff members and professional development for instructional staff. Interviews revealed grievous concerns about scheduling this year. Classes were not balanced, and it was reported not every teacher was aware of what they were teaching even by the first day of school. Respondents stated core classes are excessively large.

Recognition of success: Members of Kearns High School community frequently and routinely celebrate individual student academic and behavioral success. Examples include quarterly parties for Honor roll, students highlighted for sports and other successes on the school news program, and Keys for Success where students are nominated for success in academics and/or behavior. Students nominated for Keys for Success have their names entered into a drawing for a car at the end of the year. Additionally, students who are successful in meeting graduation requirements may their iPod Touch technology. Cougar Club is set up to recognize the successes of students from the feeder elementary schools. These students are nominated as student of the month at their elementary, and they are recognized at Kearns High School sporting events by being presented with a certificate and a Kearns High-shirt or lanyard.

To improve ratings on this indicator, administration needs to continue to inform all instructional staff of the school improvement plan and discuss individual roles and responsibilities in its success. In addition, the planning process needs to clearly prioritize educational excellence for all students. Resources, including time, training, and personnel should continue to be carefully allocated to support a focus on improving academic achievement.

5-7. Administrators provide for instructional and classroom management support for all instructional staff.

Rating: Partially Proficient

Classroom management, observations, and walkthroughs: Administrators reported using district provided forms as tools for classroom management and engagement support. In addition, administration indicated providing training and in-service for instructional staff. However, instructional staff delivered mixed messages. Some indicated formal and informal observations and walkthroughs took place in their classrooms. Others stated they had not had a formal or informal visit from the administration for a long period of time. Some teachers shared a desire to have administration in classes and in the halls more regularly and frequently. While a few others shared gratitude for the equipment they had received to more effectively teach content material. Teachers also stated having participated in Annette Brinkman's training. New teachers mentioned additional observations and district training available to them.

Data utilization: It was revealed by administration they complete walkthroughs checking for participation in self-starters, engagement strategies, and higher order questioning. Since observational and walkthrough tools were inconsistently used according to instructional staff, there was limited evidence to suggest written data provided by these tools was analyzed or used in guiding professional development. It is also apparent much of the professional development taking place at Kearns High School is focused on the iPads and iPod Touch technology to effectively use these tools to improve engagement and increase student performance. According to some respondents teachers usually receive the same professional development with the exception of struggling or new teachers who have additional opportunities. Other teachers reported receiving differentiated professional development.

Ratings will increase in this area when administrators consistently use observational and walkthrough tools encompassing specific classroom management and engagement strategies. Presence of administrators regularly in classrooms and in the hallways offers support for both teachers and students. In addition, administrators should track and organize data to guide professional development as well as provide differentiated training to meet the varied needs of Kearns High School's staff.

5-8. *Administrators provide for job-embedded differentiated professional development to all Instructional staff.*

Rating: Proficient

Differentiated: Interviews and focus groups affirmed administration differentiate some professional development based on instructional staff needs, administrations' perceptions of instructional staff needs, and general analysis of test scores. Teacher participants noted professional development on late start Mondays is differentiated at times. The administration stated some technology training is individualized since not all teachers have the same level of technology skills.

Varied opportunities: Instructional staff reported having professional development which includes coaching and sharing best teaching practices with each other. Administrators reported educators may observe other teachers at Kearns High School or from other schools based on district recommendations.

Job embedded: Interviews and focus groups affirmed administration consistently provide for professional development which takes place during the school day. Administrators have provided time on late start Mondays for professional development in addition to those offered before and after school. Some staff members are able to attend conferences such as the RtI conference during the school day.

Evaluation: There was little evidence to suggest professional development is formally evaluated to determine impact on teacher practice or on student achievement. Teachers stated ineffective instructional strategies are abandoned.

To improve ratings in this area, administrators should differentiate professional development based on an analysis of multiple forms of student achievement. Instructional staff should consistently be provided opportunities to learn other than in workshops. In addition, administrators should formally evaluate the impact of professional development on teacher practice and student achievement using assessment data and classroom observations.

5-9. Administrators protect and monitor collaboration time.

Rating: Partially Proficient

Allocation and protection of time: Schoolwide meetings have a direction and focus guided by the administration. Department meeting participants are allowed to choose what will be discussed and researched according to interviewees. Instructional staff and administrators both stated collaboration time is provided on late start Mondays. Teachers reported collaboration time looks different from department to department. Some departments meet daily, some monthly, some not at all. In addition, teachers stated they meet in iSchool groups and teaming is more vertical because of iPod Touch technology training this year.

Provision of resources: Administrators stated benchmark, CRT, and formative tests are some forms of data available for collaborative teams to use. Staff affirmed data is used in collaborative meetings. Furthermore, teachers indicated technology links are provided regularly by the School Technology Specialist (STS). Educational magazines are occasionally provided by the administration according to teachers.

Monitoring for effectiveness: Teachers are asked to share the names of those attending collaborative meetings as well as notes about the meeting with the administration some of the time. It was also mentioned administrators drop in occasionally during collaboration and ask if the group has the necessary materials. It was reported administration gives limited feedback or suggestions to collaborative groups.

Collaboration time is built into the schedule at Kearns High School. In this indicator area, ratings will increase when administrators protect and monitor collaboration time consistently. Ensuring all staff members are participating in schoolwide and departmental meetings and providing necessary resources for teams to be effective is critical. In addition, routine visits by administrators to monitor collaborative meetings should provide constructive suggestions and feedback to ensure the effective use of time.

S-10. Administrators protect and monitor use of instructional time.

Rating: Partially Proficient

Concentration of instructional time: Master schedule problems at the beginning of the school year interrupted instructional time in literacy, mathematics, and other content areas. In addition, interviews revealed students enrolled in specialized classes has been hindered this year as a result of scheduling conflicts.

Protection of instructional time: By all accounts, administrators consistently protect and ensure instructional time is uninterrupted by announcements, fire drills, and for other nonacademic reasons. The administration stated they have made an attempt to minimize announcements and assemblies. Announcements are made the first or last couple minutes of the day in addition to second hour Channel C Television. Rather than making announcements over the public announcement system, student aides, mentors, trackers, or police officers will relay information to individual students. Student participants reported some assemblies are mandatory while others are optional, and assemblies generally take place one to two times a month.

To improve ratings on this indicator a dependable master schedule needs to be in place prior to the first day of school and administrators need to consistently protect literacy and mathematics blocks of time from interruption. In addition, administrators should protect their own time in order to consistently monitor and support instruction.

Accuracy	Few instructional staff accurately teach content.	Some instructional Staff accurately teach content.	Most instructional staff accurately teach content.	All instructional staff accurately teach content. In addition, instructional staff shows students how to check and ensure accuracy through the use of additional instructional resources.
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Instruction

I-2 Instructional Staff communicate content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Content objective	Few instructional staff state and post a content objective.	Some instructional staff state and post a content objective.	Most instructional staff state and post a content objective.	All instructional staff state and post a content objective. In addition, all instructional staff restate the content objective throughout the lesson and summarize at the end.
Language objective	Few instructional staff state and post a language objective	Some instructional staff state and post a language objective.	Most instructional staff state and post a language objective.	All instructional staff state and post a language objective. In addition, all instructional staff restate the language objective throughout the lesson and summarize at the end.
Curriculum map/scope and sequence	Few instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.	Some instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence by the district.	Most instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.	All instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.
Student understanding of expectations for demonstrating proficiency	Few students understand how to demonstrate that they have met requirements for the language and content objectives.	Some students understand how to demonstrate that they have met requirements for the language and content objectives.	Most students understand how to demonstrate that they have met requirements for the language and content objectives.	All students understand how to demonstrate that they have met requirements for the language and content objectives. In addition, all instructional staff post exemplary student work for all students to see.

Instruction

I-2 Instructional Staff communicate content and language objectives to students to help them understand specific learning goals and expectations for demonstrating proficiency.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Content objective	Few instructional staff state and post a content objective.	Some instructional staff state and post a content objective.	Most instructional staff state and post a content objective.	All instructional staff state and post a content objective. In addition, all instructional staff restate the content objective throughout the lesson and summarize at the end.
Language objective	Few instructional staff state and post a language objective	Some instructional staff state and post a language objective.	Most instructional staff state and post a language objective.	All instructional staff state and post a language objective. In addition, all instructional staff restate the language objective throughout the lesson and summarize at the end.
Curriculum map/scope and sequence	Few instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.	Some instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence by the district.	Most instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.	All instructional staff follow the district curriculum map for the subject taught or follow the scope and sequence provided by the district.
Student understanding of expectations for demonstrating proficiency	Few students understand how to demonstrate that they have met requirements for the language and content objectives.	Some students understand how to demonstrate that they have met requirements for the language and content objectives.	Most students understand how to demonstrate that they have met requirements for the language and content objectives.	All students understand how to demonstrate that they have met requirements for the language and content objectives. In addition, all instructional staff post exemplary student work for all students to see.

Instruction

I-3 Instructional staff use appropriate communication techniques in the learning environment.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Spoken communications	Few instructional staffs spoken language is grammatically correct and expressive.	Some instructional staffs spoken language is grammatically correct and expressive.	Most instructional staffs spoken language is grammatically correct and expressive.	All instructional staffs spoken language is grammatically correct and expressive. In addition, all spoken language addresses the needs of diverse students in the classroom.
Written communications	Few instructional staff write clearly and legibly so that all students can understand.	Some instructional staff write clearly and legibly so that all students can understand.	Most instructional staff write clearly and legibly so that all students can understand.	All instructional staff write clearly and legibly so that all students can understand. In addition, all instructional staff restate communications in multiple ways.
Developmentally appropriate language	Few instructional staff use language that is developmentally appropriate for the Students in their classrooms.	Some instructional staff use language that is developmentally appropriate for the Students in their classrooms.	Most instructional staff use language that is developmentally appropriate for the Students in their classrooms.	All instructional staff use language that is developmentally appropriate for the Students in their classrooms.
Teacher voice	Few instructional staff use the voice tone appropriate for the grade level and learning environment.	Some instructional staff use the voice tone appropriate for the grade level and learning environment.	Most instructional staff use the voice tone appropriate for the grade level and learning environment.	All instructional staff use the voice tone appropriate for the grade level and learning environment. In addition, all instructional staff avoid repetitive verbiage (i.e. Shhh okay).

Instruction

I-4 Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Behavioral expectations	Few instructional staff post and teach behavioral expectations. Few students consistently demonstrate posted behavioral expectations.	Some instructional staff post and teach behavioral expectations. Some students consistently demonstrate posted behavioral expectations.	Most instructional staff post and teach behavioral expectations. Most students consistently demonstrate posted behavioral expectations.	All instructional staff post and teach behavioral expectations. All students consistently demonstrate posted behavioral expectations.
Behavioral procedures	Few instructional staff establish behavioral procedures (e.g. sharpening pencils, using the restroom). Few students consistently demonstrate procedures.	Some instructional staff establish behavioral procedures (e.g. sharpening pencils, using the restroom). Some students consistently demonstrate procedures.	Most instructional staff establish behavioral procedures (e.g. sharpening pencils, using the restroom). Most students consistently demonstrate procedures.	All instructional staff establish behavioral procedures (e.g. sharpening pencils, using the restroom). All students consistently demonstrate procedures.
Behavioral Transitions	Few instructional staff establish and conduct efficient transitions (e.g. desk to floor, room to library, center to center). Few students make efficient physical transitions from one location to another.	Some instructional staff establish and conduct efficient transitions (e.g. desk to floor, room to library, center to center). Some students make efficient physical transitions from one location to another.	Most instructional staff establish and conduct efficient transitions (e.g. desk to floor, room to library, center to center). Most students make efficient physical transitions from one location to another.	All instructional staff establish and conduct efficient transitions (e.g. desk to floor, room to library, center to center). All students make efficient physical transitions from one location to another.
Attention prompts	Few instructional staff utilize attention prompts before beginning instruction. Few students respond consistently and immediately to the prompt.	Some instructional staff utilize attention prompts before beginning instruction. Some students respond consistently and immediately to the prompt.	Most instructional staff utilize attention prompts before beginning instruction. Most students respond consistently and immediately to the prompt.	All instructional staff utilize attention prompts before beginning instruction. All students respond consistently and immediately to the prompt.

