

TITLE I

TARGETED ASSISTANCE PLAN

DISTRICT: Uintah

SCHOOL: Ashley Elementary

APPROVAL

LEA Representative

_____Diedra Massey_____

School Principal

_____January 20, 2009_____

Date

**Comprehensive Needs Assessment
and
Data Collection**

SCHOOL NEEDS ASSESSMENT DATA

DEMOGRAPHIC DATA								
Data/Source	Grade Levels							
	School-wide	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Enrollment (from Oct 1 enrollment report)	418	73	78	60	68	69	70	
#/% Ethnicity (from Oct 1 enrollment report)	Al: 9 A: 1 B: 1 H: 25 Pl: 3 W: 379							
# of LEP (from district)	P: 0 E: 0 I: 0 A: 0 F: 0							
Average daily attendance (from UPASS)	94							
# of students that missed 10 or more days	195							
Free/reduced lunch eligibility (low income report)	34%		32%	27%	30%	29%	51%	
Average class size reading (from school records)								
Average class size math (from school records)								
ELL Enrollment	6	0	3	2	1	0	0	
Grade Enrollment	418	73	78	60	68	69	70	
% ELL	1%	0%	4%	3%	1%	0%	0%	

SCHOOL NEEDS ASSESSMENT DATA

ADDITIONAL FUNDS								
Financial Programs		Staff positions (# and expenditure)	Professional Development (description and expenditure)	Alignment to State Core Curriculum	Alignment to School-wide Goals	Anticipated impact on Student Achievement	Other	Evaluation of Impact
Highly Impacted	\$ 0.00							
Title 1	\$100,000.00	3 TA 's \$100,000.00		All funds support alignment to State Core	Provide small group instruction for literacy goals in grade K-2	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA
Title 2	\$3,000.00		Core Academy		Increase teacher knowledge and skills in teaching Core standards	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA
SDFS								
Land Trust	\$18,000.00	1 TA \$8,000.00	NWEA-Testing \$7,000.00	All funds support alignment to State Core	Provide small group instruction for literacy goals in grades 3 – 5 and increase knowledge and skill level pertaining to testing	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA
Student Intervention	\$12,000.00	2 TA's \$16,000.00		All funds support alignment to State Core	Provide small group instruction for literacy goals in grade 3 - 5	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA
Fundraiser Money	\$4,000.00	\$4,000.00 Supplement TA's salary paid from Student Intervention		All funds support alignment to State Core	Provide small group instruction for literacy goals in grades 3 - 5	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA
K-3 Money	\$64,000.00	.5 FTE--Literacy Coach \$32,000.00 4 TA's \$32,000.00		All funds support alignment to State Core	Increase teacher knowledge and skill level in Literacy components and provide small group instruction for literacy goals in grades 3 - 5	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA

SCHOOL NEEDS ASSESSMENT DATA

ADDITIONAL FUNDS								
Financial Programs		Staff positions (# and expenditure)	Professional Development (description and expenditure)	Alignment to State Core Curriculum	Alignment to School-wide Goals	Anticipated impact on Student Achievement	Other	Evaluation of Impact
School Improvement Funds	\$40,000.00	\$16,000.00 Professional Days for PLC training and data analysis \$24,000.00 Specialist for Music, Art, PE	Send 8 teachers to PLC training and provide PLC time for teachers to meet during school hours to analyze student data then create a plan of action for each student	All funds support alignment to State Core	Provide teacher training in Professional Learning Communities and provide time for teachers to meet in PLC teams	Increase number of students achieving proficiency		NWEA Core Test DIBELS IOWA

SCHOOL NEEDS ASSESSMENT DATA

ESL PROGRAM							
Areas of Focus	Grade Levels						
	School-wide	1	2	3	4	5	6
What number/percentage of ELL students scored below proficiency on the language arts CRT?						NA	NA
Over what period of time have students maintained category E or I?	5 Students for 1 or 2 years	1 Student for 2 years	3 Students for 1 year	1 Student for 1 year	0 Students	0 Students	NA
Is there a connection between language proficiency and academic progress?	Yes	Yes	Yes	Yes	Yes	Yes	NA
What are the qualifications of teachers in grade levels with greatest language needs?	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	Teacher licensure –teachers with ESL endorsements. All have take some training in ESL	NA
Are the same accommodations used for testing used regularly in the classroom?	Yes	Yes	Yes	Yes	Yes	Yes	NA
What % of ELL students are classified as Special Education and are served on an IEP?	0%	0%	0%	0%	0%	0%	NA
Is there a difference between the observable use of adaptive strategies between the endorsed and non-endorsed teachers?	No	No	No	No	No	No	NA
Are there observable accommodations during classroom instruction time?	Yes	Yes	Yes	Yes	Yes	Yes	NA

SCHOOL NEEDS ASSESSMENT DATA

SPECIAL EDUCATION							
Areas of Focus	<u>Grade Levels</u>						
	School-wide	1	2	3	4	5	
What # and % of students are classified as Special Education and are served on an IEP?	29 Students	8 Students K=2 Students	3 Students	5 Students	7 Students	4 Students	
Are the same accommodations that are made for testing being made during instructional time? (Is the reverse true also?)	Yes	Yes	Yes	Yes	Yes	Yes	
What are the accommodations in the classroom?	Paraprofessionals modify length of manipulatives	Assignments	Peer Tutor Extra Practice	Learning Charts	Strategies/Graphs		
# of students of total Special Education population that are receiving English or math instruction in regular education classes with paraprofessional assistance? Without paraprofessional assistance?	29	8 Students K=2 Students	3 Students	5 Students	7 Students	4 Students	
Are the ethnic/language students over represented?	No						
Do Special Education teachers ensure access to the core curriculum in regular education classes?	Yes						
Do Special Education teachers coordinate regularly with classroom teachers? (Is there specific time set-aside?)	Yes, during PLC meetings						
Is there observable use of the core curriculum in a resource or self-contained program?	Yes						
Notes:							
-							

SCHOOL NEEDS ASSESSMENT DATA

HIGHLY QUALIFIED TEACHERS						
Teachers	<u>DC=Demonstrated Competency, Maj=Major, Min=Minor, Auth=Authorization, Res=Restricted, UP=University Program, Lic=Licensure, Temp=Temporary</u>					
	Major/Minor	Certifications/ Endorsements	Subjects Taught	Periods Taught	Highly Qualified?	Comments
Anderson, Markay	Education License	Ed Tech, Music K-6	Grade 5		Yes	
Arnold, Emily	Education License	Early Childhood K-3	Grade 4		Yes	
Bailey, Larue	Education License		Grade 1		Yes	
Brown, Cindy	Education License	ESL	Grade 5		Yes	
Carter, Elaine	Education License		Grade 1		Yes	
Cundall, Katy	Education License	Early Childhood K-3	Grade 1		Yes	
Foley, Judy	Education License		Grade 4		Yes	
Goodrich, Megan	Education License		Grade 1		No	
Hanberg, Julene	Education License-MED	ESL, Mild/Mod Disabilities	Grade 3		Yes	
Henderson, Lisa	Education License		Grade 3		Yes	
Ipson, Ruth	Education License		Grade 1		Yes	
Karren, Wendy	Education License	ESL	Grade 3		Yes	
LeFevre, Anna	Education License	Mild/Mod Disabilities, Severe Disabilities	Kindergarten		Yes	
Massey, Diedra	Education License-MED	ESL, Hearing Impaired, Mild/Mod, Severe, Admin	Principal		Yes	
Matthews, Darrell	Education License-MA	ESL	Grade 2		Yes	
Murray, Margo	Education License		Grade 2		Yes	
Perez, Valerie	Education License	Early Childhood K-3	Kindergarten		Yes	
Rampton, Rebecca	BFA Dance (6-12)		Dance (K-6)		No	
Rasmussen, Colleen	Education License	ESL, Math 3, Mild/Mod Disabilities	SPED		Yes	
Redden, Karen	Education License	ESL	Kindergarten		Yes	
Robbins, Dorraine	Education License	ESL, G&T	Grade 4		Yes	
Schmelter, Mary	Education License	Special Education K-12	Grade 4		Yes	

SCHOOL NEEDS ASSESSMENT DATA

HIGHLY QUALIFIED CLASSROOM ASSISTANTS					
<u>Classroom Assistants</u>	PI = Primary Instruction, PO = Practice Only, I = Intervention			If paraprofessional is highly qualified, tell how (AA, BA, Praxis Test, Portfolio, # semester hours of college earned)	
	Schedule	Level of instruction (PI, PO, I)	# of students served	Highly Qualified?	Teacher responsible for monitoring instruction and data collection
Bradley, Teresa	8:00 to 3:15	PO & I	29	Y	Colleen Rasmussen
Buehler, Amie	9:00 to 1:00	PO & I	42	Y	LaRue Bailey & Emily Arnold
Clark, Gay	10:00 to 2:00	PO & I	37	Y	MarkKay Anderson
Dickson, Kecia	Media	PI	418	Y	Diedra Massey
Duffin, Kelli	8:00 to 3:30 Speech	PI	23	Y	Colleen Rasmussen & Linda Crozier
Fleetwood, Shannon	9:00 to 1:00	PO & I	75	Y	Wendy Karren & Julene Hanberg
Hanks, Tammera	8:00 to 4:00	PO & I	29	Y	Colleen Rasmussen
Jones, Tamera	8:00 to 3:30	PO & I	60	Y	Karen Redden, Valerie Perez, Katy Cundall & Anna LeFevre
Kendall, Bonnie	8:00 to 3:30	PO & I	40	Y	Elaine Carter & Ruth Ipson
Nash, Rita	8:00 to 3:30	PO & I	45	Y	Darrell Matthews & Margo Murray
Pardue, Brittany	9:00 to 1:00	PO & I	75	Y	MarkKay Anderson & Cindy Brown
Peacock, Kathryn	9:00 to 1:00	PO & I	42	Y	Megan Green & Lisa Henderson
Smith, Tammy	9:00 to 1:00	PO & I	95	Y	Cindy Brown & Judy Foley
Valentine, Cyndi	9:00 to 1:00	PO & I	72	Y	Wendy Karren & Julene Hanberg
Weaver, Sherri	9:00 to 1:00	PO & I	95	Y	Mary Schmelter, Wendy Karren & Julene Hanberg