Instruction

I-4 Instructional staff use effective classroom management strategies to make efficient use of instructional time and to promote students' active engagement in learning.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Proximity	Few instructional staff move purposefully around the room to maintain and direct student behavior. Few students respond appropriately to the presence of instructional staff.	Some instructional staff move purposefully around the room to maintain and direct student behavior. Some students respond appropriately to the presence of instructional staff.	Most instructional staff move purposefully around the room to maintain and direct student behavior. Most students respond appropriately to the presence of instructional staff.	All instructional staff move purposefully around the room to maintain and direct student behavior, and use various proximity strategies, such as eye contact, to maintain and redirect student behavior. All students respond appropriately to the presence of instructional staff.
Cueing	Few instructional staff use positive cues to redirect and maintain student behavior based upon established expectations. Few students adjust their behavior immediately and as necessary.	Some instructional staff use positive cues to redirect and maintain student behavior based upon established expectations. Some students adjust their behavior immediately and as necessary.	Most instructional staff use positive cues to redirect and maintain student behavior based upon established expectations. Most students adjust their behavior immediately and as necessary.	All instructional staff use positive cues to redirect and maintain student behavior based upon established expectations. All students adjust their behavior immediately and as necessary.
Signals	Few instructional staff establish non-verbal signals for students to communicate when they are ready, finished or need help. Few students consistently follow the established signals.	Some instructional staff establish non-verbal signals for students to communicate when they are ready, finished or need help. Some students consistently follow the established signals.	Most instructional staff establish non-verbal signals for students to communicate when they are ready, finished or need help. Most students consistently follow the established signals.	All instructional staff establish non-verbal signals for students to communicate when they are ready, finished or need help. All students consistently follow the established signals.
Time Limits	Few instructional staff use time limits to begin and complete a task. Few students adhere to teacher established time limits.	Some instructional staff use time limits to begin and complete a task. Some students adhere to teacher established time limits.	Most instructional staff use time limits to begin and complete a task. Most students adhere to teacher established time limits.	All instructional staff use time limits to begin and complete a task. All students adhere to teacher established time limits. In addition, students self-regulate and check time frequently to ensure that they will finish on time.

Instruction

I-5 Instructional staff create a culturally responsive learning community in the classroom.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Cultural Understanding	Few instructional staff consistently demonstrate understanding of cultural influences on students' behavior and success. Few instructional staff regularly incorporate knowledge of the students' culture into the design of classroom strategies.	Some instructional staff consistently demonstrate understanding of cultural influences on students' behavior and success. Some instructional staff regularly incorporate knowledge of the students' culture into the design of classroom strategies.	Most instructional staff consistently demonstrate understanding of cultural influences on students' behavior and success. Most instructional staff regularly incorporate knowledge of the students' culture into the design of classroom strategies.	All instructional staff consistently demonstrate understanding of cultural influences on students' behavior and success. All instructional staff regularly incorporate knowledge of the students' culture into the design of classroom strategies.
Multiple Perspectives	Few instructional staff consistently embed multiple cultural and ethnic perspectives into the curriculum and engage students in analyzing issues from multiple perspectives.	Some instructional staff consistently embed multiple cultural and ethnic perspectives into the curriculum and engage students in analyzing issues from multiple perspectives.	Most instructional staff consistently embed multiple cultural and ethnic perspectives into the curriculum and engage students in analyzing issues from multiple perspectives.	All instructional staff consistently embed multiple cultural and ethnic perspectives into the curriculum and engage students in analyzing issues from multiple perspectives. In addition, all instructional staff consistently engage students in reflecting on their own cultural backgrounds/
Strategies for English language learners (Sheltered instruction Observation Protocol – SIOP)	Few instructional staff are skilled in using strategies for teaching English language learners (including sheltered English techniques).	Some instructional staff are skilled in using strategies for teaching English language learners (including sheltered English techniques).	Most instructional staff are skilled in using strategies for teaching English language learners (including sheltered English techniques).	All instructional staff are skilled in using strategies for teaching English language learners (including sheltered English techniques).

Instruction

I-6 Instructional staff routinely implement elements of differentiated instruction to meet the learning needs of all students.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Flexible Grouping	Few teachers routinely group and regroup students by academic level, interest, or social need and vary grouping during academic day and year to accommodate student needs.	Some teachers routinely group and regroup students by academic level, interest, or social need and vary grouping during academic day and year to accommodate student needs.	Most teachers routinely group and regroup students by academic level, interest, or social need and vary grouping during academic day and year to accommodate student needs.	All teachers routinely group and regroup students by academic level, interest, or social need and vary grouping during academic day and year to accommodate student needs.
Content	Few instructional staff adjust content to academic need by varying pace of instruction and/or complexity of subject content.	Some instructional staff adjust content to academic need by varying pace of instruction and/or complexity of subject content.	Some instructional staff adjust content to academic need by varying pace of instruction and/or complexity of subject content.	All instructional staff adjust content to academic need by varying pace of instruction and/or complexity of subject content. In addition, pace and/or complexity are customized to groups or individuals as appropriate.
Process	Few instructional staff provide learning opportunities for students to use higher-order skills (e.g., application, elaboration, providing evidence, synthesis).	Some instructional staff provide learning opportunities for students to use higher-order skills (e.g., application, elaboration, providing evidence, synthesis).	Most instructional staff provide learning opportunities for students to use higher-order skills (e.g., application, elaboration, providing evidence, synthesis).	All instructional staff provide learning opportunities for students to use higher-order skills (e.g., application, elaboration, providing evidence, synthesis). In addition, opportunities to engage in higher order skills are customized for groups or individuals as appropriate.
Product	Few instructional staff provide multiple ways for students to demonstrate proficiency of learning objectives.	Some instructional staff provide multiple ways for students to demonstrate proficiency of learning objectives.	Most instructional staff provide multiple ways for students to demonstrate proficiency of learning objectives.	All instructional staff provide multiple ways for students to demonstrate proficiency of learning objectives. In addition, all instructional staff allow students to choose how they will demonstrate proficiency on at least some learning objectives.

Instruction

I-7 Instructional staff provide specific and timely feedback to students on an ongoing basis and help students to use the feedback to improve their performance.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Specific, constructive, and timely	Few instructional staff provide specific, timely, and constructive feedback to students on their performances.	Some instructional staff provide specific, timely, and constructive feedback to students on their performances.	Most instructional staff provide specific, timely, and constructive feedback to students on their performances.	All instructional staff provide specific, timely, and constructive feedback to students on their performances. In addition, students are proficient at rating themselves on their own work using specified criteria.
Maintenance of records	Few instructional staff use <i>Gradebook</i> and maintain current records.	Some instructional staff use <i>Gradebook</i> and maintain current records.	Most instructional staff use <i>Gradebook</i> and maintain current records.	All instructional staff use <i>Gradebook</i> and maintain current records. In addition, students maintain records of their own performances.
Help students to use	Few instructional staff help students to use feedback to improve their performance.	Some instructional staff help students to use feedback to improve their performance.	Most instructional staff help students to use feedback to improve their performance.	All instructional staff help students to use feedback to improve their performance and encourage students to seek additional feedback when they are unclear about how to improve.

Instruction

I-8 Instructional staff have high academic expectations for all students and provide instruction that promotes student growth.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
High academic expectations	Few instructional staff implement classroom practices that demonstrate high expectations for all children, helping each child to establish individual goals for meeting or exceeding grade level proficiency.	Some instructional staff implement classroom practices that demonstrate high expectations for all children, helping each child to establish individual goals for meeting or exceeding grade level proficiency.	Most instructional staff implement classroom practices that demonstrate high expectations for all children, helping each child to establish individual goals for meeting or exceeding grade level proficiency.	All instructional staff implement classroom practices that demonstrate high expectations for all children, helping each child to establish individual goals for meeting or exceeding grade level proficiency.
Cognitive demand	Few instructional staff deliver instruction that fully reflects the cognitive demand indicated in the standards.	Some instructional staff deliver instruction that fully reflects the cognitive demand indicated in the standards.	Most instructional staff deliver instruction that fully reflects the cognitive demand indicated in the standards.	All instructional staff deliver instruction that fully reflects the cognitive demand indicated in the standards.
Extension of learning	Few instructional staff routinely help individual students to extend their learning.	Some instructional staff routinely help individual students to extend their learning.	Most instructional staff routinely help individual students to extend their learning.	All instructional staff routinely help individual students to extend their learning.

Instruction

I-9 Instructional staff use effective student engagement strategies to help students stay interested and on task.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Link to prior knowledge	Few instructional staff connect new knowledge to what students already know.	Some instructional staff connect new knowledge to what students already know.	Most instructional staff connect new knowledge to what students already know.	All instructional staff connect new knowledge to what students already know. In addition, all instructional staff help students to connect new knowledge to multiple experiences students have had.
Response strategies	Few instructional staff effectively utilize response strategies to promote active engagement (e.g. individual white boards, whisper to your neighbor, write it in the air). Few students are actively engaged during instruction.	Some instructional staff effectively utilize response strategies to promote active engagement (e.g. individual white boards, whisper to your neighbor, write it in the air). Some students are actively engaged during instruction.	Most instructional staff effectively utilize response strategies to promote active engagement (e.g. individual white boards, whisper to your neighbor, write it in the air). Most students are actively engaged during instruction.	All instructional staff effectively utilize response strategies to promote active engagement (e.g. individual white boards, whisper to your neighbor, write it in the air). All students are actively engaged during instruction. In addition, instructional staff utilize a variety of strategies for partner work and cooperative learning.
Teaching for understanding	Few instructional staff present content in multiple ways to ensure student understanding.	Some instructional staff present content in multiple ways to ensure student understanding.	Most instructional staff present content in multiple ways to ensure student understanding.	All instructional staff present content in multiple ways to ensure student understanding. In addition, all instructional staff provide opportunities for students to check each other's understanding.
On-task behaviors	Few students are on task during an entire lesson or class period.	Some students are on task during an entire lesson or class period.	Most students are on task during an entire lesson or class period.	All students are on task during an entire lesson or class period.
Guided practice	Few instructional staff utilize active student engagement during guided practice.	Some instructional staff utilize active student engagement during guided practice.	Most instructional staff utilize active student engagement during guided practice.	All instructional staff utilize active student engagement during guided practice. In addition, instructional staff provide more guided practice as needed.

Instruction

I-10 Instructional staff provide instruction designed to help students apply their learning outside the classroom.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Relevance	Few instructional staff routinely provide real world problems and experiences in their content areas.	Some instructional staff routinely provide real world problems and experiences in their content areas.	Most instructional staff routinely provide real world problems and experiences in their content areas.	All instructional staff routinely provide real world problems and experiences in their content areas. In addition, all instructional staff help students understand the value of what is being learned for their future (e.g., future postsecondary education, vocation, or social life).
Application	Few instructional staff routinely provide opportunities to apply student learning outside the classroom environment.	Some instructional staff routinely provide opportunities to apply student learning outside the classroom environment.	Most instructional staff routinely provide opportunities to apply student learning outside the classroom environment.	All instructional staff routinely provide opportunities to apply student learning outside the classroom environment.

Instruction

I-11 Instructional staff use district-approved instructional materials to meet the identified needs of all students.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Aligned and district-approved	Few instructional staff consistently provide students with district-approved instructional materials (e.g. textbooks, manipulatives, or technology) completely aligned to district curriculum maps or district scope and sequence.	Some instructional staff consistently provide students with district-approved instructional materials (e.g. textbooks, manipulatives, or technology) completely aligned to district curriculum maps or district scope and sequence.	Most instructional staff consistently provide students with district-approved instructional materials (e.g. textbooks, manipulatives, or technology) completely aligned to district curriculum maps or district scope and sequence.	All instructional staff consistently provide students with district-approved instructional materials (e.g. textbooks, manipulatives, or technology) completely aligned to district curriculum maps or district scope and sequence.
Supplementary materials	Few instructional staff provide students with aligned supplementary materials with aligned supplementary materials for any area where the textbook is not fully aligned with the district curriculum map or scope and sequence.	Some instructional staff provide students with aligned supplementary materials with aligned supplementary materials for any area where the textbook is not fully aligned with the district curriculum map or scope and sequence.	Most instructional staff provide students with aligned supplementary materials with aligned supplementary materials for any area where the textbook is not fully aligned with the district curriculum map or scope and sequence.	All instructional staff provide students with aligned supplementary materials with aligned supplementary materials for any area where the textbook is not fully aligned with the district curriculum map or scope and sequence.
Diversity	Few instructional staff provide the student population with supplemental instructional materials that reflect a variety of cultures and ethnicities.	Some instructional staff provide the student population with supplemental instructional materials that reflect a variety of cultures and ethnicities.	Most instructional staff provide the student population with supplemental instructional materials that reflect a variety of cultures and ethnicities.	All instructional staff provide the student population with supplemental instructional materials that reflect a variety of cultures and ethnicities. Instructional staff ensure that materials reflect the backgrounds of all of the students in the classroom.
Variety	Few instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, and varied cognitive levels).	Some instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, and varied cognitive levels).	Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, and varied cognitive levels).	All instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, and varied cognitive levels, etc.) and address various learning modalities (visual, kinesthetic, and auditory).