SCHOOL NEEDS ASSESSMENT DATA

INTERVENTION AND SUPPLEMENTAL PROGRAMS							
<u>Programs</u>	Purpose	Time Offered (i.e. during school /after school)	# of students served	Taught by (certificated or non-certificated)	Identification of students/ Exit plan	Baseline scores (identify assessment)	Results
Cell/ExII	Improve literacy skills	During school	All	Certified	Ongoing	NWEA CRT DIBELS	Increased number of students meeting proficiency
Read Naturally	Increase reading fluency & comprehension	During school	15	Both	Test Scores & teacher recommendations	DIBELS NWEA	Increased number of students meeting proficiency
Reading One to One	Systematic reading practice including decoding, writing, & comprehension	During school	All	Both	Ongoing	DIBELS NWEA	Increased number of students meeting proficiency
Cross age Peer Tutoring	Increase fluency & comprehension	During school	55	Both	Test Scores & teacher recommendations	Test Scores & Teacher recommendations	Increased number of students meeting proficiency
Special Education	Improved literacy skills	During school	29	Both	Test Scores & teacher recommendations	Multiple Test Measures	Increased number of students meeting IEP goals
Connections	After School Community Learning Center	After school	65	Both	Open to all students	Multiple assessments teacher recommendations parent recommendations	Improvement in returned homework assignments Improvement in attitude towards school

**SCHOOL NEEDS ASSESSMENT DATA
STUDENT ACHIEVEMENT DATA**

Language Arts Concept Summary – Spring 2008															
Concepts	Grade 2 - % Correct			Grade 3 - % Correct			Grade 4 - % Correct			Grade 5 - % Correct			Grade 6 - % Correct		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
1	80	77	79	83	82	85	87	90	89	86	80	81			
2	87	83	85												
3							79	69	72	73	71	74			
4	86	80	83	83	81	85	84	78	80	77	73	78			
5	89	85	88	66	64	67	73	79	83	87	84	85			
6	85	80	82	78	76	81	87	85	88	88	84	87			
7	82	76	78	75	72	75	68	67	73	82	77	79			
8	80	74	76	77	73	78	78	74	80	82	81	84			
9	84	75	76	79	74	77	71	65	69	73	68	73			
10				64	61	66	71	64	69	72	69	73			
11				77	75	80	74	68	73	75	70	72			

Language Arts Objectives

1. Develop language through listening and speaking
2. Use knowledge of structural analysis to decode words (2nd grade only)
3. Develop language through viewing media and presenting (4th through 6th grades only)
4. Spell words correctly
5. Use resources to learn new words by relating them to known words and/or concepts
6. Use structural analysis and context clues to determine meanings of words
7. Apply strategies to comprehend text
8. Recognize and use features of narrative and informational text
9. Prepare to write by gathering and organizing information and ideas (pre-writing)
10. Revise by elaborating and clarifying a written draft
11. Edit written draft for conventions

SCHOOL NEEDS ASSESSMENT DATA

CRT LANGUAGE ARTS SUMMARY																								
Students not proficient		TOTAL		Econ. Dis.		Non Econ. Dis.		Sp. Ed.		Non Sp. Ed.		Ethnicity		ELL										
														Y1					Y2					
		07	08	07	08	07	08	07	08	07	08	07	08	07	08	All	P	E	I	A	All	P	E	I
School-wide	#	86	59	65	41	21	18	30	27	56	32	6	7	2						1				
	%	25	22	38	37	12	11	53	64	19	14	24	35	67						33				
Grade: 1	#	20		14		6		7		13		3		1						NA				
	%	29		47		15		64		22		43		100										
Grade: 2	#	22	11	18	8	4	3	11	5	11	6	3	2	1						1				
	%	32	17	56	38	11	7	79	71	20	11	60	50	100						100				
Grade: 3	#	15	15	13	12	2	3	3	9	12	6	0	1	NA						0				
	%	21	22	30	40	7	8	27	75	20	11	0	17							0				
Grade: 4	#	19	14	7	11	2	3	5	5	4	9	0	1	NA						NA				
	%	14	19	25	31	6	8	45	50	8	15	0	17											
Grade: 5	#	20	19	13	10	7	9	4	8	16	11	0	3	0						NA				
	%	26	28	33	38	18	21	40	62	24	20	0	75	0										
Grade: 6	#																							
	%																							

Math Concept Summary – Spring 2008

Concepts	Grade 2 - % Correct			Grade 3 - % Correct			Grade 4 - % Correct			Grade 5 - % Correct			Grade 6 - % Correct		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
1	84	79	83	76	76	77	79	74	75	65	58	57			
2	81	73	77	64	70	77	71	71	73	57	54	56			
3	86	81	85	79	79	79	73	77	79	72	73	73			
4	77	71	79	73	75	75	73	71	70	60	52	52			
5	84	77	80	81	84	84	74	65	65	60	47	47			
6	78	69	76	70	71	73	74	66	69	68	66	70			
7	91	87	87	75	72	73	74	69	67	64	60	62			
8	87	82	85	61	67	69	82	72	70	76	73	72			
9	86	75	78	43	41	54	95	92	94	63	57	61			
10				77	80	76	87	76	77	53	64	73			
11				77	83	84	74	62	62	60	52	54			
12							77	73	74	71	69	71			
13							85	76	76	61	59	63			

Grade 2 Math Objectives

1. Identify and represent numbers up to 1000
2. Use fractions to identify parts of the whole
3. Model, describe, and solve two- and three-digit addition/subtraction
4. Represent simple multiplication and division problems
5. Recognize, describe, create, and extend growing patterns
6. Number relationships using mathematical symbols
7. Describe, classify, and create geometric figures
8. Identify and use units of measure
9. Collect, record, organize, display, and interpret data

Grade 3 Math Objectives

1. Represent whole numbers in a variety of ways
2. Use fractions to describe parts of the whole
3. Model problems involving addition, subtraction, multiplication, and division

4. Compute with 3- and 4-digit addition and subtraction and basic facts of multiplication and division
5. Create, represent, and analyze growing patterns
6. Recognize and represent mathematical situations using symbols, operations, and properties
7. Describe and compare attributes of two-dimensional shapes
8. Demonstrate congruence through transformations
9. Use tools and units to estimate and measure length, weight, capacity, time, and perimeter
10. Collect, organize, and display data to make predictions
11. Identify basic concepts of probability

Grade 4 Math Objectives

1. Represent whole numbers, fractions, and decimals from hundredths to one million
2. Analyze relationships among whole numbers, fractions, and decimals

3. Model multiplication and division of whole numbers and addition and subtraction of fractions
4. Solve whole number problems using multiplication/division; addition/subtraction of simple fractions/decimals
5. Compute whole number problems using multiplication/division; addition/subtraction of simple fractions/decimals
6. Identify, analyze, and determine rules for numerical patterns
7. Use algebraic expressions, symbols, and properties to solve equations and inequalities
8. Identify and describe two-dimensional geometric shapes
9. Specify locations using grids and maps
10. Visualize and identify geometric shapes after applying transformations
11. Describe relationships among length, capacity, weight, and measure angles
12. Collect, organize, and display data to answer questions

13. Describe and predict random outcomes

Grade 5 Math Objectives

1. Represent whole numbers, fractions, percents, integers, and decimals from thousandths to one billion
2. Explain relationships among integers, fractions, decimals, and percents
3. Use divisibility tests; classify numbers as prime, composite, or neither; and find multiples/factors
4. Model and illustrate meanings of multiplication and division
5. Solve problems involving one or two operations
6. Demonstrate multiplication/division, compute decimal/fraction problems with all four operations
7. Identify, analyze, and determine rules for predicting and extending numerical patterns
8. Use algebraic expressions, inequalities, or equations in real-world problems
9. Describe relationships between 2-/3-dimensional shapes, analyze properties of geometric properties

SCHOOL NEEDS ASSESSMENT DATA

10. Specify locations in a coordinate plane
11. Determine the area of polygons and apply to real-world problems
12. Use statistical methods to compare data and propose and justify inferences based on data
13. Apply basic concepts of probability

Grade 6 Math Objectives

12. Represent rational numbers in a variety of ways
13. Explain relationships and equivalencies among rational numbers
14. Find prime factorization, least common multiple, and greatest common factors
15. Model and illustrate meanings of operations and describe how they relate
16. Solve problems involving multiple steps
17. Analyze algebraic expressions, tables, and graphs to determine patterns, relations and rules

18. Write, interpret, and use mathematical expressions, equations and formulas'
19. Identify and analyze geometric shapes to solve problems
20. Visualize and identify geometric shapes after applying transformations on a coordinate plane
21. Describe and find the circumference and area of a circle
22. Identify and describe measurable attributes and units of measurement and solve measurement problems
23. Design investigations to reach conclusions using statistical methods based on data
24. Apply basic concepts of probability and justify outcomes

GENERAL RUBRIC

MATH SUMMARY																								
Students not proficient		TOTAL		Econ. Dis.		Non Econ. Dis.		Sp. Ed.		Non Sp. Ed.		Ethnicity		ELL										
														07					08					
		07	08	07	08	07	08	07	08	07	08	07	08	07	08	All	P	E	I	A	All	P	E	I
School-wide	#	89	74	65	44	24	30	33	33	56	41	7	5	1						1				
	%	25	27	37	39	13	19	58	79	19	18	27	25	33						33				
Grade: 1	#	25		17		8		7		18		4		1						NA				
	%	36		57		21		64		31		57		100										
Grade: 2	#	24	15	19	8	5	7	13	5	11	10	1	2	0						1				
	%	34	24	58	38	14	17	93	71	20	18	17	50	0						100				
Grade: 3	#	17	23	14	15	3	8	5	11	12	12	1	1	NA						0				
	%	24	34	33	50	11	21	45	92	20	21	20	17							0				
Grade: 4	#	4	12	2	9	2	3	3	6	1	6	0	0	NA						NA				
	%	6	17	7	26	6	8	27	60	2	10	0	0											
Grade: 5	#	19	24	13	12	6	12	5	11	14	13	1	2	0						NA				
	%	24	35	33	46	16	29	50	85	19	24	20	50	0										
Grade: 6	#																							
	%																							