Instruction

I-12 Instructional staff provide assistance, intervention, and enrichment to supplement general classroom instruction to support the learning of all students.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Identification for intervention	Few instructional staff routinely identify students in need of intervention using current, valid, and reliable student data from multiple sources.	Some instructional staff routinely identify students in need of intervention using current, valid, and reliable student data from multiple sources.	Most instructional staff routinely identify students in need of intervention using current, valid, and reliable student data from multiple sources.	All instructional staff routinely identify students in need of intervention using current, valid, and reliable student data from multiple sources and ensure that they receive timely interventions.
Provision of services	Few instructional staff ensure that students identified for assistance, intervention, or enrichment receive additional supplemental services.	Some instructional staff ensure that students identified for assistance, intervention, or enrichment receive additional supplemental services.	Most instructional staff ensure that students identified for assistance, intervention, or enrichment receive additional supplemental services.	All instructional staff ensure that students identified for assistance, intervention, or enrichment receive additional supplemental services. In addition, all instructional staff ensure that students are responding well to the services provided (i.e., relating well to the provider, not feeling labeled).
Response to Intervention	Few instructional staff routinely use the Response to Intervention method (RtI) to assess student progress and refine or change intervention based on progress monitoring data.	Some instructional staff routinely use the Response to Intervention method (RtI) to assess student progress and refine or change intervention based on progress monitoring data.	Most instructional staff routinely use the Response to Intervention method (RtI) to assess student progress and refine or change intervention based on progress monitoring data.	Few instructional staff routinely use the Response to Intervention method (RtI) to assess student progress and refine or change intervention based on progress monitoring data. In addition, all instructional staff monitor maintenance of skills.

Instruction

I-13 Instructional staff engage in horizontal articulation within grade/subject configurations.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Coordination	Few instructional staff within a grade level or course sequence routinely meet to discuss consistency of coverage of the curriculum map/scope and sequence.	Some instructional staff within a grade level or course sequence routinely meet to discuss consistency of coverage of the curriculum map/scope and sequence.	Most instructional staff within a grade level or course sequence routinely meet to discuss consistency of coverage of the curriculum map/scope and sequence.	All instructional staff within a grade level or course sequence routinely meet to discuss consistency of coverage of the curriculum map/scope and sequence. In addition, all instructional staff note variations in coverage in order to later determine effects of those variations.
Planning	Few instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students within grade levels or course sequences for instructional planning purposes.	Some instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students within grade levels or course sequences for instructional planning purposes.	Most instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students within grade levels or course sequences for instructional planning purposes.	All instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students within grade levels or course sequences for instructional planning purposes. In addition, instructional staff adjust plans to assist students in achieving proficiency.
Support for literacy and mathematics	Few non-core (e.g., social studies, arts, physical education) instructional staff within a grade level or course sequence discuss and consistently implement instructional strategies to support literacy and mathematics.	Some non-core (e.g., social studies, arts, physical education) instructional staff within a grade level or course sequence discuss and consistently implement instructional strategies to support literacy and mathematics.	Most non-core (e.g., social studies, arts, physical education) instructional staff within a grade level or course sequence discuss and consistently implement instructional strategies to support literacy and mathematics.	All non-core (e.g., social studies, arts, physical education) instructional staff within a grade level or course sequence discuss and consistently implement instructional strategies to support literacy and mathematics. In addition, all instructional staff evaluate the effectiveness of the efforts and refine them as needed.

Instruction

I-14 Instructional staff engage in vertical articulation for adjacent grade levels or course sequences.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Vertical articulation	Few instructional staff can generally articulate the learning expectations for adjacent grades or course sequences.	Some instructional staff can generally articulate the learning expectations for adjacent grades or course sequences.	Most instructional staff can generally articulate the learning expectations for adjacent grades or course sequences.	All instructional staff can generally articulate the learning expectations for adjacent grades or course sequences.
Planning	Few instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes.	Some instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes.	Most instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes.	All instructional staff use collaboration time (e.g., PLC) to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes. In addition, instructional staff adjust plans to assist students in achieving proficiency.
Transitions within and between schools	Assigned instructional staff in transitional grade levels (e.g., elementary to junior high) do not collaborate within feeder networks to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes.	Assigned instructional staff in transitional grade levels (e.g., elementary to junior high) collaborate within feeder networks to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes. However, they do not routinely share the information with all of the teachers in the adjacent transition grades in their school.	Assigned instructional staff in transitional grade levels (e.g., elementary to junior high) collaborate within feeder networks to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes. They routinely share the information with all of the teachers in the adjacent transition grades in their school. Instructional staff in transition levels provide some additional supports such as discussion visits or buddy systems to help the students adjust more easily.	Assigned instructional staff in transitional grade levels (e.g., elementary to junior high) collaborate within feeder networks to review current levels of achievement for students in adjacent grade levels or course sequences for instructional planning purposes. They routinely share the information with all of the teachers in the adjacent transition grades in their school. In addition, all instructional staff in transition grade levels provide multiple additional supports such as discussion visits or buddy systems to help the students adjust more easily.

Instruction

I-15 Instructional staff promote a school culture characterized by collegiality and shared responsibility for student learning.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Collegiality	Few instructional staff engage in active listening and respond to each other in a pleasant and respectful manner within meetings and daily interactions.	Some instructional staff engage in active listening and respond to each other in a pleasant and respectful manner within meetings and daily interactions.	Most instructional staff engage in active listening and respond to each other in a pleasant and respectful manner within meetings and daily interactions.	All instructional staff engage in active listening and respond to each other in a pleasant and respectful manner within meetings and daily interactions. In addition, staff immediately address any conflicts that emerge in constructive ways.
Meeting behaviors	Few instructional staff focus on the identified purpose of collaborative meetings. Few instructional staff consistently bring appropriate materials, results, or other information needed to have constructive dialogues with colleagues.	Some instructional staff focus on the identified purpose of collaborative meetings. Some instructional staff consistently bring appropriate materials, results, or other information needed to have constructive dialogues with colleagues.	Most instructional staff focus on the identified purpose of collaborative meetings. Few instructional staff consistently bring appropriate materials, results, or other information needed to have constructive dialogues with colleagues.	All instructional staff focus on the identified purpose of collaborative meetings. Few instructional staff consistently bring appropriate materials, results, or other information needed to have constructive dialogues with colleagues. In addition, the group establishes meeting norms and ensures that issues that arise are resolved or scheduled for future discussion.
Shared responsibility	Few instructional staff take responsibility for implementing shared decisions.	Some instructional staff take responsibility for implementing shared decisions.	Most instructional staff take responsibility for implementing shared decisions.	Few instructional staff take responsibility for implementing shared decisions. In addition, all instructional staff monitor implementation and share information about effectiveness of the decisions.
Supportiveness	Few instructional staff support decisions that are collectively made and help each other improve student learning.	Some instructional staff support decisions that are collectively made and help each other improve student learning.	Most instructional staff support decisions that are collectively made and help each other improve student learning.	Few instructional staff support decisions that are collectively made and help each other improve student learning. In addition, staff ensure that those who initially disagreed understand decisions and are supportive.

Instruction

I-16 Instructional staff use available benchmark assessment results to guide instruction and reteaching.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Frequency of administration	Few instructional staff administer available benchmark assessments quarterly or once per trimester.	Some instructional staff administer available benchmark assessments quarterly or once per trimester.	Most instructional staff administer available benchmark assessments quarterly or once per trimester.	All instructional staff administer available benchmark assessments twice each quarter or trimester, first as pre-assessments of conceptual understandings and second as post assessments to determine mastery of concepts.
Analysis	Few instructional staff analyze available benchmark assessment results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	Some instructional staff analyze available benchmark assessment results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	Most instructional staff analyze available benchmark assessment results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	All instructional staff analyze available benchmark assessment results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom. Results are compared with previous years to determine trends at level.
Modification of instruction	Few instructional staff routinely use available benchmark assessment results to reteach any concepts that are not understood by students either through regular whole class or small group instruction or provision of additional instruction to specific students. Reteaching throughout the school is inconsistent.	Some instructional staff routinely use available benchmark assessment results to reteach any concepts that are not understood by students either through regular whole class or small group instruction or provision of additional instruction to specific students, but reteaching throughout the school is inconsistent.	Most instructional staff routinely use available benchmark assessment results to reteach any concepts that are not understood by students either through regular whole class or small group instruction or provision of additional instruction to specific students.	All instructional staff routinely use available benchmark assessment results to reteach any concepts that are not understood by students, either through regular whole class or small group instruction or provision of additional instruction to specific students. In addition, all instructional staff consistently modify instruction for specific students and share information with other instructional staff.

Instruction

I-17 Instructional staff administer a variety of formative assessments aligned to district curriculum maps or content scope and sequence and use results to guide instruction.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Required assessments	Few instructional staff administer required formative assessments to the frequency established by the district.	Some instructional staff administer required formative assessments to the frequency established by the district.	Most instructional staff administer required formative assessments to the frequency established by the district.	Most instructional staff administer required formative assessments to the frequency established by the district. In addition, as needed, all instructional staff re-administer tests for progress monitoring purposes.
Instructional Guidance	Few instructional staff use results of formative assessment to guide instruction.	Some instructional staff use results of formative assessment to guide instruction.	Most instructional staff use results of formative assessment to guide instruction.	All instructional staff use results of formative assessment to guide instruction. In addition, common errors are shared with other instructional staff to understand patterns of proficiency and discuss implications for the use of various instructional strategies.
Aligned to curriculum map/scope and sequence	Few instructional staff ensure that their classroom assessments are aligned to district curriculum maps or district scope and sequence.	Some instructional staff ensure that their classroom assessments are aligned to district curriculum maps or district scope and sequence.	Most instructional staff ensure that their classroom assessments are aligned to district curriculum maps or district scope and sequence.	All instructional staff ensure that their classroom assessments are aligned to district curriculum maps or district scope and sequence. In addition, all instructional staff have classroom assessments that can be administered to those students engaged in enrichment activities to assess the effects of those activities.
Variety of additional assessments	Few instructional staff routinely administer a variety of additional classroom assessments that address different learning modalities.	Some instructional staff routinely administer a variety of additional classroom assessments that address different learning modalities.	Most instructional staff routinely administer a variety of additional classroom assessments that address different learning modalities.	Few instructional staff routinely administer a variety of additional classroom assessments that address different learning modalities. In addition, all instructional staff track the results of one type of assessment with others to determine the best way for specific students to demonstrate learning.

Instruction

I-18 Instructional staff use results of criterion-referenced tests (CRT) or other summative assessments to plan instruction.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Analysis	Few instructional staff analyze CRT or other summative results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	Some instructional staff analyze CRT or other summative results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	Most instructional staff analyze CRT or other summative results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom.	All instructional staff analyze CRT or other summative results to determine overall and subgroup patterns of proficiency for the school, grade level/content area, and classroom. Results are compared with previous years to determine trends at each level.
Modification of instruction	Few instructional staff routinely use results of the analysis to modify instructional approaches to be used throughout the coming year.	Some instructional staff routinely use results of the analysis to modify instructional approaches to be used throughout the coming year.	Most instructional staff routinely use results of the analysis to modify instructional approaches to be used throughout the coming year.	All instructional staff routinely use results of the analysis to modify instructional approaches to be used throughout the coming year. In addition, teachers in the same grade level or course sequence jointly plan for improving the performance for all students they serve.

Support

S-1 Administrators provide effective instructional leadership for their school.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
SMART goals	Administrators do not develop goals that have all of the components of SMART goals, that is, are specific, measurable, achievable, results-oriented, and timely, that focus on continuous improvement and increases in academic achievement.	Administrators have some goals that have all of the components of SMART goals, that is, are specific, measurable, achievable, results-oriented, and timely, that focus on continuous improvement and increases in academic achievement.	Administrators have multiple goals that have all of the components of SMART goals, that is, are specific, measurable, achievable, results-oriented, and timely, that focus on continuous improvement and increases in academic achievement.	Administrators have multiple goals that have all of the components of SMART goals, that is, are specific, measurable, achievable, results-oriented, and timely, that focus on continuous improvement and increases in academic achievement. In addition, SMART goals are formulated by specific grade levels or departments.
Reinforcement of fidelity to standards	Administrators rarely reinforce fidelity of teaching to the USOE Core Curriculum standards.	Administrators sometimes reinforce fidelity of teaching to the USOE Core Curriculum standards.	Administrators consistently reinforce fidelity of teaching to the USOE Core Curriculum standards.	Administrators consistently reinforce fidelity of teaching to the USOE Core Curriculum standards. In addition, administrators help instructional staff address literacy and mathematics standards in other subjects.
Facilitation of change	Administrators are rarely able to motivate instructional staff to agree to implement improvement strategies and are not effective in helping resistant instructional staff to improve.	Administrators are sometimes able to motivate instructional staff to agree to implement improvement strategies and are sometimes effective in helping resistant instructional staff to improve.	Administrators are consistently able to motivate instructional staff to agree to implement improvement strategies and are consistently effective in helping resistant instructional staff to improve.	Administrators are consistently able to motivate instructional staff to agree to implement improvement strategies and are consistently effective in helping resistant instructional staff to improve. In addition, administrators create a culture in which all staff help each other with the change process.