GENERAL RUBRIC

SYSTEM OF SUPPORT				
RESOURCE ALLOCATION	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - School improvement plans - School instruction schedules - District and school staff interviews - School budget records - Staff transfer records - CRT and other testing data - Surveys 				Resources are reallocated to support school-wide improvement plan: time, funding, people, space, and programs.
	Time (staff time, volunteer time, student time, parent time)			
	Staff contract time has not been restructured to more effectively align to the school-wide improvement plan.	Fifty percent of staff contract time has been restructured to more effectively align to the school-wide improvement plan.	Eighty percent of staff contract time has been restructured to more effectively align to the school-wide improvement plan.	All staff contract time has been restructured to more effectively align to the school-wide improvement plan.
	Instruction has not been aligned to best capitalize on student learning time.	Fifty percent of instruction has been aligned to best capitalize on student learning time.	Eighty percent of instruction has been aligned to best capitalize on student learning time.	All instruction has been aligned to best capitalize on student learning time.
	<i>Contract time is not available for teachers to collaborate, research, and plan in order to enhance student learning.</i>	<i>Fifty percent of teachers use contract time to collaborate, research, and plan in order to enhance student learning.</i>	<i>Eighty percent of teachers use contract time to collaborate, research, and plan in order to enhance student learning.</i>	<i>All teachers use contract time to collaborate, research, and plan in order to enhance student learning.</i>
	The school day is not arranged with priority to optimize the availability of instructional time.	Fifty percent of the school day is arranged to optimize the availability of instructional time.	Eighty percent of the school day is arranged to optimize the availability of instructional time.	The school day is arranged to optimize the availability of instructional time.
	The school has no policies in place regarding use of instructional time.	Scheduling of instructional content time is defined by individual teachers and is not monitored.	The general school schedule includes desired time for instruction in all content areas and is monitored.	The school has clear policies and practices in place to ensure instructional staff are maximizing the use of available instructional time. The implementation of these policies is monitored continuously and enforced.
	Funding (all program resources must be available to the school-wide improvement plan for improvement)			
	<i>Funding decisions are not made based on data. Discretionary funds do not align to the school-wide improvement plan.</i>	<i>Multiple and appropriate data are used in making less than fifty percent of funding decisions. In some cases, discretionary funds align to the school-wide improvement plan.</i>	<i>Multiple and appropriate data are used in making eighty percent of funding decisions. Discretionary funds align to the school-wide improvement plan.</i>	<i>Multiple and appropriate data are used in making all funding decisions. Discretionary funds align to the school-wide improvement plan.</i>
	<i>The school/district has no procedures to ensure that the funding requests support the school-wide improvement plans and identified priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities, but these procedures are vague or often changed.</i>	<i>The school/district has operational and review procedures to ensure that funding requests are aligned with policies, school-wide improvement plans and priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities. Procedures are reviewed annually, or as necessary, to assure requirements are met.</i>
	<i>Funds are generally not expended in accordance with the school-wide improvement plan and grant application.</i>	<i>Funds are inconsistently expended in accordance with the school-wide improvement plan and grant applications.</i>	<i>Funds are expended in accordance with the school-wide improvement plan and grant requirements; expenditures are monitored regularly.</i>	<i>Funds are expended in accordance with the school-wide improvement plan and grant requirements; expenditures are monitored regularly. Adjustments are made to meet the changing student needs.</i>

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
RESOURCE ALLOCATION	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - School instruction schedules - District and school staff interviews - School budget records - Staff transfer records - CRT and other testing data - Surveys	People (alignment of educator skills with student need—staffing decisions based on student need)			
	Staff assignments are based on tradition and/or formulas rather than on the school-wide improvement plan.	Fifty percent of staffing decisions are made based on student need in accordance with the school-wide improvement plan. New or inexperienced teachers are regularly assigned to instruct students with the greatest need.	Eighty percent of staffing decisions are made based on student need in accordance with the school-wide improvement plan. The most qualified teachers are assigned to instruct the students with the greatest need.	All staffing decisions are made based on student need in accordance with the school-wide improvement plan. The most qualified teachers are assigned to instruct the students with the greatest need.
	Space (the use of space needs to be evaluated to determine to what degree it supports the school-wide improvement plan)			
	Classroom assignments are made based on seniority and tradition.	Fifty percent (or less) of classroom assignments are made in order to accommodate student academic needs. Fifty percent (or less) of the space at the school has been made available to support the school improvement plan.	Eighty percent of classroom assignments are made in order to accommodate student academic needs. Eighty percent of the space at the school has been made available to support the school improvement plan.	Classroom assignments are made in order to accommodate student academic needs. All space at the school has been made available to support the school improvement plan.
	Programs (all programs, both during school and after-school programs are aligned to the school-wide plan)			
	Intervention, community or volunteer programs that are operating in the school do not directly impact student academic achievement.	Fifty percent of intervention, community or volunteer programs that are operating in the school directly impact student academic achievement. Availability of the program was the deciding factor for implementation. Few programs that did not meet school improvement plan goals have been restructured or eliminated. Few school programs collect data indicating their impact on student achievement.	Eighty percent of intervention, community or volunteer programs that are operating in the school directly impact student academic achievement. The need for a program was based on availability of the program or teacher interest in the program. Some programs that did not meet school improvement plan goals have been restructured or eliminated. Some school programs collect data indicating their impact on student achievement.	All intervention, community or volunteer programs that are operating in the school directly impact student academic achievement. The need for a program was identified BEFORE the program began. Any program that did not meet school improvement plan goals has been restructured or eliminated. All school programs collect data indicating their impact on student achievement.
	<i>There is little or no collaboration among programs to enhance the delivery of services to promote student mathematics and reading achievement.</i>	<i>There is little collaboration among various programs to enhance the delivery of services to promote student mathematics and reading achievement.</i>	<i>There is collaboration among the Title I, Alternative Language Services, and school guidance programs regarding student mathematics and reading achievement.</i>	<i>There is continuous and formalized collaboration among the Title I, Alternative Language Services, school guidance programs, and other supplemental /intervention programs to enhance the delivery of services that promote student mathematics and reading achievement.</i>
Comments: Time: Funding: People: Space: Programs:				

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
INSTRUCTIONAL LEADERSHIP & INTERNAL SUPPORT FROM PRINCIPAL	LEVELS OF PERFORMANCE			
	0	1	2	3
	The principal makes all of the decisions regarding the school. The improvement plan is not available to all staff members.	The principal is aware of the school improvement plan and allows a core of staff members to implement the improvement plan.	Principal guides and monitors some aspects of the implementation of the school-wide improvement plan. Some staff members are involved in implementing the school improvement plan.	Principal guides and monitors all aspects of the implementation of the school-wide improvement plan. Leadership team is able to make decisions; define the direction of change and implementation.
Data Points - Staff interviews - School observations - School improvement plans - Principal individual growth plan	Most staff members indicate that they are not involved in school decisions.	More than fifty percent of staff members are involved in school-wide decisions.	More than eighty percent of staff members are involved in school-wide decisions.	Principal creates and maintains an atmosphere of involvement for staff members.
	Principal does not have a specific observation schedule.	Principal observes instruction as dictated by district policy.	Principal spends at least two hours per week observing level of implementation in classrooms.	Principal spends at least four hours per week observing level of implementation in classrooms.
	Principal does not focus on curriculum.	Principal manages activities at the school rather than instruction, but supports the work of the curriculum specialist in the school.	Principal works closely with a curriculum specialist located at the school. Principal attends professional development training sessions.	Principal knows the curriculum well, understands and can recognize best practices, and attends professional development training sessions.
	Principal does not have a regular observation schedule.	Principal observes in classrooms as an evaluative practice only. The infusion of best practice is not viewed as the principal's primary role.	Principal has access to tools that facilitate recognition of best practice in the classroom, and observes instruction in provisional teachers' classrooms at least three times per year.	Principal has access to tools that facilitate recognition of best practice in the classroom, and observes instruction in all classrooms at least three times per year
				Principal has a clear method to assist in remediation or reassignment of staff members unable or unwilling to implement the school-wide improvement plan.
	Principal does not facilitate discussion about student transitions.	Principal occasionally discusses student transitions.	Principal facilitates discussion within and between grade levels to identify key students transitions.	Principal facilitates coordination within and between grade levels and content areas to identify key student and curriculum transitions (student: primary to intermediate, elementary to middle and junior, middle or junior to senior, continuity of the mathematics curriculum).
	<i>The individual growth plan is not clearly focused on leadership skills</i>	<i>Principal has an individual growth plan, but it has limited focus on leadership skills</i>	<i>The individual growth plan of principal focuses on effective leadership skills.</i>	<i>The individual growth plan of principal focuses on effective leadership skills designed to support student achievement.</i>
	COMMENTS:			

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
SCHOOL POLICIES & PROCEDURES	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Staff interviews - SBDM Council	School policies conflict with the school-wide improvement plan.	Less than fifty percent of school policies have been reviewed/ revised for alignment to the school-wide improvement plan.	More than fifty percent of school policies have been reviewed/ revised for alignment to the school-wide improvement plan.	All school policies have been reviewed/ revised for alignment to the school-wide improvement plan.
	<i>The school staff does not believe it is their role or responsibility to ensure that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their learning.</i>	<i>The school staff believe that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their mathematical and reading learning, but do not monitor school practices to determine if this actually occurs.</i>	<i>The school staff regularly monitors school practices. Opportunities are provided to ensure that students receive a variety of additional mathematical and reading assistance beyond initial classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate.</i>	<i>Opportunities are provided to ensure that students receive a variety of additional assistance beyond initial mathematical and reading classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate. Special training is provided.</i>
	<i>There are no policies or operational procedures to protect instructional time.</i>	<i>Operational procedures are in place to keep disruptions of instructional time to a minimum.</i>	<i>Operational procedures are fully implemented to keep disruption of instructional time to a minimum.</i>	<i>Operational procedures are in place to ensure minimal disruptions to instructional time.</i>
COMMENTS:				
SYSTEM OF SUPPORT - Continued				
DISTRICT SUPPORT	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - District and school staff interviews	District personnel visit does not include a review of the school-wide improvement plan.	District personnel visit two times per year to discuss school-wide improvement plan.	District personnel visit three times per year to discuss school-wide improvement plan.	There is a liaison assigned to the school that is involved in the school-wide improvement plan.
	<i>The district does not identify curriculum transition points between building levels or within buildings.</i>	<i>The district attempts to identify curriculum transition points between building levels or within the building but there is no planned approach.</i>	<i>District identifies key curriculum, and student transition points between building levels (e.g., from elementary to middle school) and within the building.</i>	<i>District facilitates systematic coordination within and between grade levels and content areas to identify key student transitions (e.g., primary to intermediate, elementary to middle and junior, middle or junior to senior).</i>
	The district has no plan to facilitate the acquisition of sufficient technology necessary to improve student learning.	The district has a long-range plan to facilitate the acquisition of sufficient technology necessary to improve student learning.	The district is facilitating the acquisition of sufficient technology necessary to improve student learning.	The district has facilitated the acquisition of sufficient technology necessary to improve student learning.
	Summative data is present at the district.	Summative data is present at the district and a hard copy is sent to the school.	The district ensures that the school has access to technology for data analysis for summative data.	The district ensures that the school has access to technology for data analysis for summative data.
				The district ensures that software and hardware necessary to implement school-wide improvement plan are in working order.
				District does not assign to the school personnel (teachers, principals, assistant principals, etc.) who are unwilling or unable to align to the school policies.

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
	<i>The school/district has no procedures to ensure that the funding requests support the school-wide improvement plans and identified priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities, but these procedures are vague or often changed.</i>	<i>The school/district has operational and review procedures to ensure that funding requests are aligned with policies, school-wide improvement plans and priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities. Procedures are reviewed annually, or as necessary, to assure requirements are met.</i>
	No attention is paid to alignment between district policies and school-wide improvement plans.	Fifty percent of district policies do not interfere with school-wide improvement plans.	Eighty percent of district policies do not interfere with school-wide improvement plans.	District policies do not interfere with school-wide improvement plans.
				Principals are not transferred based on set district schedules.
COMMENTS:				

GENERAL RUBRIC

PARENT INVOLVEMENT				
	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Surveys - Copies of materials sent to parents - Parent interviews	School does not provide parents with information regarding their student or school activities.	School provides parents with written communication regarding school events and activities.	School provides parents with written communication in the home language.	School communicates with parents and students in a variety of ways; notes written in a language the parents understand, phone calls, home visits, and electronically.
	Report cards are issued at the end of every grading period.	Parents receive report cards.	School provides parents with specific information regarding their student's achievement in reading, language arts, and mathematics at least three times per year.	School provides parents with specific and timely information regarding their student's achievement in reading, language arts and mathematics.
	District produces a general calendar for all parents.	School produces a general calendar for all parents.	School provides parents with information regarding the school calendar, policies, procedures, priorities, goals and school-sponsored activities at least once per year.	School provides parents with timely information regarding the school calendar, policies, procedures, priorities, goals and school-sponsored activities.
				Parents are informed of the daily time of reading and mathematics instruction and are encouraged to support student attendance and participation.
	School organizes reading and mathematics activity nights.	The school seeks ways to encourage parents to participate in their student's education.	School provides information and ideas for parents to be participants in their student's reading and mathematics education.	School provides parents with ongoing information, training, and resources to allow parents to be participants in their student's reading and mathematics education.
	Student academic and citizenship grades are communicated to parents on report cards.	Student achievement and behavioral problems are communicated to parents through progress reports.	Student achievement and behavioral problems are identified and parents are notified of solutions/interventions.	Student achievement and behavioral problems are identified and parents are partners in goal setting and solutions/interventions.
	Parents indicate they do not have adequate access to school personnel concerning their student.	Fifty percent of parents indicate they have adequate access to school personnel concerning their student.	Eighty percent of parents indicate they have adequate access to school personnel concerning their student.	Parents indicate they have adequate access to school personnel concerning their student.
	Parents are invited to school sponsored activities.	School has identified barriers to parent involvement.	School has identified barriers to parent involvement and has created a plan to eliminate those barriers.	School has identified and eliminated barriers to parent involvement.
	COMMENTS:			

GENERAL RUBRIC

EVALUATION				
	LEVELS OF PERFORMANCE			
	0	1	2	3
	<i>Little or no data/evidence of student performance is collected</i>	<i>Some data/evidence of students' improved levels of performance is collected and analyzed</i>	<i>Formative and summative data/evidence of students' improved levels of performance is collected and analyzed.</i>	<i>A systematic and ongoing process for collecting formative and summative data/evidence of students' levels of performance is formalized, developed and implemented.</i>
	Technology is not utilized to review formative or summative data.	Technology is in place for data coordinator to facilitate use of the summative data.	Technology is in place for the all teachers to facilitate use of the summative data.	Technology is in place for all teachers to facilitate use of the formative and summative data.
	Data on measurable student achievement goals is not collected.	Data is collected one time per year on measurable student achievement, implementation goals, and benchmarks.	Data is collected two times per year on measurable student achievement, implementation goals, and benchmarks.	Data is collected four times per year on measurable student achievement, implementation goals, and benchmarks.
	Level of implementation of professional development strategies is not measured.	Level of implementation of professional development strategies is measured annually.	Level of implementation of professional development strategies is measured two times during the year.	Level of implementation of professional development strategies is measured four times during the year.
	<i>Collection and review of disaggregated data is conducted by the principal.</i>	<i>Disaggregated data is reviewed to assess programs ((including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, one time per year by all staff members.</i>	<i>Disaggregated data is reviewed to assess programs (including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, two times a year by all staff members.</i>	<i>Disaggregated data is reviewed to assess programs ((including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, four times a year by all staff members.</i>
	The principal reviews and makes necessary changes to the school-wide improvement plan once time a year.	The leadership team reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) once per year.	The staff reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) once per year.	The staff reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) two times a year.
COMMENTS:				

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
SCHOOL POLICIES & PROCEDURES	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Staff interviews - SBDM Council	School policies conflict with the school-wide improvement plan.	Less than fifty percent of school policies have been reviewed/ revised for alignment to the school-wide improvement plan.	More than fifty percent of school policies have been reviewed/ revised for alignment to the school-wide improvement plan.	All school policies have been reviewed/ revised for alignment to the school-wide improvement plan.
	<i>The school staff does not believe it is their role or responsibility to ensure that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their learning.</i>	<i>The school staff believe that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their mathematical and reading learning, but do not monitor school practices to determine if this actually occurs.</i>	<i>The school staff regularly monitors school practices. Opportunities are provided to ensure that students receive a variety of additional mathematical and reading assistance beyond initial classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate.</i>	<i>Opportunities are provided to ensure that students receive a variety of additional assistance beyond initial mathematical and reading classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate. Special training is provided.</i>
	<i>There are no policies or operational procedures to protect instructional time.</i>	<i>Operational procedures are in place to keep disruptions of instructional time to a minimum.</i>	<i>Operational procedures are fully implemented to keep disruption of instructional time to a minimum.</i>	<i>Operational procedures are in place to ensure minimal disruptions to instructional time.</i>
COMMENTS:				
SYSTEM OF SUPPORT - Continued				
DISTRICT SUPPORT	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - District and school staff interviews	District personnel visit does not include a review of the school-wide improvement plan.	District personnel visit two times per year to discuss school-wide improvement plan.	District personnel visit three times per year to discuss school-wide improvement plan.	There is a liaison assigned to the school that is involved in the school-wide improvement plan.
	<i>The district does not identify curriculum transition points between building levels or within buildings.</i>	<i>The district attempts to identify curriculum transition points between building levels or within the building but there is no planned approach.</i>	<i>District identifies key curriculum, and student transition points between building levels (e.g., from elementary to middle school) and within the building.</i>	<i>District facilitates systematic coordination within and between grade levels and content areas to identify key student transitions (e.g., primary to intermediate, elementary to middle and junior, middle or junior to senior).</i>
	The district has no plan to facilitate the acquisition of sufficient technology necessary to improve student learning.	The district has a long-range plan to facilitate the acquisition of sufficient technology necessary to improve student learning.	The district is facilitating the acquisition of sufficient technology necessary to improve student learning.	The district has facilitated the acquisition of sufficient technology necessary to improve student learning.
	Summative data is present at the district.	Summative data is present at the district and a hard copy is sent to the school.	The district ensures that the school has access to technology for data analysis for summative data.	The district ensures that the school has access to technology for data analysis for summative data.
				The district ensures that software and hardware necessary to implement school-wide improvement plan are in working order.
				District does not assign to the school personnel (teachers, principals, assistant principals, etc.) who are unwilling or unable to align to the school policies.

GENERAL RUBRIC

SYSTEM OF SUPPORT - Continued				
	<i>The school/district has no procedures to ensure that the funding requests support the school-wide improvement plans and identified priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities, but these procedures are vague or often changed.</i>	<i>The school/district has operational and review procedures to ensure that funding requests are aligned with policies, school-wide improvement plans and priorities.</i>	<i>The school/district has operational and review procedures to ensure that funding requests support the school-wide improvement plans and identified priorities. Procedures are reviewed annually, or as necessary, to assure requirements are met.</i>
	No attention is paid to alignment between district policies and school-wide improvement plans.	Fifty percent of district policies do not interfere with school-wide improvement plans.	Eighty percent of district policies do not interfere with school-wide improvement plans.	District policies do not interfere with school-wide improvement plans.
				Principals are not transferred based on set district schedules.
COMMENTS:				

GENERAL RUBRIC

PARENT INVOLVEMENT				
<p>Data Points</p> <ul style="list-style-type: none"> - Surveys - Copies of materials sent to parents - Parent interviews 	LEVELS OF PERFORMANCE			
	0	1	2	3
	School does not provide parents with information regarding their student or school activities.	School provides parents with written communication regarding school events and activities.	School provides parents with written communication in the home language.	School communicates with parents and students in a variety of ways; notes written in a language the parents understand, phone calls, home visits, and electronically.
	Report cards are issued at the end of every grading period.	Parents receive report cards.	School provides parents with specific information regarding their student's achievement in reading, language arts, and mathematics at least three times per year.	School provides parents with specific and timely information regarding their student's achievement in reading, language arts and mathematics.
	District produces a general calendar for all parents.	School produces a general calendar for all parents.	School provides parents with information regarding the school calendar, policies, procedures, priorities, goals and school-sponsored activities at least once per year.	School provides parents with timely information regarding the school calendar, policies, procedures, priorities, goals and school-sponsored activities.
				Parents are informed of the daily time of reading and mathematics instruction and are encouraged to support student attendance and participation.
	School organizes reading and mathematics activity nights.	The school seeks ways to encourage parents to participate in their student's education.	School provides information and ideas for parents to be participants in their student's reading and mathematics education.	School provides parents with ongoing information, training, and resources to allow parents to be participants in their student's reading and mathematics education.
	Student academic and citizenship grades are communicated to parents on report cards.	Student achievement and behavioral problems are communicated to parents through progress reports.	Student achievement and behavioral problems are identified and parents are notified of solutions/interventions.	Student achievement and behavioral problems are identified and parents are partners in goal setting and solutions/interventions.
	Parents indicate they do not have adequate access to school personnel concerning their student.	Fifty percent of parents indicate they have adequate access to school personnel concerning their student.	Eighty percent of parents indicate they have adequate access to school personnel concerning their student.	Parents indicate they have adequate access to school personnel concerning their student.
	Parents are invited to school sponsored activities.	School has identified barriers to parent involvement.	School has identified barriers to parent involvement and has created a plan to eliminate those barriers.	School has identified and eliminated barriers to parent involvement.
COMMENTS:				

GENERAL RUBRIC

EVALUATION				
<p>Data Points</p> <ul style="list-style-type: none"> - Copies of any data collected - Staff interviews 	LEVELS OF PERFORMANCE			
	0	1	2	3
	<i>Little or no data/evidence of student performance is collected</i>	<i>Some data/evidence of students' improved levels of performance is collected and analyzed</i>	<i>Formative and summative data/evidence of students' improved levels of performance is collected and analyzed.</i>	<i>A systematic and ongoing process for collecting formative and summative data/evidence of students' levels of performance is formalized, developed and implemented.</i>
	Technology is not utilized to review formative or summative data.	Technology is in place for data coordinator to facilitate use of the summative data.	Technology is in place for the all teachers to facilitate use of the summative data.	Technology is in place for all teachers to facilitate use of the formative and summative data.
	Data on measurable student achievement goals is not collected.	Data is collected one time per year on measurable student achievement, implementation goals, and benchmarks.	Data is collected two times per year on measurable student achievement, implementation goals, and benchmarks.	Data is collected four times per year on measurable student achievement, implementation goals, and benchmarks.
	Level of implementation of professional development strategies is not measured.	Level of implementation of professional development strategies is measured annually.	Level of implementation of professional development strategies is measured two times during the year.	Level of implementation of professional development strategies is measured four times during the year.
	<i>Collection and review of disaggregated data is conducted by the principal.</i>	<i>Disaggregated data is reviewed to assess programs ((including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, one time per year by all staff members.</i>	<i>Disaggregated data is reviewed to assess programs ((including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, two times a year by all staff members.</i>	<i>Disaggregated data is reviewed to assess programs ((including intervention and supplemental), school culture, curriculum gaps, and the progression toward goals, four times a year by all staff members.</i>
	The principal reviews and makes necessary changes to the school-wide improvement plan once time a year.	The leadership team reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) once per year.	The staff reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) once per year.	The staff reviews and makes necessary changes to the school-wide improvement plan and teaching strategies (based on data) two times a year.
COMMENTS:				