Support

S-2 School-parent partnerships are focused primarily on student achievement.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Culture	Few instructional staff actively seek and support parental involvement in educational activities for student academic achievement. Some parents feel welcome in the school.	Some instructional staff actively seek and support parental involvement in educational activities for student academic achievement. Most parents feel welcome in the school.	Most instructional staff actively seek and support parental involvement in educational activities for student academic achievement. All parents feel welcome in the school.	All instructional staff, both certified and classified, actively seek and support parental involvement in educational activities for student academic achievement. All parents feel welcome in the school.
Parent volunteers	Few instructional staff have parent volunteers regularly working in their classrooms or contributing to student achievement in the school in other ways.	Some instructional staff have parent volunteers regularly working in their classrooms or contributing to student achievement in the school in other ways.	Most instructional staff have parent volunteers regularly working in their classrooms or contributing to student achievement in the school in other ways.	All instructional staff have parent volunteers regularly working in their classrooms or contributing to student achievement in the school in other ways. In addition, parent volunteers routinely help with out-of-school activities such as field trips and community service, career days, and related activities.
Access to information	Few instructional staff implement policies and procedures that provide access to information to all parents. Information is available in some of the languages spoken most frequently by parents and some assistance is available for those whose language is less represented.	Some instructional staff implement policies and procedures that provide access to information to all parents. Information is available in most of the languages spoken most frequently by parents and some assistance is available for those whose language is less represented.	Most instructional staff implement policies and procedures that provide access to information to all parents. Information is available in most of the languages spoken most frequently by parents and some assistance is available for those whose language is less represented.	All instructional staff implement policies and procedures that maximize access to information to all parents. Communication is two-way and frequent. Information is available in all of the languages spoken most frequently by parents and some assistance is available for those whose language is less represented.
Reporting	Few instructional staff provide reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand and in accordance with law and regulations.	Some instructional staff provide reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand and in accordance with law and regulations.	Most instructional staff provide reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand and in accordance with law and regulations.	All instructional staff provide reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand and in accordance with law and regulations. In addition, all instructional staff also report results of evaluation of programs and plans to parents and seeks feedback from them.

Support

S-3 Administrators and the School Community Council allocate fiscal resources primarily focused on increasing student achievement.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Budget development	Administrators do not collaborate with the School Community Council and school staff in the budgeting process. The School Community Council conducts a cursory review.	Administrators collaborate with the School Community Council and school staff in the budgeting process in limited ways. The School Community Council and/or school staff are active decision makers on only a few items.	Administrators fully collaborate with the School Community Council and school staff in the budgeting process for allocation of resources. Outreach is conducted so that interested parents can also become involved.	Administrators fully collaborate with the School Community Council and school staff in the budgeting process for allocation of resources. Outreach is conducted so that interested parents can also become involved. In addition, administrators take active steps to ensure parents from multiple racial/ethnic groups and those that are hard to reach are well represented in the budgeting process.
Resource allocation	Administrators do not take student achievement data into account when making budgetary decisions.	Administrators periodically refer to analysis of student achievement data in making some budgetary decisions, but do not do so consistently.	Administrators consistently refer to analysis of student achievement data to make budgetary and resource allocation decisions using the Land Trust funds, and, as available, federal and state funds.	Administrators consistently refer to analysis of student achievement data to make budgetary and resource allocation decisions using the Land Trust funds and, as available, federal and state funds. In addition, administrators have a formal process for ensuring that budgetary and resource allocation decisions align to student achievement goals for all students and subgroups.
Budget Monitoring	Administrators do not monitor the use of fiscal resources to ensure their use is appropriate and effective.	Administrators occasionally monitor the use of fiscal resources to ensure their use is appropriate and effective.	Administrators routinely monitor the use of fiscal resources to ensure their use is appropriate and effective.	Administrators routinely monitor the use of fiscal resources to ensure their use is appropriate and effective. In addition, administrators engage the community to promote understanding of budget priorities.

Support

S-4 Administrators recommend highly qualified instructional staff for open positions in their school, make strong efforts to retain highly qualified instructional staff, and provide appropriate remediation for other instructional staff as needed.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Recruiting and screening highly qualified instructional staff	Administrators conduct a cursory screening of approved applications to create enough candidates for consideration for hiring. Administrators do not use an interview rubric with criteria correlated to school goals or P.G. & E. standards.	Administrators conduct a brief screening of approved applications to create enough candidates for consideration for hiring. Administrators use an interview rubric with criteria correlated either to school goals or P.G. & E. standards.	Administrators conduct a thorough screening of approved applications to create enough candidates for consideration. Administrators consistently use an interview rubric with criteria correlated to school goals or P.G. & E. standards. There is a special emphasis placed on having a diverse workforce.	Administrators conduct a thorough screening of approved applications to create enough candidates for consideration. Administrators do not use an interview rubric with criteria correlated to school goals or P.G. & E. standards. There is a special emphasis placed on having a diverse workforce. In addition, if there are too few talented in-field applications, administrators actively recruit more.
Timely	Administrators recruit and select candidates, but often not in a timely manner.	Administrators react as openings occur, quickly initiating the recruitment and selection process.	Administrators act upon staffing needs and begin the recruitment and selection process as soon as reasonable before the end of the school year.	Administrators anticipate staffing needs in conjunction with the long range plan. Administrators begin the recruitment and selection process as soon as reasonable and before the end of the school year.
Aligned placement	Administrators assign few teachers to positions for which they are qualified and professionally prepared.	Administrators assign some teachers to positions for which they are qualified and professionally prepared.	Administrators assign most teachers to positions for which they are qualified and professionally prepared.	Administrators assign all teachers to positions for which they are qualified and professionally prepared. In addition, administrators help other teachers to become prepared in multiple certification areas.
Retention	Administrators create a collegial environment that ensures that few instructional staff feel committed to the school and its success. Retention rates of instructional staff in the school are relatively low.	Administrators create a collegial environment that ensures that some instructional staff feel committed to the school and its success. Retention rates of instructional staff in the school are relatively good, but not consistent.	Administrators create a collegial environment that ensures that most instructional staff feel committed to the school and its success. Retention rates of instructional staff in the school are relatively high.	Administrators create a collegial environment that ensures that all instructional staff feel committed to the school and its success. Retention rates of instructional staff in the school are relatively high. In addition, when openings occur, instructional staff often recommend that their colleagues from others schools apply.
Remediation	Administrators do not correct or discipline staff.	Administrators occasionally correct or discipline staff and occasionally provide support for staff to improve.	Administrators consistently correct or discipline staff and provide support for staff to improve.	Administrators create a collegial environment that ensures that most instructional staff feel committed to the school and its success. Retention rates of instructional staff in the school are relatively high. In addition, administrators provide the teacher with assistance from others who do well in the area of concern and administrators monitor the improvement.

Support

S-5 Administrators take active steps to promote a safe and orderly environment for learning in their school.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Collaborative processes for establishing expectations	Administrators do not specifically provide the opportunity for staff to participate in establishing and defining schoolwide student expectations for behavior and safety.	Administrators facilitate the opportunity for staff to participate in establishing and defining schoolwide student expectations for behavior and safety.	Administrators facilitate the opportunity for staff and some student representatives at the upper elementary and secondary level to participate in establishing and defining schoolwide student expectations for behavior and safety.	Administrators facilitate the opportunity for staff and some student representatives at the upper elementary and secondary level to participate in establishing and defining schoolwide student expectations for behavior and safety. In addition, parents and community members are part of the decision-making process.
Positive behavior supports	Administrators have no established processes for promoting positive relationships among students and teachers, but may do so informally.	Administrators have no established processes for promoting positive relationships among students and teachers, but do so informally.	Administrators have established processes for promoting positive relationships among students and teachers.	Administrators have formal established processes for promoting positive relationships among students and teachers. In addition, there is parent and community involvement providing input and assessment of safety practices and processes.
Smooth transitions from one class to another	Administrators rarely enforce procedures and policies that support smooth transitions from one class or content area to another, to minimize disruption to instruction.	Administrators sometimes enforce procedures and policies that support smooth transitions from one class or content area to another, to minimize disruption to instruction.	Administrators consistently enforce procedures and policies that support smooth transitions from one class or content area to another, to minimize disruption to instruction.	Administrators consistently enforce procedures and policies that support smooth transitions from one class or content area to another, to minimize disruption to instruction. In addition, students self-monitor to ensure they are in class on time and ready to learn.
Monitoring	Administrators do not examine disciplinary data and do not take any steps beyond following procedures to ensure a safe environment conducive to learning.	Administrators occasionally examine disciplinary data and do not take any steps beyond following procedures to ensure a safe environment conducive to learning.	Administrators regularly examine disciplinary data and do not take any steps beyond following procedures to ensure a safe environment conducive to learning.	Administrators regularly examine disciplinary data and do not take any steps beyond following procedures to ensure a safe environment conducive to learning. In addition, administrators conduct evaluations of effectiveness of the school safety, anti-bullying, and positive relationship practices.

Support

S-6 Administrators focus the entire school community on continuous school improvement.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Shared leadership	Administrators make little or no effort to establish a school leadership team.	Administrators establish a school leadership team but its work is superficial and/or the team is not fully functional.	Administrators establish an effective school leadership team whose work is essential to improvement.	Administrators establish an effective school leadership team whose work is essential to improvement. All staff are invited to provide additional input or feedback to the team.
Planning	Administrators focus school improvement planning on the desires of the teachers or administrators without regard to student needs assessment or an analysis of student data.	Administrators focus school improvement planning on the desires of the teachers or administrators without regard to student needs assessment or an analysis of student data.	Administrators focus school improvement planning on student learning schoolwide and planning is based on assessed student needs, including examination of CRT, benchmark and other data.	Administrators focus school improvement planning on student learning schoolwide and planning is based on assessed student needs, including examination of CRT, benchmark and other data. In addition, data are triangulated to ensure validity and the planning process clearly prioritized educational excellence for all students.
Implementation and monitoring	Administrators do not require or monitor implementation of the school improvement plan.	Administrators inform staff of the improvement plan and ask them to implement, but do not monitor implementation.	Administrators inform all staff of the improvement plan, ensure that all staff implement the plan, and monitor implementation on a regular basis.	Administrators inform all stakeholders of the improvement plan, ensure that all staff implement the plan, discuss individual roles and responsibilities in its success, monitor and evaluate implementation on a regular basis, and discuss needed revisions regularly with all stakeholders.
Resource allocation	Administrators provide few resources (time, training, or personnel) for the improvement process.	Administrators provide some resources (time, training, or personnel) for the improvement process.	Administrators provide sufficient resources (time, training, or personnel) for the improvement process.	Administrators provide sufficient resources (time, training, or personnel) for the improvement process. In addition, Administrators place a high priority on improvement.
Recognition of success	Members of the school community seldom celebrate individual student academic and behavioral success.	Members of the school community periodically celebrate individual student academic and behavioral success.	Members of the school community routinely celebrate individual student academic and behavioral success.	Members of the school community frequently celebrate individual student academic and behavioral success throughout the year.

Support

S-7 Administrators provide for instructional and classroom management support for all instructional staff.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Classroom management, observations, and walkthroughs	Administrators rarely utilize observational and walkthrough tools encompassing the classroom management and engagement strategies (expectations, attention prompts, proximity, cueing, time limits, signals, tasking, and voice) to assist teachers with specific management strategies.	Administrators sometimes utilize observational and walkthrough tools encompassing the classroom management and engagement strategies (expectations, attention prompts, proximity, cueing, time limits, signals, tasking, and voice) to assist teachers with specific management strategies.	Administrators consistently utilize observational and walkthrough tools encompassing the classroom management and engagement strategies (expectations, attention prompts, proximity, cueing, time limits, signals, tasking, and voice) to assist teachers with specific management strategies.	Administrators consistently utilize observational and walkthrough tools encompassing the classroom management and engagement strategies (expectations, attention prompts, proximity, cueing, time limits, signals, tasking, and voice) to assist teachers with specific management strategies. In addition, administrators utilize supplementary tools to work on specific management tools.
Data utilization	Administrators rarely use the analysis of the observational and walkthrough data to guide walkthrough data to guide professional development.	Administrators sometimes use the analysis of the observational and walkthrough data to guide walkthrough data to guide professional development.	Administrators consistently use the analysis of the observational and walkthrough data to guide walkthrough data to guide professional development.	Administrators consistently use the analysis of the observational and walkthrough data to guide walkthrough data to guide professional development. In addition, administrators track and organize data to guide differentiated professional development with an emphasis on support for struggling teachers.

Support

S-8 Administrators provide for job-embedded differentiated professional development to all instructional staff.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Differentiated	Administrators rarely differentiate professional development on instructional staff needs and rarely target differentiated professional development to the needs of specific grade levels, or departments.	Administrators differentiate some professional development on instructional staff needs, based on a general analysis of test scores, and the leaders' perception of instructional staff needs. Some professional development is differentiated based on the needs of specific grade levels or departments.	Administrators differentiate most professional development on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs. Most professional development is differentiated based on the needs of specific grade levels or departments.	Administrators differentiate all professional development on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs. All professional development is differentiated based on the needs of specific grade levels or departments. In addition, professional development takes into account individual teacher needs.
Varied opportunities	Administrators rarely provide instructional staff with opportunities to learn (e.g., action research, book studies, lesson study, critical friends groups) other than in workshops.	Administrators sometimes provide instructional staff with opportunities to learn (e.g., action research, book studies, lesson study, critical friends groups) other than in workshops.	Administrators consistently provide instructional staff with opportunities to learn (e.g., action research, book studies, lesson study, critical friends groups) other than in workshops.	Administrators consistently provide instructional staff with opportunities to learn (e.g., action research, book studies, lesson study, critical friends groups) other than in workshops. In addition, each of the opportunities is evaluated for effectiveness.
Job embedded	Administrators rarely provide for professional development that takes place during the school day.	Administrators sometimes provide for professional development that takes place during the school day.	Administrators consistently provide for professional development that takes place during the school day.	Administrators consistently provide for professional development that takes place during the school day and specific teachers who have greater needs are encouraged to pursue these opportunities.
Evaluation	Administrators do not evaluate the impact of professional development on teacher practice or student achievement.	Administrators informally evaluate the impact of professional development on teacher practice.	Administrators formally evaluate the impact of professional development on teacher practice and student achievement using assessment data and classroom observation.	Administrators formally evaluate the impact of professional development on teacher practice and student achievement using assessment data and classroom observation. Administrators share what works with the staff and improve professional development strategies that are not working.

Support

S-9 Administrators protect and monitor collaboration time.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Allocation and protection of time	Administrators rarely provide collaboration time for all instructional staff.	Administrators sometimes provide collaboration time for all instructional staff.	Administrators consistently provide collaboration time for all instructional staff.	Administrators consistently provide collaboration time for instructional staff and ensure that collaboration is available for both horizontal and vertical teams.
Provision of resources	Administrators rarely provide the resources (e.g., assessment scores, research articles, and curriculum maps) that collaborative teams need to be effective.	Administrators sometimes provide the resources (e.g., assessment scores, research articles, and curriculum maps) that collaborative teams need to be effective. Resources are mostly provided in a timely fashion.	Administrators consistently provide the resources (e.g., assessment scores, research articles, and curriculum maps) that collaborative teams need to be effective. Resources are mostly provided in a timely fashion.	Administrators consistently provide the resources (e.g., assessment scores, research articles, and curriculum maps) that collaborative teams need to be effective. Resources are mostly provided in a timely fashion. In addition, Administrators anticipate needs and provide supplemental materials that may be of interest or enhance the group work.
Monitoring for effectiveness	Administrators rarely monitor and ensure the effective use of collaborative time.	Administrators occasionally monitor and ensure the effective use of collaborative time.	Administrators consistently monitor and ensure the effective use of collaborative time.	Administrators consistently monitor and ensure the effective use of collaborative time. In addition, constructive suggestions and feedback are routinely offered to help teachers to use time effectively.

Support

S-10 Administrators protect and monitor use of instructional time.

Element	1 Minimally Proficient	2 Partially Proficient	3 Proficient	4 Exemplary
Concentration of instructional time	Administrators do not allocate blocks or other extended periods of time for instruction in literacy and mathematics.	Administrators allocate blocks or other extended periods of time for instruction in literacy and mathematics, but do not specifically protect the blocks or extended time from interruption.	Administrators allocate blocks or other extended periods of time for instruction in literacy and mathematics, and consistently specifically protect the blocks or extended time from interruption.	Administrators allocate blocks or other extended periods of time for instruction in literacy and mathematics, and consistently specifically protect the blocks or extended time from interruption. In addition, the school integrates literacy and numeracy skills in all grades and content areas, including fine arts, and helps students apply their learning.
Protection of instructional time	Administrators do not ensure that instructional time is uninterrupted by announcements, fire drills, and for other nonacademic reasons.	Administrators sometimes ensure that instructional time is uninterrupted by announcements, fire drills, and for other nonacademic reasons.	Administrators consistently ensure that instructional time is uninterrupted by announcements, fire drills, and for other nonacademic reasons.	Administrators consistently ensure that instructional time is uninterrupted by announcements, fire drills, and for other nonacademic reasons. In addition, administrators protect their own time so that they can monitor and support instruction.

Glossary

Active engagement - Instruction that involves all students being involved in and responding to questions or directions.

Active listening - Students engaging in behaviors that demonstrate they are focused, participating, and comprehending the dialogue.

Adapted assignments - Changes made to an assignment or task that accommodate or modify the expectation to be more appropriate for an individual student.

Additional assessment - Teacher and team created formative assessment created to discern student strengths and weaknesses dealing with curriculum content.

Aligned/alignment - Curriculum and learning objectives are aligned or matched to ensure that students are provided appropriate learning opportunities in order to achieve the identified learning objectives or outcomes.

Assistive technology (AT) - Any item, a piece of equipment or system that helps students with disabilities bypass, work around or compensate for identified physical or learning challenges in order to access curriculum.

Attention prompts - A prompt or signal given to students to focus their attention on the teacher or instruction to follow.

Benchmark assessment- This term refers to a gauge of advancement, such as pre-testing at the beginning of a class/school year and post-testing at the end. Or it can be one-time testing that provides comparison to state standards thus showing a "benchmark" of student abilities.

Cognitive level - Cognitive abilities are the brain mental processes that are needed to carry out any task - from the simplest to the most complex. Every task can be broken down into the different cognitive skills that are needed to complete that task successfully. Students' verbal, quantitative, and reasoning levels will vary. Learning tasks should be designed so that the tasks and processes are sufficiently familiar with but still provide some degree of challenge leading to optimal learning. Cognitive abilities have been shown to improve with direct instruction and practice.

Cognitive demand - This refers to how content interacts with process. For every subject, content may also be understood in terms of categories of cognitive demands. For example mathematics requires memorization, categorization, and the ability to solve non-routine problems. In English the ability to explain, analyze, synthesize, and create would be required. High expectations require that the content in the discipline be covered in such a way that the cognitive processes required to perform within the discipline be explicitly developed. Refer to national standards documents (such as the NCTM Standards for Mathematics) for detailed explanations of the specific processes that should be developed through instruction.

Cognitive stretch - Cognitive stretch is facilitated when learning tasks and activities provide sufficient challenge to stimulate cognitive change. Cognitive stretch occurs as students perform learning tasks over time that involves increasing degrees of complexity and reasoning. Cognitive stretch is facilitated by beginning with familiar tasks that have engaging differences that will stretch towards new levels of reasoning and performance.

Confidence Interval - The confidence interval is a statistical adjustment approved by the federal government to provide a margin of error to take into account the fact that students in the tested grades may not be a representative sample of all the students in the school. Confidence intervals may allow schools to meet AYP when they fall just short of reaching requirements for Academic Achievement or Safe Harbor.

Content modification - Content consists of facts, concepts and generalizations, and skills related to a subject. Teachers may modify content in a variety of ways to address the varying needs of learners. In many instances, essential content will be constant for all learners. In other instances, varying the difficulty or complexity (such as spelling words or text to accommodate the instructional level of the student) might be appropriate. Some ways a teacher might vary content include using text and novels at more than one reading level; presenting information in whole-to-part and part-to-whole approaches; and reteaching students who need more demonstration, or exempting students who already demonstrate mastery and providing enrichment or acceleration.

Content Objectives - Statements that identify what students should know and be able to do in a particular content area. They support school district and state content standards and learning outcomes, and they guide teaching and learning in the classroom.

Course sequences - The order of classes that students take in a particular subject area.

CRT - A criterion-referenced test is one that provides for translating scores into a statement about the behavior to be expected of a person with that score or their relationship to a specified subject matter. CRTs are one form of summative assessments. Most tests and quizzes written by school teachers are criterion-referenced tests. The objective is simply to see whether or not the student has learned the material. The state of Utah has developed CRT tests to assess mastery of core curriculum in Language Arts, Math, and Science. The tests are given each spring.

Cueing - Cueing clarifies the teacher's expectations, and it reminds students of what is expected. Teacher uses positive, clear, and effective verbal cues to clarify, maintain, or re-direct activity.

Culturally responsive - Culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Cultural understanding - A set of attitudes, awareness, knowledge, and skills that enable effective teaching in racially, culturally and socio-economically diverse classrooms.

Differentiation - Differentiation is the practice of making lessons different to accommodate the different students in a single classroom. A classroom may have students with a wide range of abilities. Rather than "teach to the middle," and lose the students who need extra help as well as those who need little repetition, a teacher should alter lessons so that all students in a classroom will benefit.

District curriculum map - A map designed by collecting data about the actual curriculum in a school district using the school calendar as an organizer. Using the calendar in combination with curriculum to insure all students in the district are covering the content at the same time.

Direct Instruction - Explicit instruction given by the teacher to teach a specific concept.

Extending learning - Learning that extends the basic content into more complex study.

Flexible grouping - Grouping and regrouping of students according to academic level, interest, or social opportunity.

Feedback - Feedback describes the situation when output from (or information about the result of) an event or phenomenon in the past will influence the same. Feedback is a constructive and objective appraisal of performance. It is given to improve a student's behavior or skills. It can be formative in nature for the purpose of modifying the learner's behavior or it may be a summative evaluation, in which a judgment is made about performance (grades) and for comparison among learners.

Formative assessment - Formative assessment is more valuable for day-to-day teaching when it is used to adapt the teaching to meet students' needs. Formative assessment helps teachers to monitor their students' progress and to modify the instruction accordingly. It also helps students to monitor their own progress as they get feedback from their peers and the teacher. Students also find opportunity to revise and refine their thinking by means of formative assessment.

Guided Practice - Teacher directed practice on a specific concept taught in direct instruction - usually done with partners or small groups.

High academic expectations - This implies a school wide culture and individual educator ethos of high expectations through personal relationships in which teachers and other school staff communicate to students, 'This work is important; I know you can do it; I won't give up on you'. High academic expectations include firm guidance, challenge, stimulus and committed support. Successful schools share certain characteristics: an emphasis on academics, clear expectations, and regulations, high levels of student participation, and alternative resources such as library facilities, vocational work opportunities, art, music, and extracurricular activities.

Higher order thinking skills - Understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer (e.g., application, elaboration, providing evidence, synthesis).

Horizontal articulation · The interrelationship and continuity of contents, curriculum instruction, and evaluation within programs which focus on the progress of the student in learning (same grade/content level meetings).

Independent practice · Student working (practicing) alone on an explicitly taught concept that has also been practiced during guided practice.

Instructional approaches · Various teaching strategies utilized to teach a specific lesson or subject area.

Language Objectives · Statements that identify what students should know and be able to do while using English. They support students' language development, often focusing on vocabulary, functional language, questioning, articulating predications or hypotheses, reading, writing, and so forth. Language objectives identify what students will be doing with content (listening, speaking, reading, and writing).

Learning modalities · This refers to the three basic ways we process information to memory. Students learn auditorally (by hearing), visually (by seeing), or kinesthetically (by doing). Students tend to have a preferred modality for learning. Instructional strategies may have different levels of effectiveness depending on the modalities used and the preferred modality of the student. Effective teaching should present a variety of instructional approaches and learning tasks which vary the learning modalities so that different students have equal opportunities to learn in a way that is effective for them.

Multiple perspectives · Various viewpoints including cultural, historical, age related, etc.

Non-core subjects · Subjects other than mathematics, science, social studies, and language arts.

Pacing · The speed, fluency, and/or flow of instruction.

Present in multiple ways · Teaching the same concept in more than one way.

Professional learning community (PLC) · Educators committed to working collaboratively in ongoing processes of collective inquiry examining student data, planning lessons, and examining results to achieve better results for the students they serve.

Process modification · Process is how the learner understands and makes sense of key facts, concepts, generalizations, and skills. An effective approach involves students using a skill to develop an understanding of an essential idea, related to a learning goal. A teacher may modify processes for student learning needs by providing varied options for activities at different levels of difficulty or based on student interest. Providing process activities that develop higher order thinking skills and inquiry are useful. Teachers may modify processes by providing for options, for example, creating a political cartoon, writing a letter to the editor, or taking the affirmative or negative in a debate.

Product modification - Products refer to the items the student uses to demonstrate what she/he has come to understand or do as a result of study. Portfolios, performances, real-world issue, and end of unit projects are examples of common products. Products cause student to rethink and apply what they can do and become involved in critical and creative thinking. Products may be modified by allowing students to help design products; allow varied working arrangements (group or individual products); using varied types of resources; and varying the degree of difficulty of the product to match the student's instructional level.

Progress monitoring data - A system that is linked to a multi-tiered early intervention system, is specified explicitly (i.e. tools, timelines and processes), is continuous (i.e. the same assessment tools are used across the levels of severity) and is technically adequate (i.e. reliable and valid for the purpose for which they are being used.)

Proximity - Proximity is not only a matter of positioning oneself in the classroom, but also a matter of communicating with students via eye contact, posture, movement around the classroom, and any other body language from the teacher to deliver constructive information.

Responsive strategies - The methods that teachers utilize to involve students in active engagement.