MATHEMATICS RUBRIC

TEACHER QUALIFICATIONS				
<p>Data Points</p> <ul style="list-style-type: none"> - Cactus reports - Title II A reports - Principal reports or teacher professional development plans - Teacher interviews 	LEVELS OF PERFORMANCE			
	0	1	2	3
	<p>Staff members who teach mathematics do not have appropriate content preparation in mathematics.</p>	<p>All staff members are licensed. Less than eighty percent of staff members who teach mathematics have appropriate content preparation in mathematics.</p>	<p>All staff members are licensed. At least eighty percent of the staff members who teach mathematics have appropriate content preparation in mathematics. Staff members who are not highly qualified are receiving additional education.</p>	<p>All staff members who teach mathematics are licensed and have appropriate content preparation in mathematics and are receiving additional training.</p>
	<p>Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified in either the academic content or in meeting the needs of the assigned population and are receiving no training in the other area.</p>	<p>Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified in either the academic content or in meeting the needs of the assigned population and are receiving training in the other area.</p>	<p>Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified both in the academic content and in meeting the needs of the assigned population.</p>	
COMMENTS:				

MATHEMATICS RUBRIC

INSTRUCTIONAL STRATEGIES				
INSTRUCTIONAL CONTENT	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Teacher instruction plans - School improvement plans - Principal and teacher interviews - Leadership team interviews - Class observations - JPASS or similar results - Specialist interviews - Documentation of curriculum maps - Documentation of meetings - Surveys - Summary of assessment results				Mathematics instruction is based on the Six Principles for School Mathematics (equity, curriculum, teaching, learning, assessment and technology), scientific research, and is based on state Core Curriculum.
	<i>There is no school-wide effort to plan curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>At least fifty percent of teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>At least eighty percent of teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>All teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>
	<i>There has been no formal review of concepts included on the state core test.</i>	<i>Fifty percent of teachers have a clear understanding of concepts included on the state core test.</i>	<i>Eighty percent of teachers have a clear understanding of concepts included on the state core test.</i>	<i>All teachers have a clear understanding of concepts included on the state core test.</i>
	<i>The school makes little to no attempt to address overlapping or redundant curriculum topics, content, skills, and curriculum gaps between grades.</i>	<i>The school attempts to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps. However, this process is not systematic.</i>	<i>Eighty percent of teachers coordinate between departments or grade levels to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps.</i>	<i>The school systematically initiates and facilitates ongoing discussion to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps.</i>
	<i>There is no collaboration on use of mathematics strategies or review of the state core test results.</i>	<i>Mathematics teachers review the results of the state core test.</i>	<i>Content area teachers collaborate to analyze the results of student performances to determine impact of using mathematics strategies across the curriculum.</i>	<i>All staff members collaborate to analyze the results of student performances to determine impact of using Scientifically Based Research (SBR) mathematical strategies across the curriculum.</i>
COMMENTS:				

MATHEMATICS RUBRIC

INSTRUCTIONAL STRATEGIES				
DELIVERY OF INSTRUCTION	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - Teacher interviews - Teacher plans - Classroom observations 	<p>Instruction is not explicit. Instruction consists only of “mentioning” the skill. Student progress is not monitored, nor is feedback provided. Instruction is not scaffolded. Students are moved quickly to independent practice. Time and opportunities for students to practice skill independently are not sufficient.</p>	<p>Instruction includes two or three of the following:</p> <ol style="list-style-type: none"> 1. The objective is stated and understood. 2. Introduction of new skill or concept includes: What it is, why it needs to be learned, and when and where to use it. 3. Skill or concept is modeled, explained, or demonstrated in multiple ways. 4. Teacher provides guided practice with specific feedback. 5. Student progress is monitored to facilitate scaffolding of instructional tasks, materials, and practice. 6. Students are provided ample time and opportunities to practice skill independently. 	<p>Instruction includes four or five of the following:</p>	<p>Instruction is explicit and includes all of the following:</p>
	<p>English language learners’ primary language is inconsistently used to translate unfamiliar vocabulary and clarify content of lesson.</p>	<p>English language learners’ primary language is used to translate unfamiliar vocabulary and clarify content of lesson fifty percent of the time.</p>	<p>English language learners’ primary language is used to translate unfamiliar mathematics vocabulary and clarify content of lesson eighty percent of the time.</p>	<p>English language learners’ primary language is used to translate unfamiliar mathematics vocabulary and clarify content of lesson all of the time.</p>
		<p>Instructional pacing is consistently too fast or too slow; does not vary to student needs.</p>	<p>Instructional pacing is inconsistent and varies between appropriate at times to too fast or too slow.</p>	<p>Instructional pacing is sufficiently brisk to facilitate significant coverage of Core Curriculum; yet, varies in response to student needs. Wait time is used effectively to promote participation by all students.</p>
	-	<p>There is no grouping.</p>	<p>Grouping is not flexible.</p>	<p>Instructor uses flexible grouping.</p>
<p>COMMENTS:</p>				

MATHEMATICS RUBRIC

INSTRUCTIONAL STRATEGIES				
BASED ON SCIENTIFICALLY BASED RESEARCH	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Classroom observations - Teacher interviews - Classroom instructional plans	Instructional strategies are only based on textbooks or tradition.	Instructional strategies are selected based on teacher preference or research that does not meet the silver* or gold* standard.	Instructional strategies are validated by silver* or gold* standard research but may not be used appropriately.	Instructional strategies are validated by silver* or gold* standard research and are used appropriately.
COMMENTS:				
INSTRUCTIONAL STRATEGIES				
APPROPRIATE TO DESIRED STUDENT OUTCOMES	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Classroom instructional plans - CRT and other testing data - Teachers and principal interviews - Classroom observation - IEPs - Needs assessment based on data	Instructional strategies lack focus and flexibility.	Instructional strategies are poorly defined, not systematic, inflexible and/or not based on student outcomes.	Instructional strategies may be defined, systematic, and flexible but do not increase student achievement.	Instructional strategies are well defined, systematic and used flexibly to increase student achievement.
		Instructional strategies are rarely varied or not based on specific needs of the student population.	Instructional strategies are appropriate for student populations but do not address individual student needs.	Instructional strategies used are appropriate for student populations and varied according to individual student needs.
	<i>Student work is checked for accuracy.</i>	<i>Individual teachers review student work for understanding of both process and representation.</i>	<i>Grade level or mathematics teachers meet to review student work for understanding of both process and representation.</i>	<i>Teachers use a common performance indicator, inclusive of process and representation, to analyze samples of student work and to inform and revise instruction.</i>
COMMENTS:				
INSTRUCTIONAL MATERIALS	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Staff interviews - Survey - Classroom observation	Teachers do not have sufficient appropriate instructional materials.	Fifty percent of staff members have sufficient appropriate instructional materials (e.g., manipulatives, calculators).	Eighty percent of staff members have sufficient appropriate instructional materials (e.g., manipulatives, calculators).	All staff members have sufficient appropriate instructional materials (e.g., manipulatives, calculators).
	Teachers do not use appropriate instructional materials.	Fifty percent of staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.	Eighty percent of staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.	All staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.
	No instructional materials are directly aligned to the state core and school-wide improvement plan.	Fifty percent of instructional materials are directly aligned to the state core and school-wide improvement plan.	Eighty percent of instructional materials are directly aligned to the state core and school-wide improvement plan.	Instructional materials are directly aligned to the state core and school-wide improvement plan.
COMMENTS:				

MATHEMATICS RUBRIC

PROFESSIONAL DEVELOPMENT				
CONTENT	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - All summative and formative data - Professional development plans and history of professional development - Surveys - Interviews with district and school staff members - Classroom observation - School calendar 	<p><i>Professional development, specific to mathematics that is aligned to the state core, is not provided.</i></p>	<p><i>Professional development topics are driven by district goals rather than school-based data.</i></p>	<p><i>Professional development topics are based on student achievement data and CRT results.</i></p>	<p><i>Professional development plans are driven by disaggregated student achievement data related to core standards.</i></p>
	<p>Professional development includes instruction on Core Curriculum (The Six Principles for School mathematics, Intended Learning Outcomes for the process for teaching and learning, content standards of the Utah Core – number sense and operations, patterns and algebra, geometry, measurement tools & techniques, statistics and probability).</p>			
	<p>Content of professional development is clearly related to the Core Curriculum, current student achievement, and the specific needs of the student population.</p>			
	<p>The content of professional development is sequential, focused, and of significant duration and intensity to result in improved instruction in every classroom.</p>			
	<p>Data is collected to determine the depth of implementation of the content of professional development.</p>			
	<p>Professional development content includes:</p> <ol style="list-style-type: none"> 1. The Six Principles for School Mathematics 2. Intended Learning Outcomes for elementary or Process For Teaching And Learning Mathematics for secondary 3. The content standards of the Utah Core Curriculum (number sense and operation, patterns and algebra, geometry, measurement tools and techniques and statistics and probability). 			
<p>COMMENTS:</p>				

MATHEMATICS RUBRIC

PROFESSIONAL DEVELOPMENT				
DESIGN	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - All summative and formative data - Professional development plans and history of professional development - Surveys - Interviews with district and school staff members - Classroom observation - School calendar	A school level professional development plan is not in place.	Professional development is held at least four times per year, and includes the following aspects: ----- - Observable classroom support for implementation of instructional strategies tied to professional development (peer coaching, mentoring, observation and feedback) - Professional development coordinator and principal work as a team providing support and feedback to staff members - Involvement of all staff members, including Special Education and ESL, in all aspects of the professional development plan - Professional development activities are sequential - Disaggregated data is collected to determine the effectiveness of professional development in increasing student achievement and changing classroom instruction - Professional development plan directly addresses the need to intervene with low performing students - Professional development plan addresses the range of teacher skills and abilities - Professional development includes follow-up activities such as study groups, action research, professional dialogue, and a process to review student work - Professional development is delivered by highly qualified professionals	Professional development is held at least six times per year, and includes the following aspects:	Professional development is provided at least six times per year, and includes the following aspects:
	<i>Professional development does not address results of student performance.</i>	<i>Professional development includes information that will allow individual teachers to analyze the results of student performance in order to impact instruction and revise classroom work.</i>	<i>Professional development includes opportunity for teachers to collaborate within content areas to analyze the results of student performance in order to impact instruction and revise classroom work.</i>	<i>Professional development includes instruction for teachers on using a common performance descriptor to analyze student performance (e.g., math representation, computation speed, etc.) to inform instruction and revise curriculum.</i>
				Design of professional development ensures measurably improved instruction in every classroom.
	COMMENTS:			

MATHEMATICS RUBRIC

STUDENT INTERVENTION				
Screening & Diagnostic Assessments	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Explanations of diagnostic and screening tools - Copies of data collected through use of tools - All summative and formative results - Staff interviews - Surveys	Screening assessments are not in place to identify students in need of additional instructions.	Diagnostic and screening instruments are used interchangeably or without regard to instrument's intended purpose.	Diagnostic and screening tools used are not currently recognized by USOE as being valid and reliable.	Diagnostic and screening instruments used are recognized by USOE as being valid and reliable and are used appropriately.
		<i>Mathematical screening assessments are at the beginning of the year only.</i>	<i>Mathematical screening assessments are used once or twice a year on a pre-determined schedule.</i>	<i>Valid and reliable screening assessments are administered at the beginning of the year or upon entry to identify students who may need additional academic support in mathematics.</i>
		<i>General criteria are used for student intervention participation (e.g., failing a grade or content areas, not doing homework).</i>	<i>Teacher recommendations related to specific skill areas are used for student intervention.</i>	<i>Based on the results of screening, diagnostic tools are used to identify specific student needs and to define interventions.</i>
		School uses only CRT results to screen.	Diagnostic instruments are not skill specific.	Valid and reliable diagnostic instruments selected test discrete skills and have sufficient items to draw conclusions.
	<i>Results of student representation are seldom analyzed.</i>	<i>Some individual teachers analyze the results of student representation in order to impact instruction and revise classroom work.</i>	<i>Teachers collaborate within writing content areas to analyze the results of student representation in order to impact instruction and revise curriculum.</i>	<i>Using a common performance descriptor, samples of student representation are analyzed to inform instruction and revise curriculum.</i>
COMMENTS:				
STUDENT INTERVENTION				
INTERVENTION PROGRAM DESIGN	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Staff interviews - Formative and summative data - Classroom observations - Surveys	No intervention is in place.	Intervention is based on pre-packaged materials that are not aligned to the state mathematics core curriculum.	Intervention is based on pre-packaged materials and is generally connected to the state mathematics core curriculum.	Intervention is completely aligned to the state mathematics core standards and objectives.
		The intervention is program directed and not responsive to student need.	The intervention is aligned to initial screening but is not altered based on monitoring of student progress.	The intervention is directly aligned to the outcomes of screening and/or diagnostic test results and assessment tools that monitor student progress.
				Instruction is explicit and of sufficient duration to accelerate student learning.
				Intervention is provided by a highly qualified mathematics teacher.
		Intervention is in place of regular mathematics instruction. Instruction is not varied or coordinated with classroom instruction.	Intervention is in addition to the regular classroom mathematics instruction but is not coordinated with regular classroom instruction.	Intervention is in addition to, not in place of, regular classroom instruction. It is coordinated with regular classroom instruction.
	<i>Student placement in the intervention program remains constant without regard to student progress.</i>	<i>Students exit the intervention upon completion of predetermined program lessons without regard to student progress.</i>	<i>Student progress is measured using assessment instruments that provide sufficient information to determine when a student can appropriately exit the intervention program.</i>	
COMMENTS:				

MATHEMATICS RUBRIC

STUDENT INTERVENTION				
PRACTICE	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Staff interviews - Classroom observation	Opportunities for coordinated additional practice are not available for students.	Opportunities for coordinated additional practice are provided by paraprofessionals without input from the classroom staff member.	Opportunities for coordinated additional practice are designed by a paraprofessional and are monitored by a highly qualified teacher.	Opportunities for coordinated additional practice are designed and monitored by a highly qualified teacher (students' mathematics teacher) but may be delivered by a highly skilled paraprofessional with formal training in mathematics.
	Intervention programs for student with known mathematics difficulties are provided by a paraprofessional.	Student progress is monitored by the paraprofessional.		
COMMENTS:				

MATHEMATICS RUBRIC

TECHNOLOGY				
	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - Records of technology teacher training sessions - Teacher surveys - Staff interviews - Itemized list of programs used technologically in the school - Classroom observation - Parent surveys 	Technology is not used in instructional delivery of content.	Fifty percent of staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.	Eighty percent of staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.	All staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.
		Technology is used in place of staff member instruction.	Technology is used as a tool for practice and to facilitate the monitoring of student progress.	Technology is used to expand and enhance research based instructional delivery opportunities for students, to provide practice with the Core Curriculum essential skills, and to facilitate the monitoring of student progress.
		Computer lab time does not directly tie to classroom instruction or the Core Curriculum.	Computer lab time supplements classroom instruction. Staff members monitor student performance.	Staff members are directly involved in prescribing computer-assisted instruction and continually monitoring student performance specific to Core Curriculum.
	Technology is not used to provide information to parents.	Technology provides parents with access to student achievement information on a quarterly basis.	Technology provides parents with access to student achievement information.	Technology insures that parents can access timely and accurate student achievement information.
	Where distance education courses are necessary and appropriate, students are not given the opportunity to participate.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school does not provide accommodations and supports for students participating in distance education courses.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school provides general accommodations and supports for students participating in distance education courses.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school provides specific accommodations and supports for students participating in distance education courses.
		Where distance education courses are necessary and appropriate, only one form of distance education option is available. A technical facilitator is on staff to support distance education.	Where distance education courses are necessary and appropriate, only one form of distance education option is available. A technical and instructional facilitator is on staff to support distance education.	Where distance education courses are necessary and appropriate, a variety of distance education options are available to students (e.g. EDNET, IP video, internet, satellite, etc.) A technical and instructional facilitator is on staff to support distance education.
COMMENTS:				

READING RUBRIC

TEACHER QUALIFICATIONS				
Data Points - Cactus reports - Title II A reports - Principal reports or teacher professional development plans - Teacher interviews	LEVELS OF PERFORMANCE			
	0	1	2	3
	Staff members who teach reading do not have appropriate content preparation in reading.	All staff members are licensed. Less than eighty percent of staff members who teach reading have appropriate content preparation in reading.	All staff members are licensed. At least eighty percent of the staff members who teach reading have appropriate content preparation in reading. Staff members who are not highly qualified are receiving additional education.	All staff members who teach reading are licensed and have appropriate content preparation in reading and are receiving additional training.
	Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified in either the academic content or in meeting the needs of the assigned population and are receiving no training in the other area.	Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified in either the academic content or in meeting the needs of the assigned population and are receiving training in the other area.	Teachers who work with students with special needs, such as Special Education and ESL (English Second Language), are highly qualified both in the academic content and in meeting the needs of the assigned population.	
Comments:				

READING RUBRIC

INSTRUCTIONAL STRATEGIES				
INSTRUCTIONAL CONTENT	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Teacher instruction plans - School improvement plans - Principal and teacher interviews - Leadership team interviews - Class observations - JPASS or similar results - Specialist interviews - Documentation of curriculum maps - Documentation of meetings - Surveys - Summary of assessment results				Reading instruction includes oral language development, concepts of print, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, and writing, as appropriate to the needs of the students and the state core.
	<i>There is no school-wide effort to plan curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>At least fifty percent of teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>At least eighty percent of teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>	<i>All teachers have planned curriculum based on core standards, objectives and intended learning outcomes.</i>
	<i>There has been no formal review of concepts included on the state core test.</i>	<i>Fifty percent of teachers have a clear understanding of concepts included on the state core test.</i>	<i>Eighty percent of teachers have a clear understanding of concepts included on the state core test.</i>	<i>All teachers have a clear understanding of concepts included on the state core test.</i>
	<i>The school makes little to no attempt to address overlapping or redundant curriculum topics, content, skills, and curriculum gaps between grades.</i>	<i>The school attempts to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps. However, this process is not systematic.</i>	<i>Eighty percent of teachers coordinate between departments or grade levels to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps.</i>	<i>The school systematically initiates and facilitates ongoing discussion to reduce overlapping or redundant curriculum topics, content, skills, and curriculum gaps.</i>
	<i>There is no collaboration on use of reading strategies or review of the state core test results.</i>	<i>Reading or English teachers review the results of the state core test.</i>	<i>Content area teachers collaborate to analyze the results of student performances to determine impact of using reading strategies across the curriculum.</i>	<i>All staff members collaborate to analyze the results of student performances to determine impact of using Scientifically Based Reading Research (SBRR) strategies across the curriculum.</i>
COMMENTS:				

READING RUBRIC

INSTRUCTIONAL STRATEGIES				
DELIVERY OF INSTRUCTION	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Teacher interviews - Teacher plans - Classroom observations	Instruction is not explicit. Instruction consists only of "mentioning" the skill. Student progress is not monitored, nor is feedback provided. Instruction is not scaffolded. Students are moved quickly to independent practice. Time and opportunities for students to practice skill independently are not sufficient.	Instruction includes two or three of the following: 1. The objective is stated and understood. 2. Introduction of new skill or concept includes: What it is, why it needs to be learned, and when and where to use it. 3. Skill or concept is modeled, explained, or demonstrated in multiple ways. 4. Teacher provides guided practice with specific feedback. 5. Student progress is monitored to facilitate scaffolding of instructional tasks, materials, and practice. 6. Students are provided ample time and opportunities to practice skill independently.	Instruction includes four or five of the following:	Instruction is explicit and includes all of the following:
	English language learners' primary language is inconsistently used to translate unfamiliar vocabulary and clarify content of lesson.	English language learners' primary language is used to translate unfamiliar vocabulary and clarify content of lesson fifty percent of the time.	English language learners' primary language is used to translate unfamiliar vocabulary and clarify content of lesson eighty percent of the time.	English language learners' primary language is used to translate unfamiliar vocabulary and clarify content of lesson all of the time.
		Instructional pacing is consistently too fast or too slow; does not vary to student needs.	Instructional pacing is inconsistent and varies between appropriate at times to too fast or too slow.	Instructional pacing is sufficiently brisk to facilitate significant coverage of Core Curriculum; yet, varies in response to student needs. Wait time is used effectively to promote participation by all students.
	There is no grouping.	Grouping is not flexible.	Instructor uses flexible grouping.	Instructor uses flexible grouping to support maximum student performance and learning.
				Where possible, literacy instruction should not be introduced in any language before some reasonable level of oral proficiency has been attained.
COMMENTS:				