Response to Intervention (RtI) - Systematically addressing academic and behavior skills through the practice of providing:

1. Research-based instruction and intervention matched to student need including: core instruction, supplemental intervention, and intensive intervention;
2. Instructionally relevant assessments that are reliable and valid including: screening/benchmarking, diagnostic and progress monitoring;
3. Use of a problem-solving method to make decisions based on the continuum of student needs.

Safe Harbor - If a student group does not meet the academic achievement requirement, the Safe Harbor calculation is applied. Safe Harbor states that if there is a ten percent reduction in the percentage of students not proficient from last year to this year, the student group meets AYP. This calculation compares last year's group with this year's group.

Scope and sequence - Scope is the material or skills that are to be taught, and sequence is the order in which we teach information.

Signals - Signals are physical indicators from *students* to indicate that they are ready, finished, or need help.

SMART goals - Goals that are specific, measurable, achievable, realistic, and timely, that focus on continuous improvement and increase in academic achievement.

Specific feedback - Immediate feedback given to a student related to their work or behavior that contains the specific areas of focus, reteaching, and praise.

Subgroup - A group of students who have similar characteristics to one another that are also part of a large group.

Summative assessment - An assessment of learning designed to provide a final measure to determine if learning goals have been met.

Supplementary materials - Additional materials to support the basic text.

Teaching for understanding - A teaching method that focuses on the process of understanding as the goal of learning rather than simply the development of specific skills. It focuses on forming connections and seeing relationships among facts, procedures, concepts, and principles, and between prior and new knowledge.

Transfer of Training - "That almost magical link between classroom performance and something which is supposed to happen in the real world" - J. M. Swinney. Transfer of training is effectively and continually applying the skills, knowledge, and/or attitudes that were learned in a learning environment to the job environment. Transfer of Learning is the application of skills, knowledge, and/or attitudes that were learned in one situation to another learning situation. This increases the speed of learning. Transfer of learning is a phenomenon of learning more quickly and developing a deeper understanding of the task if we bring some knowledge or skills from previous learning. Therefore, to produce positive transfer of learning, we need to practice under a variety of conditions.

Vertical Articulation - Articulation can be thought of as the smooth transition from one level of education to the next. Vertical articulation relates to movement through programs and levels or from grade level to grade level. Educators help facilitate vertical articulation by ensuring that standards and content are adequately covered in department or grade level and support the next level of learning required of students. The overall aim is to allow students to proceed in a logical fashion without undue duplication of effort.

2. Based on the analysis of the above data **select**, design, and implement interventions consistent with the final federal requirements.
 - a. Identify the intervention model chosen for each school; and
 - b. Provide the rationale for the model chosen for each school.
3. The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the intervention model(s) selected for its eligible schools. This information includes the following:
 - a. Description of how the LEA will successfully implement each requirement;
 - b. Any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models; and
 - c. The LEA includes a detailed timeline for implementation of the school intervention model.
4. The LEA must describe the annual goals (Goals must be specific, measurable, attainable, realistic and time-based (SMART) for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
5. The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
6. For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
7. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Plan Specifics

Purpose:

Transform two under-performing schools to achieve the goals of the Granite School District Board of Education which are:

Granite School District Mission Statement

In partnership with the community, enable and enrich all students with the knowledge, skills and character needed for lifelong success and responsible citizenship in a changing world.

Goal: Increase achievement for every student

- This is the core business of Granite School District and calls for a flexible, individualized approach for every student.
- Ongoing academic achievement requires a collective effort and is the result of exemplary school network collaboration.
- A high school diploma reflects focused, effective instruction and student engagement at the elementary, junior high and senior high levels.

Goal: Enrich and increase parent and community engagement

- Student success calls for meaningful and consistent engagement of parents and the broader community.
- As every student benefits from an education, so all of society benefits from educated students.

Approved by the Board of Education
March 2, 2010

Granite School District (LEA) Capacity to Support SIG:

LEA staff are assigned to support transformation of the schools. Operating under the recently articulated vision of Superintendent Martin W. Bates accountability of student achievement is monitored in all schools through activities including monthly data reviews with school principals. Support for the focused line supervision of schools follows through other elements of the district staff:

- Assistant Superintendent, School Accountability Services, directs the transformation efforts for the schools and activates plans for support.
- Assistant Superintendent, Educator Support and Development, directs the district improvement process through a District Improvement Steering Committee (DISC) comprised of three Assistant Superintendents and eighteen Directors with responsibilities key to school and district improvement.
- Assistant Superintendent, Teaching and Learning Services, directs the instructional support for schools.

- School Accountability Directors, maintain accountability oversight of the schools including monthly data reviews with the Principals to monitor progress.
- Curriculum and Instruction Director, provides instructional coaching, curriculum integration, and targeted support.
- Research, Assessment, and Evaluation Director, provides access and interpretation to assessment data and consultation support.
- Teacher and Administrator Induction, provides mentoring and coaching to staff to classroom management and teacher professional development.
- Educational Equity Director, provides assistance aligning the school plan to accountability and individual equity requirements.
- Special Education Director, provides assistance in implementing Response to Intervention (RtI) as a protocol to serve disabled and gifted students, and to support schools in increasing achievement for sub-groups.
- Resource Development Director, provides support in finding resources to permit the Principal and the School Leadership Team to focus on instructional leadership.
- Instructional Consultants, provide assistance as needed supporting instructional requirements in the school.
- Other entities provide support to the schools.

LEA Technical Assistance:

The LEA will provide technical assistance to make sure each school is successful.

- School Accountability Directors will conduct monthly meetings with Principals and key school staff to hold leaders and the school accountable for student achievement.
- Curriculum and Instruction Director will provide professional development to implement the common core and to integrate school instruction with challenging state standards.
- Research, Assessment and Evaluation Director will provide assessment information, to help teachers and administrators to use formative and summative assessment for the purpose of improving instruction.
 - o Schools will be guided to use district-mandated assessments including Yearly Progress Pro and Acuity for math and science benchmarks aligned to the Utah core.
- Teacher and Administrator Induction will provide coaching and professional development to help teachers improve instruction and to assist administrators to oversee improvements.
- Resource Development Director will provide support in administering the grant, in selecting an outside evaluator, and in maintaining commitment to the SMART goals of the plan.
 - o An outside evaluator will be hired as part of the School Improvement Grant.
 - o The outside evaluator will be selected through the competitive Request for Proposal process.
 - o The outside evaluator will be required to meet the requirements set by the Utah State Office of Education (USOE) System of Support for Schools, Section 2-2, (see

<http://schools.utah.gov/Title/School-and-District-Improvement/DOCS/Sec-2-2-SST-Selection-Criteria-and-Process.aspx>).

- o The outside evaluator will be required to conduct an appraisal using the rubrics in Section 4-4 (see <http://schools.utah.gov/Title/School-and-District-Improvement/DOCS/Sec-4-4-Data-Collection-Rubrics.aspx>).
- o The outside evaluator will be required to continue to work with the school throughout the period of grant

The LEA will evaluate the effectiveness of the reform strategies.

- Granite School District will monitor the effectiveness of the two proposed School Improvement Grant recipient schools, and of the current recipient school (Granger High School), and of other schools through the District Improvement Steering Committee.
- The process is detailed in the Granite School District Improvement Plan which is guided by an outside consultant, RMC Research, selected through the USOE System of Support for Districts.

Timeline.

Granite School District has been working to improve student achievement continuously. Measurable improvement has occurred. Granite School District exited LEA "Needs Improvement" status at the end of school year 2009 in Language Arts. It narrowly missed this achievement for mathematics at the end of school year 2010.

Professional development has been an ongoing focus as part of district improvement efforts. All secondary mathematics teachers have been trained in Algebra/Pre-Algebra institutes conducted by RMC Research in school years 2010 and 2011.

Academic Year 2010-2011

- Granger High School received a School Improvement Grant valued at \$2,000,000 for school years 2010, 2011, and 2012.
- Hillsdale Elementary School and Redwood Elementary School achieved Adequate Yearly Progress for a second year in a row and exited program improvement.
- Oquirrh Hills Elementary achieved Adequate Yearly Progress for a single year and remained at the first year of program improvement.
- Announce receipt of grant and pending administrative changes to faculties and stakeholders - after March 2012.

Summer Intersession 2011

- Leadership changes at each SIG targeted school - prior to July 1, 2011.
- School Transformation Specialist hired - prior to August 1, 2010
- Training and support - August 2010 and ongoing.

Academic Year 2011-12

- School/community stakeholders at each SIG targeted school meet new leadership with LEA representation (School Accountability Director) - September 2011
- Extended-day learning opportunities in place - September 2011

- SIG status reviews with external evaluator - October, February and May at each SIG targeted school.
- Planning for the coming academic year (including review on decisions on leadership and staff at SIG targeted schools).

Summer Intersession 2012

- Extended-learning school year learning opportunities in place - June 2012
- Complete any revisions to plans at SIG targeted schools - prior to July 2012
- Training and support - August 2012

Academic Year 2012-13

- School/community stakeholders at each SIG targeted school meet new leadership with LEA representation (School Accountability Director) - September 2012
- Extended-day learning opportunities in place - September 2012
- SIG status reviews with external evaluator - October, February and May at each SIG targeted school.
- Planning for the coming academic year (including review on decisions on leadership and staff at SIG targeted schools).

Summer Intersession 2013

- Extended-learning school year learning opportunities in place - June 2013
- Complete any revisions to plans at SIG targeted schools - prior to July 2013

Academic Year 2013-14

- School/community stakeholders at each SIG targeted school meet new leadership with LEA representation (School Accountability Director) - September 2013
- Extended-day learning opportunities in place - September 2013
- SIG status reviews with external evaluator- October, February and May at each SIG targeted school.
- Planning for the coming academic year (including review on decisions on leadership and staff at SIG targeted schools).

Summer Intersession 2014

- Extended-learning school year learning opportunities in place - June 2013
- Complete any revisions to plans at SIG targeted schools - prior to July 2013
- Training and support - August 2013

SIG Goals:

- Transform two under-performing schools to achieve the goals of the Granite School District Board of Education to:

1. Increase achievement for every student

- This is the core business of Granite School District and calls for a flexible, individualized approach for every student.
- Ongoing academic achievement requires a collective effort and is the result of exemplary school network collaboration.
- A high school diploma reflects focused, effective instruction and student engagement at the elementary, junior high and senior high levels.

2. Enrich and increase parent and community engagement

- Student success calls for meaningful and consistent engagement of parents and the broader community.
- As every student benefits from an education, so all of society benefits from educated students.

Success will be measured formatively during monitoring visits and appraisals by the external evaluator. AYP results at the end of the year will be required to improve by 10% from the previous year baseline or to meet explicit AYP standards.

- Replace the principal with a leader who will better incorporate research-based practices for change, working with diverse staff, diverse students, and high-quality pedagogy.
- Recruit and retain high-quality teacher and support staff.
- Build on current community strengths. Both schools are in the Kearns community and the students of Oquirrh Hills Elementary are in the feeder network to Kearns High School.
- Goals for the schools are differentiated based upon their needs.

Fiscal Resources (state and federal) that the LEA will commit to implementation:

Oquirrh Hills Elementary

• District operations and maintenance	\$2,591,870.82
• District capital	\$224,722.64
• Learning And Nurturing Development Trust (LANDTrust)	\$33,917.64
• Title 11-D- Enhancing Education through Technology	na
• Title III - Language Instruction for limited English Proficient	\$8,560.00

Kearns High School

• District operations and maintenance	\$9,169,418.08
• District capital	\$1,217,229.38
• Learning And Nurturing Development Trust (LANDTrust)	\$134,978.33
• Title 11-D- Enhancing Education through Technology	\$1,016,303.00*
• Title III - Language Instruction for limited English Proficient	\$13,530.00

* includes technology innovation grant awarded commencing School Year 2011.

How the local school board will be engaged to ensure successful implementation:

The Granite School District Board of Education established the primary goal adopted for this School Improvement Grant application. The Board of Education will require a report after announcement of the grant award. The Board of Education will also require periodic reports. Reports will flow to the Board of Education through the District Improvement Steering Committee (DISC) and the Superintendency.

Quirrh Hills Elementary Goals

Goal Statement #1- Improve language arts and mathematics student achievement each school year by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2012 through 2014 for whole school and student subgroups.

Goal Statement #2- Improve language arts and mathematics student achievement each school year by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2012 through 2014 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

Goal Statement #3 - Improve language arts and mathematics student achievement each school year by reducing the number of Level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2012 through 2014 by aligning and coordinating school structures and programs.

Accountability: Schools not meeting this goal and not making progress during the year will receive additional support from the School Accountability Director and the identified district support sources in implementation of strategies and action steps. Leaders will be required to follow guidance from those providing technical assistance.

Strategy #1- Improve the school focus on student achievement by embracing the belief that all students can learn and that parents are partners in education.

Action Step 1: Provide positive, clear expectations relying on shared leadership, positive communications, and positive behavioral support.

- Reorient school culture toward shared responsibility and accountability.

Measured by: School and community surveys, similar to the Indicators of School Quality (ISQ) and quarterly program review with external evaluator.

Action Step 2: Improve teacher effectiveness through focused professional development and on-going curriculum coaching.