READING RUBRIC

INSTRUCTIONAL STRATEGIES				
BASED ON SCIENTIFICALLY BASED RESEARCH	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Classroom observations - Teacher interviews - Classroom instructional plans	Instructional strategies are only based on textbooks or tradition.	Instructional strategies are selected based on teacher preference or research that does not meet the silver* or gold* standard.	Instructional strategies are validated by silver* or gold* standard research but may not be used appropriately.	Instructional strategies are validated by silver* or gold* standard research and are used appropriately.
COMMENTS:				
INSTRUCTIONAL STRATEGIES				
APPROPRIATE TO DESIRED STUDENT OUTCOMES	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Classroom instructional plans - CRT and other testing data - Teachers and principal interviews - Classroom observation - IEPs - Needs assessment based on data	Instructional strategies lack focus and flexibility.	Instructional strategies are poorly defined, not systematic, inflexible and/or not based on student outcomes.	Instructional strategies may be defined, systematic, and flexible but do not increase student achievement.	Instructional strategies are well defined, systematic and used flexibly to increase student achievement.
		Instructional strategies are rarely varied or not based on specific needs of the student population.	Instructional strategies are appropriate for student populations but do not address individual student needs.	Instructional strategies used are appropriate for student populations and varied according to individual student needs.
COMMENTS:				

READING RUBRIC

INSTRUCTIONAL STRATEGIES				
INSTRUCTIONAL MATERIALS	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Staff interviews - Survey - Classroom observation	Teachers do not have sufficient appropriate instructional materials.	Fifty percent of staff members have sufficient appropriate instructional materials.	Eighty percent of staff members have sufficient appropriate instructional.	All staff members have sufficient appropriate instructional materials.
	Teachers do not use appropriate instructional materials.	Fifty percent of staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.	Eighty percent of staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.	All staff members appropriately use instructional materials to be able to effectively implement school-wide improvement plan with all students.
	No instructional materials are directly aligned to the state core and school-wide improvement plan.	Fifty percent of instructional materials are directly aligned to the state core and school-wide improvement plan.	Eighty percent of instructional materials are directly aligned to the state core and school-wide improvement plan.	Instructional materials are directly aligned to the state core and school-wide improvement plan.
COMMENTS:				

READING RUBRIC

PROFESSIONAL DEVELOPMENT				
CONTENT	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points	<i>Professional development, specific to language arts, that is aligned to the state core, is not provided.</i>	<i>Professional development topics are driven by district goals rather than school-based data.</i>	<i>Professional development topics are based on student achievement data and CRT results.</i>	<i>Professional development plans are driven by disaggregated student achievement data related to core standards.</i>
- All summative and formative data				Content of professional development is clearly related to the Core Curriculum, current student achievement, and the specific needs of the student population.
- Professional development plans and history of professional development				The content of professional development is sequential, focused, and of significant duration and intensity to result in improved instruction in every classroom.
- Surveys				Data is collected to determine the depth of implementation of the content of professional development.
- Interviews with district and school staff members				Professional development includes instruction on Core Curriculum (oral language development, concepts of print, phonemic awareness, phonics and spelling, fluency, vocabulary, comprehension, and writing).
- Classroom observation				
- School calendar				
COMMENTS:				

READING RUBRIC

PROFESSIONAL DEVELOPMENT				
DESIGN	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - All summative and formative data - Professional development plans and history of professional development - Surveys - Interviews with district and school staff members - Classroom observation - School calendar	A school level professional development plan is not in place.	Professional development is held at least four times per year, and includes the following aspects: ----- - Observable classroom support for Implementation of instructional strategies tied to professional development (peer coaching, mentoring, observation and feedback) - Professional development coordinator and principal work as a team providing support and feedback to staff members - Involvement of all staff members, including Special Education and ESL, in all aspects of the professional development plan - Professional development activities are sequential - Disaggregated data is collected to determine the effectiveness of professional development in increasing student achievement and changing classroom instruction - Professional development plan directly addresses the need to intervene with low performing students - Professional development plan addresses the range of teacher skills and abilities - Professional development includes follow-up activities such as study groups, action research, professional dialogue, and a process to review student work - Professional development is delivered by highly qualified professionals	Professional development is held at least six times per year, and includes the following aspects:	Professional development is provided at least six times per year, and includes the following aspects:
	<i>Professional development does not address results of student performance.</i>	<i>Professional development includes information that will allow individual teachers to analyze the results of student performance in order to impact instruction and revise classroom work.</i>	<i>Professional development includes opportunity for teachers to collaborate within content areas to analyze the results of student performance in order to impact instruction and revise classroom work.</i>	<i>Professional development includes instruction for teachers on using a common performance descriptor to analyze student performance (e.g., student writing samples, fluency rates, etc.) to inform instruction and revise curriculum.</i>
				Design of professional development ensures measurably improved instruction in every classroom.
COMMENTS:				

READING RUBRIC

STUDENT INTERVENTION				
SCREENING & DIAGNOSTIC ASSESSMENTS	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - Explanations of diagnostic and screening tools - Copies of data collected through use of tools - All summative and formative results - Staff interviews - Surveys	Screening assessments are not in place to identify students in need of additional instructions.	Diagnostic and screening instruments are used interchangeably or without regard to instrument's intended purpose.	Diagnostic and screening tools used are not currently recognized by USOE as being valid and reliable.	Diagnostic and screening instruments used are recognized by USOE as being valid and reliable and are used appropriately.
		Screening assessments are at the beginning of the year only.	Screening assessments are used once or twice a year on a pre-determined schedule.	Valid and reliable screening assessments are administered at the beginning of the year or upon entry to identify students who may be at risk for reading difficulty.
		<i>General criteria are used for student intervention participation (e.g., failing a grade or content areas, not doing homework).</i>	<i>Teacher recommendations related to specific skill areas are used for student intervention.</i>	<i>Based on the results of screening, diagnostic tools are used to identify specific student needs and to define interventions.</i>
		School uses only CRT results to screen.	Diagnostic instruments are not skill specific.	Valid and reliable diagnostic instruments selected test discrete skills and have sufficient items to draw conclusions.
		<i>Results of student writing assessments are seldom analyzed.</i>	<i>Some individual teachers analyze the results of student writing performances in order to impact instruction and revise classroom work.</i>	<i>Teachers collaborate within writing content areas to analyze the results of student writing in order to impact instruction and revise curriculum.</i>
COMMENTS:				
STUDENT INTERVENTION				
INTERVENTION PROGRAM DESIGN	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Staff interviews - Formative and summative data - Classroom observations - Surveys	No intervention in place.	Intervention is based on pre-packaged materials that are not aligned to the annual measurable student achievement objectives as indicated by the state core standards and objectives.	Intervention is based on pre-packaged materials and is generally connected to annual measurable student achievement objectives as indicated by the state core standards and objectives.	Intervention is based on reading proficiency standards and is designed to help students meet annual measurable student achievement objectives as indicated by the state core standards and objectives.
		The intervention is program directed and not responsive to student need.	The intervention is aligned to initial screening but is not altered based on monitoring of student progress.	The intervention is directly aligned to the outcomes of screening and/or diagnostic test results and assessment tools that monitor student progress.
				Instruction is explicit and of sufficient duration to accelerate student learning.
				Intervention is provided by a highly qualified reading teacher.
		Intervention is in place of regular reading instruction. Instruction is not varied or coordinated with classroom instruction.	Intervention is in addition to the regular classroom reading instruction but is not coordinated with regular classroom instruction.	Intervention is in addition to, not in place of, regular classroom instruction. It is coordinated with regular classroom instruction.

READING RUBRIC

STUDENT INTERVENTION				
		<i>Student placement in the intervention program remains constant without regard to student progress.</i>	<i>Students exit the intervention upon completion of predetermined program lessons without regard to student progress.</i>	<i>Student progress is measured using assessment instruments that provide sufficient information to determine when a student can appropriately exit the intervention program.</i>
COMMENTS:				
STUDENT INTERVENTION				
PRACTICE	LEVELS OF PERFORMANCE			
	0	1	2	3
Data Points - School improvement plans - Staff interviews - Classroom observation	Opportunities for coordinated additional practice are not available for students. Intervention programs for student with known reading difficulties are provided by a paraprofessional.	Opportunities for coordinated additional practice are provided by paraprofessionals without input from the classroom staff member. Student progress is monitored by the paraprofessional.	Opportunities for coordinated additional practice are designed by a paraprofessional and are monitored by a highly qualified teacher.	Opportunities for coordinated additional practice are designed and monitored by a highly qualified teacher (students' reading teacher) but may be delivered by a highly skilled paraprofessional with formal training in reading.
COMMENTS:				

READING RUBRIC

TECHNOLOGY				
	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - Records of technology teacher training sessions - Teacher surveys - Staff interviews - Itemized list of programs used technologically in the school - Classroom observation - Parent surveys 	Technology is not used in instructional delivery of content.	Fifty percent of staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.	Eighty percent of staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.	All staff members are trained and are utilizing technology to diagnose, prescribe, provide intervention, and track formative and summative data.
		Technology is used in place of staff member instruction.	Technology is used as a tool for practice and to facilitate the monitoring of student progress.	Technology is used to expand and enhance research based instructional delivery opportunities for students, to provide practice with the Core Curriculum essential skills, and to facilitate the monitoring of student progress.
		Computer lab time does not directly tie to classroom instruction or the Core Curriculum.	Computer lab time supplements classroom instruction. Staff members monitor student performance.	Staff members are directly involved in prescribing computer-assisted instruction and continually monitoring student performance specific to Core Curriculum.
	Technology is not used to provide information to parents.	Technology provides parents with access to student achievement information on a quarterly basis.	Technology provides parents with access to student achievement information.	Technology insures that parents can access timely and accurate student achievement information.
	Where distance education courses are necessary and appropriate, students are not given the opportunity to participate.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school does not provide accommodations and supports for students participating in distance education courses.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school provides general accommodations and supports for students participating in distance education courses.	Where distance education courses are necessary and appropriate, technology is used to facilitate distance education needs. The school provides specific accommodations and supports for students participating in distance education courses.
		Where distance education courses are necessary and appropriate, only one form of distance education option is available. A technical facilitator is on staff to support distance education.	Where distance education courses are necessary and appropriate, only one form of distance education option is available. A technical and instructional facilitator is on staff to support distance education.	Where distance education courses are necessary and appropriate, a variety of distance education options are available to students (e.g. EDNET, IP video, internet, satellite, etc.) A technical and instructional facilitator is on staff to support distance education.
COMMENTS:				

Schoolwide Plan Narrative

The schoolwide plan should include all of the key activities and strategies the school will use to accomplish its student achievement goals. As many variables affect student achievement, the school should consider the following when it plans:

- Resources of people, time, and money should be focused tightly around student achievement goals.
- Scientifically-based research and proven practices should support all programs, strategies, and activities.
- Implementation strategies should be determined after careful analysis of available data.
- The differing achievement of groups of students should be individually addressed in school plans.

The schoolwide consolidated plan requests information on eight key concepts that cut across multiple programs. These include:

- Teacher Quality
- Instructional Strategies
- Professional Development
- Supplement and Supportive Services for Students
- Parental Involvement
- Full and Appropriate Integration of Technology
- System of Support for Schools
- Evaluation Plan

Please address each concept as outlined in the pages that follow.