- Align professional development with specific staff needs based on staff evaluation and student performance.
- Provide all staff high quality, ongoing, job embedded, and differentiated professional development.
- Develop and implement a three year plan for systematic professional development that incorporates adequate time for collaboration and active learning.

Measured by: Classroom observations by Principal and Curriculum Coaches and quarterly program review with external evaluator.

Action Step 3: Provide effective, explicit instruction in the areas of literacy and math that supports additional subject area integration and English Language Development.

- Implement a three hour literacy block that includes whole and small group instruction (K-6), and an English Language Development (ELD) block time.
- Implement a ninety minute math block that incorporates whole and small group instruction.
- Differentiate and align learning activities in literacy and math based on student assessment.

Measured by: Classroom observations by Principal and Curriculum Coaches and quarterly program review with external evaluator.

Action Step 4: Develop school wide assessments that generate data that teachers will use to guide instruction.

- Meet monthly with teachers and grade level teams to review data and discuss effective strategies for instructional practices.

Measured by: Monthly data review by Principal and Curriculum Coaches with staff members and School Accountability Director with Principal and quarterly program review with external evaluator.

Action Step 5: Implement effective faculty collaboration with vertical and horizontal communication supported by an effective master schedule.

- Restructure daily schedule to incorporate a three hour literacy block that includes specific ELD time and a ninety minute math block.
- Develop a master schedule that allows for faculty collaboration and enhances student instructional time with teachers.

Measured by: Quarterly program review with external evaluator.

***Strategy #2-** Remove potential roadblocks

Action Step 1: Oquirrh Hills Elementary school would be offered first choice on teachers in the involuntary transfer (surplus) process.

Measured by: Quarterly program review with external evaluator.

Action Step 2: Provide support for all teachers to obtain an English as a Second Language endorsement.

Measured by: Quarterly program review with external evaluator.

Action Step 3: Recruit and retain high-quality teacher and support staff. Allow for possible reassignment of teachers not reaching effective levels of student achievement.

- Place current staff in grade level positions where their areas of strengths and weaknesses may be addressed.

- Restructuring of teacher placement or transfer may occur to create teams that can facilitate teacher collaboration and professional growth.

Measured by: Quarterly program review with external evaluator.

Strategy #3 - School transformation initiatives.

Action Step 1: Incorporate Curriculum Coaches, effective in *both* Math and Literacy, for grade spans K- 2, 3 - 4, and 5 - 6.

Responsible for mentoring struggling teachers and staff professional development.

- Responsible for monitoring and evaluating teachers.
- Supports and trains teachers in data driven instruction.
- Also serves as interventionist in literacy or math in classroom small groups.
- Develop and oversee before and after school programs.

Measured by: Quarterly program review with external evaluator

Action Step 2: Operate an Extended-Learning Program to serve academically at-risk students and to enrich the curriculum.

- Operated by curriculum coaches and ELL coordinator working staggered schedules.
- Focus on specific sub groups to support academic progress in math and literacy.
- Incorporate explicit instruction, technology component, and homework support.
- Monitor outcomes of extended learning programs and the strategies being implemented, using data to inform any modifications.

Measured by: Quarterly program review with external evaluator

Action Step 3: Incorporate an English Language Learner (ELL) Coordinator and Parent/Community Involvement Specialist (Spanish Speaking)

- Responsible for coordination of ELL requirements (grades K- 6) in testing, reports, and tracking of student achievement.
- Responsible for staff professional development specific to ELL and ELD block time.
- Develop and *oversee* parent/family center that creates community engagement.
- Act as liaisons between school and home for non English speaking parents.

Measured by: Quarterly program review with external evaluator

Action Step 4: Provide opportunities for teacher incentives

- Provide opportunities for staff professional growth including supporting cost of substitute teachers and fees for workshops/seminars.
- Offer staff members the possibility for additional income through teaching in the before or after school extended learning program.
- Initiate a staff recognition program that recognizes staff members on a regular basis.

Measured by: Quarterly program review with external evaluator

Kearns High School Goals

Goal Statement #1- Improve language arts and mathematics student achievement each Spring by reducing the number of CRT level 1 and level 2 students by 10% for school years 2012 through 2014 for whole school and students' subgroups.

Goal Statement #2 - Improve language arts and mathematics student achievement each Spring by reducing the number of CRT Level 1 and Level 2 students by 10% for school years 2012 through 2014 for whole school and all student subgroups by increasing teacher understanding and effective implementation (e.g., alignments, mapping, common assessments) of Utah State Language Arts and Mathematics Core Curriculums and other related task associated with school teacher effectiveness.

Goal Statement #3- Improve language arts and mathematics student achievement each Spring by reducing the number of level 1 and Level 2 students by 10% for whole school and all student subgroups for school years 2012 through 2014 by aligning and coordinating school structures and programs.

Strategy #1- Improve student achievement by providing intensive instruction targeted at academically at-risk students.

Action Step 1: Operate an Extended-Learning Program to serve academically at-risk students and to enrich the curriculum.

- Implement a learning lab supervised by a coordinator (licensed teacher) during school and after school, (8:00 a.m. to 4:00 p.m.)
- Focus on targeted at-risk students.
- Incorporate explicit instruction, technology component, and homework support.

Measured by: Quarterly program review with external evaluator.

Action Step 2: Implement a program for educators to "Adopt an at-risk sophomore student" to track, advocate for and support the student.

- Utilize this adoption as one of the teachers evaluation (PG&E) goals

Measured by: School and community surveys, similar to the Indicators of School Quality (ISQ) and quarterly program review with external evaluator.

Action Step 3: Incorporate technology to provide differentiated instruction to students.

- Acuity math benchmarks (as well as language arts and science)
- My Access writing program
- Tell me More, computer program for ELL students, with training
- Read 180 program for special education and ELL students with training.

Measured by: Quarterly program review with external evaluator

Strategy #2- Remove potential roadblocks

Action Step 1: Kearns High School and other secondary schools receiving School Improvement Grant funds will be given first choice of any teachers on the surplus list.

Measured by: Quarterly program review with external evaluator.

Action Step 2: Provide support to students requiring specialized instructional support.

- Hire ESL endorsed teachers.
- Hire reading endorsed teachers.
- Hire and retain teachers whose qualifications meet highly qualified criteria.
- Institute a teacher mentoring program.

Measured by: Quarterly program review with external evaluator.

Strategy #3 - School transformation initiatives.

Action Step 1: Increase access to teachers in core academic subjects to improve student achievement.

- Hire (2) math level 4 teachers to decrease class size to 25 or so, possibly have struggling students meet daily, double blocking (student receives primary class and second class in core subject).
- Hire (2) Science Teachers to decrease class size to 25 or so, possibly have struggling students meet daily, double blocking
- Hire (2) English teachers to decrease class size to 25 or so students to meet daily, double blocking

Measured by: Quarterly program review with external evaluator.

Action Step 2: Provide supplemental support to students and parents through paraeducators.

- Hire paraeducators who speak Spanish to assist in the classroom.
- Hire a parent liaison to assist with the Hispanic community.

Measured by: School and community surveys, similar to the Indicators of School Quality (ISQ) and quarterly program review with external evaluator.

Action Step 3: Provide leadership and administrative support to guide school transformation.

- Assign a new Principal before the start of School Year 2012.
- Transfer one current Assistant Principal.
- Hire an administrator from the grant with special population certification.
- Hire or transfer a Data and Attendance administrator

Measured by: School and community surveys, similar to the Indicators of School Quality (ISQ) and quarterly program review with external evaluator.

Action Step 4: Improve teacher effectiveness through focused professional development and on-going curriculum coaching.

- Provide stipends for teachers completing projects improving student achievement.
- Provide additional pay for teachers through professional development in the areas of culturally responsive classrooms, content and language objectives, and behavior management prior to the start of school year 2012.
- Provide professional development and high quality training throughout the year during late start Monday's and teacher work days to include:
 - o PLC's, common assessments, calendaring curriculum, review of student work, etc. (continued district support needed in this area) :
 - o Review of curriculum mapping
 - o Engagement strategies - Big 8 (Annette Brinkman and Tim Frost)
 - o Collaboration strategies
 - o Differentiated Curriculum
 - o Data review, interpretation and understanding
 - o Intervention strategies and models

Measured by: Classroom observations by Principal and School Transformation Specialist and quarterly program review with external evaluator.

Action Step 5: Provide opportunities for teacher incentives through after school teaching

Measured by: Quarterly program review with external evaluator

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of LEA analysis of Tier I and Tier II schools to determine appropriate intervention model. Only those LEA SIG applications that have a proficient analysis will be considered.

Inadequate analysis:

- **Little to no** relevant data or few relevant data sources have been provided and/or the analysis is lacking or minimal.
- The fit between the needs of the school and the model chosen is **lacking, minimal, or general** in nature.

Proficient analysis:

- **Multiple** relevant data sources have been combined into a thoughtful analysis.
- The fit between the needs of the school and the model chosen is **specifically and conclusively** demonstrated.

A. The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention model ID each of those schools.

1. The LEA has identified how it will provide leadership and support to each Tier I and Tier II school identified in the LEA's application. The description will include the following information on how the LEA will successfully implement the school intervention model:
 - a. Identify the LEA staff assigned to support implementation of the school intervention model;
 - b. Describe how the LEA will provide technical assistance to make sure each school is successful;
 - c. Identify the fiscal resources (local, state, and federal) that the LEA will commit to implementation;
 - d. Identify the process through which the LEA will involve the school/community in full implementation of the plan;
 - e. Describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources);
 - f. Describe how the LEA will evaluate the effectiveness of the reform strategies;
 - g. Describe how the LEA will monitor student achievement by individual teacher/classrooms; and
 - h. If student achievement results do not meet expected goals, describe how the LEA will assist in necessary plan revisions.
2. If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

In reviewing LEA SIG applications, the USOE will use the following criteria to identify approvable applications in the area of demonstrating the LEA capacity to fully and effectively implement the selected intervention model. Only those LEA SIG applications that have a proficient demonstrated capacity will be considered.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- None, few, some, or most of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- All of the defined capacity criteria relevant to the school's selected intervention model have been adequately addressed.

B. LEA and the school(s) in the implementation of the intervention model(s). This includes the following:

1. Chooses to contract with external providers:
 - a. A description of how the LEA will contract with an external provider, including a description of how the LEA will recruit, screen, and select external providers;

- b. If the LEA has already selected an external provider, the LEA must provide evidence that the external provider has a demonstrated record of success and the expected services that the contractor will provide; and
 - c. A narrative description to support external provider contracts, if applicable.
 - d. The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>
2. Chooses not to contract with external providers:
- a. If the LEA has chosen not to contract with an external provider, the LEA must provide documentation that it has sufficient internal capacity to conduct a research-based school appraisal using the USOE Title I System of Support Handbook tools. This appraisal **must be conducted** in conjunction with an experienced School Support Team Leader who is external to the LEA. The SST Leader will assist the school in the implementation of the intervention model. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>.

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to recruit, screen, and select external providers, if applicable. USOE will use the following criteria to identify approvable applications in the area of external provider selection process should an LEA choose to use an external provider:

- Detailed and relevant criteria for determining need for external provider contract and selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
- Analysis of the LEA's capacity and operational needs.
- Researching and prioritizing the external providers available to serve the school.
 - Consider and analyze the external provider market.
 - Contact other LEAs currently or formerly engaged with the external provider regarding their experience.
 - A proven track record of success working with a particular population or type of school. For example, success in working with high schools or English Language Learners.
- Alignment between external provider services and existing LEA services.
 - Delineating clearly the respective responsibilities and expectations to be assumed by the external provider and the LEA.
- Willingness of the external provider to be held accountable to high performance standards.
- Capacity of the external provider to serve the identified school and its selected intervention model.
- LEA provides a description of the timely steps it will take to recruit and screen providers to be in place by the beginning of the 2011-12 school year.

Inadequate demonstrated capacity (scored 1 or 2 on the Checklist):

- The responsibilities of the external provider and the LEA are **not defined, minimally, or generally** aligned.
Available providers have **not been or only generally researched**.
- The identified external provider **does not have a proven track record, this has not been addressed, or the track record does not align with the needs of the school**
- The LEA has **not specifically indicated how** it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has **not been clearly addressed**.
- The LEA has not provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

Proficient demonstrated capacity (scored 3 or 4 on the Checklist):

- The responsibilities of the external provider and the LEA are **clearly defined** and aligned.
- Available providers have been **thoroughly** researched.
- The provider identified has a proven track record of success in working with **similar schools and/or student populations**.
- The LEA has **specifically** planned how it will hold the external provider accountable to high performance standards.
- The capacity of the external provider to serve the identified school has been **clearly demonstrated**.
- The LEA has provided a clear timeline to recruit, screen, and contract with an external provider as appropriate.

n. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

- l. The LEA SIG application **must demonstrate** that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications include the following:
 - a. A list of practices and/or policies that may serve as barriers to successful implementation;
 - b. Proposed steps to modify identified practices and/or policies to minimize barriers;
 - c. A procedure in place to identify and resolve future issues related to practices and/or policies; and
 - d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education, parents and other key stakeholders).

In reviewing LEA SIG applications, the USOE will evaluate the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively. Only those LEA SIG applications that have a proficient description of how the LEA identifies potential barriers and how it addresses them will be considered. USOE will use the following criteria to identify approvable applications:

Inadequate LEA commitment to modify its practices and policies (scored 1 or 2 on the Checklist):

- The barriers to successful implementation of interventions are **not defined, minimally, or generally** defined.
- The plan to address the identified barriers is **not clearly defined**.
- The LEA description **does not demonstrate** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

Proficient LEA commitment to modify its practices and policies (scored 3 or 4 on the Checklist):

- The barriers to successful implementation of interventions are **clearly defined**.
- The plan to address the identified barriers is **clearly defined**.
- The LEA description **demonstrates** sufficient commitment to work with **key stakeholder groups** to modify practices and policies, as necessary.

E. Sustain the reforms after the funding period ends.

- l. The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements achieved through the SIG process when the funding period ends. Competitive applications include the following:
 - a. A list of the ongoing supports needed to sustain school improvement after the funding period ends;
 - b. A description of the anticipated resources that will be committed to meet the needs identified above; and
 - c. The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.

PART I - BUDGET INFORMATION

FILL OUT: All Sections of Part II, Detail of Budget Information BEFORE returning to this page (to open, double click on each of them at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into **THIS** page.

DISTRICT/ AGENCY NAME:	Granite School District	School Improvement Grant	Oquirrh Hills Elementary
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READ THIS BEFORE YOU BEGIN THIS PAGE: Where you see a **\$0** already inserted in the columns below, a formula has been inserted **DO NOT DELETE THE FORMULA**. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.

Budget Categories (Object Codes)			Amounts
<small>For detailed information on Object Code Definitions, an expanded version can be found in USOE's School Finance & Statistics Workshop Binder, under Chart of Accounts. This binder is provided to District Business Administrators each year.</small>			
A.	Salaries (100)		\$777,000.00
B.	Employee Benefits (200)		\$374,328.30
C.	Purchased Professional and Technical Services (300)		\$180,000.00
D.	Purchased Property Services (400)		\$0.00
E.	Other Purchased Services (excluding travel and construction services) (500)		\$0.00
F.	Travel (580)		\$22,500.00
G.	Supplies and Materials (600)		\$67,500.00
H.	Other (exclude indirect costs, audit costs, and property) (800)		\$0.00
I.	Total Direct Costs - Sum of Lines A through H		\$1,421,328.30
J.	Other - Audit Costs (800)		\$0.00
K.	* Indirect Cost (Restricted) (870)	Formula inserted in row below	
	Enter <u>YOUR</u> Agency's Current Fiscal Year Indirect Cost RATE HERE:	2.24%	\$31,837.75
L.	Property (includes equipment & computer hardware) (700)		\$0.00
* TOTALS of Lines 'I' through 'L' (Total must equal amount available. Adjustment your figures in PART II, not on this page.)			\$1,453,166.05

*** How to figure your Direct Cost amount:** If you IC Rate is .94, convert it to 1.0094 X amount available \$1,000 (minus Lines J. and L.) = \$991. Subtract \$991 from \$1,000. This will give you the Direct Cost Amount.

*** PLEASE NOTE:** INDIRECT COSTS (Line K) IS FIGURED ON THE DIRECTS ONLY (Line I), - NOT the total grant amount.

PART II - DETAIL OF BUDGET INFORMATION

PLEASE READ THIS BEFORE YOU BEGIN - If you decide to use an existing list as an attachment to THIS page, enter the totals from your attachment as a single line entry. Make sure totals on your attachment are correct.

A. SALARIES (100) - Amounts paid to employees of the LEA/Agency in positions of a permanent nature OR hired temporarily, including substitutes for those that are in permanent positions (on payroll).

B. BENEFITS (200) - Amounts paid by LEA/Agency on behalf of employees which are over and above salary. (State & Local retirement, social security, group/industrial/unemployment insurance & other fringe benefits.

NAME	FTE	SALARY	BENEFITS	PRIMARY DUTY
		Enter amount(s) under each column - an inserted formula will add up the totals for you.		
Year 1	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) K-2
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 3-4
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 5-6
	1	\$57,000.00	\$29,124.00	English Language Learner Coordinator
	1	\$16,000.00	\$4,273.60	Parent/Community Involvement Paraeducator (Spanish Speaking)
	Hrly	\$15,000.00	\$4,006.50	Professional Development Stipends/Incentives -30 Teachers
Year 2	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) K-2
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 3-4
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 5-6
	1	\$57,000.00	\$29,124.00	English Language Learner Coordinator
	1	\$16,000.00	\$4,273.60	Parent/Community Involvement Paraeducator (Spanish Speaking)
	Hrly	\$15,000.00	\$4,006.50	Professional Development Stipends/Incentives -30 Teachers
Year 3	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) K-2
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 3-4
	1	\$57,000.00	\$29,124.00	Curriculum Coach (Reading / Math) 5-6
	1	\$57,000.00	\$29,124.00	English Language Learner Coordinator
	1	\$16,000.00	\$4,273.60	Parent/Community Involvement Paraeducator (Spanish Speaking)
	Hrly	\$15,000.00	\$4,006.50	Professional Development Stipends/Incentives -30 Teachers
Totals of Salaries and Benefits	15.00	\$777,000.00	\$374,328.30	

E. OTHER PURCHASED SERVICES (500) – Amounts paid for services rendered by organizations or personnel <i>not on payroll</i> of the LEA/Agency. <i>AND other than</i> Professional and Technical Services (300), <i>or</i> Purchased Property Services (400). This would also include expenses for meeting facilities, conference hotels (which may include <i>direct-billed items</i> for group meals and lodging provided to participants, equipment, space charges, and miscellaneous). Also, any travel and per-diem expenses for participants.		
Description		Amount
"Rows". Always double check your formula to make sure your new row is included in the sub total amount.	Sub Total E.	\$0.00
F. TRAVEL (580) - Expenditures for transportation, meals, hotel, and other expenses associated with staff (on payroll) travel for the LEA/Agency. Payments for perdiem in lieu of reimbursements for subsistence (room and board) also are charged here. Provide details such as: Names of staff (on payroll) who will be conducting activities of this project and will be drawing from this fund source.		
Description		Amount
Year 1		
Conference Travel		\$7,500.00
Year 2		
Conference Travel		\$7,500.00
Year 3		
Conference Travel		\$7,500.00
"Rows". Always double check your formula to make sure your new row is included in the sub total amount.	Sub Total F.	\$22,500.00

I. Total Direct Costs – (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)					
J. OTHER (800) – Audit Costs (not part of the direct costs associated with federally funded projects)					
Description					Amount
"Rows". Always double check your formula to make sure your new row is included in the sub total amount.				Sub Total	
				J.	\$0.00
K. INDIRECT COST (870) Restricted - (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)					
Administrator or call USOE for the correct rate. For the purpose of filling out this Standard Application for Financial Assistance, choose the current fiscal year rate that you want to begin the project in. Example: If the project's beginning date is July 1, 2000 ending September 30, 2001, use the FY01 Indirect Cost Rate listed for your district.					
<u>Notation</u> : When you start spending the funds and if expenditures appear in different fiscal years (the fiscal year in which you began your project and any carryover of funds into the next fiscal year) you will be using <u>two Indirect Cost Rates</u> over the course of your project. The two rates will be reflected in your reimbursement requests. <u>The Indirect Cost Rate to use will depend on the Fiscal Year in which you spend the funds.</u>					

PART I - BUDGET INFORMATION

FILL OUT: All Sections of Part II, Detail of Budget Information **BEFORE** returning to this page (to open, double click on each of them at the bottom of this screen). The amounts you enter into Part II will automatically be inserted into **THIS** page.

DISTRICT/ AGENCY NAME:	Granite School District	School Improvement Grant	Kearns High
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READ THIS BEFORE YOU BEGIN THIS PAGE: Where you see a \$0 already inserted in the columns below, a formula has been inserted **DO NOT DELETE THE FORMULA**. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.

Budget Categories (Object Codes)		Amounts	
For detailed information on Object Code Definitions, an expanded version can be found in USOE's School Finance & Statistics Workshop Binder, under Chart of Accounts. This binder is provided to District Business Administrators each year.			
A.	Salaries (100)		\$1,428,000.00
B.	Employee Benefits (200)		\$715,002.00
C.	Purchased Professional and Technical Services (300)		\$255,000.00
D.	Purchased Property Services (400)		\$0.00
E.	Other Purchased Services (excluding travel and construction services) (500)		\$0.00
F.	Travel (580)		\$30,000.00
G.	Supplies and Materials (600)		\$88,000.00
H.	Other (exclude indirect costs, audit costs, and property) (800)		\$0.00
I.	Total Direct Costs - Sum of Lines A through H		\$2,516,002.00
J.	Other - Audit Costs (800)		\$0.00
K.	* Indirect Cost (Restricted) (870)	Formula inserted in row below	
	Enter YOUR Agency's Current Fiscal Year Indirect Cost RATE HERE: 2.24%		\$56,358.44
L.	Property (includes equipment & computer hardware) (700)		\$0.00
* TOTALS of Lines 'I' through 'L' (Total must equal amount available. Adjustment your figures in PART II, not on this page.)			\$2,572,360.44

*** How to figure your Direct Cost amount:** If you IC Rate is .94, convert it to 1.0094 X amount available \$1,000 (minus Lines J. and L.) = \$991. Subtract \$991 from \$1,000. This will give you the Direct Cost Amount.

*** PLEASE NOTE:** INDIRECT COSTS (Line K) IS FIGURED ON THE DIRECTS ONLY (Line I), - NOT the total grant amount.

PART II - DETAIL OF BUDGET INFORMATION

PLEASE READ THIS BEFORE YOU BEGIN - If you decide to use an existing list as an attachment to THIS page, enter the totals from your attachment as a single line entry. Make sure totals on your attachment are correct.

A. SALARIES (100) - Amounts paid to employees of the LEA/Agency in positions of a permanent nature OR hired temporarily, including substitutes for those that are in permanent positions (on payroll).

B. BENEFITS (200) - Amounts paid by LEA/Agency on behalf of employees which are over and above salary. (State & Local retirement, social security, group/industrial/unemployment insurance & other fringe benefits.

NAME	FTE	SALARY	BENEFITS	PRIMARY DUTY
		Enter amount(s) under each column - an inserted formula will add up the totals for you.		
Year 1	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	Administrator/Specialist
	1	\$57,000.00	\$29,124.00	School Transformation Specialist
	Hrly	\$20,000.00	\$5,342.00	Professional Development Stipends/Incentives 70 Teachers
Year 2	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	Administrator/Specialist
	1	\$57,000.00	\$29,124.00	School Transformation Specialist
	Hrly	\$20,000.00	\$5,342.00	Professional Development Stipends/Incentives 70 Teachers
Year 3	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Math Level 4 Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	Science Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	English Teacher
	1	\$57,000.00	\$29,124.00	Administrator/Specialist
	1	\$57,000.00	\$29,124.00	School Transformation Specialist
	Hrly	\$20,000.00	\$5,342.00	Professional Development Stipends/Incentives 70 Teachers
Totals of Salaries and Benefits	24.00	\$1,428,000.00	\$715,002.00	

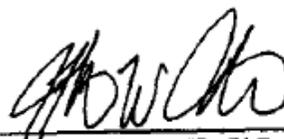
G. SUPPLIES AND MATERIALS (600) – Amounts paid for items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software).		
Description		Amount
Year 1		
Supplies		\$20,000.00
Instructional Materials (Supplementary Texts)		\$10,000.00
Year 2		
Supplies		\$20,000.00
Instructional Materials (Supplementary Texts)		\$10,000.00
Year 3		
Supplies		\$20,000.00
Instructional Materials (Supplementary Texts)		\$8,000.00
"Rows". Always double check your formula to make sure your new row is included in the sub total amount.	Sub Total	G. \$88,000.00
H. OTHER OBJECTS (800) - (Exclude Indirect Costs, Audit Costs, and Property) –Amounts paid for goods and services not otherwise classified above such as: dues and fees; judgments against the LEA/Agency; interest on bonds or notes;		
Description		Amount
"Rows". Always double check your formula to make sure your new row is included in the sub total amount.	Sub Total	H. \$0.00

PART III: ASSURANCES

An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- The written assurance of the superintendent/charter school leader and the local school board that continued support will be provided.
- Report to the SEA the school-level data required under section III of the final requirements.
- The LEA must assure that a school appraisal will be conducted using the USOE Title I System of Support Handbook tools. This appraisal must be conducted by an experienced School Support Team leader who is external to the LEA. A list of approved School Support Team Leaders can be found at <https://usoe.edgateway.net/cs/sst/print/htdocs/sst/home.htm>



Martin W. Bates, JD, PhD, Superintendent

PART IV: WAIVERS

If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.