1. Teacher Quality

As it relates to your current teacher data, describe the activities the school will conduct to ensure that all teachers are highly qualified. This description should include the help the school will provide to:

- **Recruit and hire highly qualified teachers, including those licensed or certified through alternative routes**
- **Retain highly qualified teachers**
- **Support teachers to access and acquire necessary professional development and continuing education that leads to licensing and appropriate content preparation**

As responses to this section are prepared, the school should consider the following:

1. What are the areas of teacher shortages in the school at the current time?
 - How will the school determine shortages on a continual basis?
 - What strategies will the school use to recruit qualified personnel?
 - There are no areas of teacher shortage at this time. One teacher is obtaining an Early Childhood endorsement and two teachers are working on becoming highly qualified at the present time.
 - The school will continue to hire candidates from the hiring pool within the district.
2. How will the school recruit or encourage highly qualified and experienced teachers to teach in the school if it is low achieving, has high poverty or large numbers of minority students?
 - We will continue to invite USU students to complete their practicum hours at Ashley Elementary.
 - We will publically celebrate the strides we make each year including meeting AYP as a Title I school for the 2007-2008 school year.
3. How will alternative routes to licensure used in the school, if any, to provide highly qualified educators?
 - No alternative routes to licensure have been used in this school, but we would certainly welcome the opportunity to work with individuals who are interested in alternative routes to licensure.
4. How will the school notify the parents of students assigned to or taught for 4 or more consecutive weeks by a teacher who is not highly qualified?
 - Teachers will not be hired who are not highly qualified. If a situation occurs where that is the only option, parents will be notified immediately by letter.
5. How will professional development and other continuing education lead to appropriate endorsements for under-qualified educators in the areas of greatest need?
 - Continuing education through USU allows many employees to receive additional training. Endorsements such as ESL, Reading/Math and Special Education have been available locally.
6. How will the school collaborate with teacher education programs in the colleges of education, schools of arts and sciences, other LEAs, and the SEA to provide ongoing educational opportunities to teachers?

- Student teachers are always welcome at the school. Ashley Elementary provides an excellent training to colleges students.
7. How will the school collaborate with teacher education programs in the colleges of education to ensure that new teachers graduate prepared to teach effectively?
 - Ashley Elementary invites practicum and intern students from the colleges
 - Ashley Elementary professional development sessions are always open to college or interested persons
 8. How will the school ensure that educators teaching English language learners are:
 1. Proficient in the language(s) of instruction?
 2. Proficient in the research based methods of instruction?
 3. Proficient in the assessment of language acquisition and academic achievement?
 - (a) At the present time Ashley Elementary has eight teachers including the principal who have ESL endorsements.
 - (b) We will continue to support training and professional development that includes current research to stay proficient in methods of instruction.
 - (c) One of our ESL endorsed teachers currently does our ELL assessments. Every year she attends training on assessment to stay proficient in assessment of language acquisition and academic achievement.
 9. How will the school ensure teachers are well qualified in effective drug, alcohol, and violence prevention principles and strategies for students?
 - Workshops and annual training update teacher skills in dealing with drug & alcohol as well as violence prevention strategies for students.

Retention

10. What strategies will the school employ to increase retention of highly qualified educators? How will the school provide training, support and resources to mentor teachers? How will the school match new teacher needs with appropriate mentor expertise?
 - The school will continue to promote a positive image, create camaraderie among staff members, recognize and reward teacher excellence.
 - Ongoing training will be offered to all staff in the areas of reading and math.
 - Interviews will be conducted to determine new teacher needs are matched with the appropriate mentor.

11. How will the school recruit, train, and retain ethnically diverse educators, counselors and others?
 - The school will continue to seek and retain Highly Qualified staff of all ethnicities through the district HR department.
 - Ongoing training will be offered to all staff in the areas of reading and math.
 - Mentors are provided to each new teacher and other staff members as is required by law.

Paraprofessionals

12. What jobs are paraprofessionals asked to complete? How does the school determine the appropriateness of the paraprofessionals' responsibilities to their training and preparation?
 - Paraprofessionals provide practice in reading and math instruction under the supervision of licensed teachers. Special Education paraprofessionals work under the supervision of the teachers and provide practice in a variety of skills as determined by the students' IEP.

13. How will the school ensure that paraprofessionals serving in instructional roles are qualified?
Paraprofessionals paid with Title I funds or working in a Title I schoolwide program, without regard to the source of funding used to pay these paraprofessionals, must complete two years post secondary education or pass a test of content and pedagogy.
 - All paraprofessionals working with the Title I program are highly qualified. No one will be hired for this program without necessary qualifications.

2. Curriculum Selection and Implementation and Instructional Strategies

As it relates to your Student Achievement data, including disaggregated data, describe how the school will structure curriculum, instruction and assessment, and use its resources of time, people, and money to increase and maximize student achievement.

Describe how the school will monitor and provide for practices based on scientific research. Describe how the school will ensure the implementation of scientifically-based instructional practices necessary to meet the diverse learning needs of all students (including English Language Learners, students with disabilities, economically disadvantaged students, gifted students, and others)? What culturally responsive teaching and learning strategies will teachers use to ensure success of all students?

As responses to this section are prepared, the school should consider the following:

1. How will the school ensure that selected instructional materials are aligned to the Core Curriculum and consistent with existing scientifically-based research?
 - Only state approved instructional materials which are research-based will be used, selected or purchased.
2. How will the school ensure meaningful participation of all students, including those with diverse learning needs, in the Core Curriculum?
 - Teachers are regularly monitored by the administrator as well as the Literacy Coach.
 - Teachers must maintain a Curriculum Map which is aligned to the State Core.
 - Students are regularly assessed to assure skill acquisition.
3. In the implementation of scientifically-based instructional strategies, how will teachers use student performance data to inform decisions about differentiating instruction?
 - Teachers meet weekly in PLC meetings to analyze student data and create a plan of action for each student based on performance data.
4. How will the school be accountable for meeting all annual measurable achievement objectives for students who are English language learners, and ensuring that English language learners make adequate yearly progress?
 - All students are pre tested, mid year tested and post tested.
 - All At-Risk students are monitored weekly or biweekly in language arts to inform teacher decisions and ensure objectives are being met.
 - Parents are continually informed about student strengths and weaknesses and areas of concentration.
 - Teachers meet weekly in Professional Learning Communities to analyze and create a plan of action for each student. They research and brainstorm ideas to best meet the needs of each student.
5. How will the school be accountable for meeting all annual measurable achievement objectives for students with disabilities, and ensuring that students with disabilities make adequate yearly progress?
 - Students with disabilities receive regular monitoring of IEP goals and objectives along with NWEA 3 times a year. All students who are at risk in grades 1 – 5 including students with disabilities are monitored weekly or biweekly with DIBELS along with teacher observations and benchmark assessments. Kindergarten students are monitored using the Kindergarten Criterion Referenced Assessment.

- Parents are continually informed about student strengths and weaknesses and areas of concentration.
 - Teachers meet weekly in Professional Learning Communities which includes the special education teacher to analyze and create a plan of action for each student. They research and brainstorm ideas to best meet the needs of each student.
6. How will the school be accountable for meeting all annual measurable achievement objectives for culturally diverse students, and ensuring that culturally diverse students make adequate yearly progress?
- All students are pre tested, mid year tested and post tested.
 - All At-Risk students including culturally diverse students are monitored weekly or biweekly in language arts to inform teacher decisions and ensure objectives are being met.
 - Parents are continually informed about student strengths and weaknesses and areas of concentration.
 - Teachers meet weekly in Professional Learning Communities to analyze and create a plan of action for each student. They research and brainstorm ideas to best meet the needs of each student.
7. How are the school's plans for instruction aligned to Utah's Core Curriculum, graduation requirements, and individual performance levels of students?
- All school improvement goals and professional development are directly related to the Core Curriculum. Working towards these goals ensures alignment to Utah's Core Curriculum.
8. How will the school use electronic networks and other innovative methods, such as distance learning, to provide access to specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions?
- The internet is used to provide resources to students and teachers. At school all students have supervised access to this resource.
9. Describe the instructional methods used in reading/language arts and the available research on its efficacy. Include discussion on the instructional strategies to teach oral language, phonemic awareness, phonics and spelling, vocabulary, fluency and comprehension, and writing processes and conventions.
- The Foundation for Comprehensive Early Literacy Learning was organized by Stanley L. Swartz, Rebecca E. Shook, and Adria F. Klein in response to requests by the public schools to provide high quality professional development for teachers. Both Dr. Swartz and Dr. Klein are professors in the College of Education at California State University, San Bernardino and trainers for the Foundation. Ms. Shook was a staff developer for the public schools and is now a trainer for the Foundation. Dr. Swartz serves as the director of the project. The Foundation has trained more than 17,000 teachers in 1167 participating schools since its inception in 1994.
 - The Foundation for Comprehensive Early Literacy Learning provides professional development designed to help teachers improve classroom practices with a particular emphasis on the teaching of reading and writing. Research-based teaching methodologies that implement the findings of the Report of the National Reading Panel (2001) are organized into a framework for classroom instruction. Comprehensive Early Literacy Learning (CELL) (PreKindergarten-Grade 3) training

emphasizes that the instructional focus in the primary grades is to teach reading and writing. Extended Literacy Learning (ExLL) (Grades 3-8) training focuses on reading and writing in the content areas while recognizing instruction in the intermediate grades still includes intensive support for reading and writing development. Second Chance at Literacy Learning (Grades 6-12) training supports secondary English, content area, reading and special education teachers with both a classroom best practices model and small group intervention.

Primary Instruction is core-based, purposeful, and explicit in its goal for all students to develop grade level competency in literacy standards: The teaching of phonemic awareness, systematic, explicit phonics instruction, sound/symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies.

Primary Instruction is delivered by the classroom teacher and requires 2 hours of literacy instruction using research-based practices and materials; ongoing assessment includes screening, benchmarking, progress monitoring, and outcome assessments. (e.g. CRT)

Intervention indicates additional daily practice and supplemental instruction for students who are at risk of literacy difficulties. Diagnostic assessments, teacher observations, and progress monitoring are used to inform instructional needs.

Grouping should be small, flexible and short term, based on similar student needs. Instruction may be delivered in or outside of the regular classroom by certified teachers, specialists, and or trained paraprofessionals/volunteers. Intervention requires 10-30 minutes daily in addition to Primary Instruction.

	Primary Instruction	Intervention	Intensive Intervention
Which Students	Substantial or sufficient of CRT Average RIT Range on NWEA Benchmark on DIBELS	Partial on CRT Low RIT Range on NWEA Some risk or strategic on DIBELS	Minimal on CRT Below RIT Range on NWEA At-Risk or Intensive on DIBELS
Amount & Type Of Daily Literacy Instruction	One hour core instruction plus: 20 minutes Guided Reading 40 minutes Center/Readers' Workshop	One hour core instruction plus: 20 minutes guided reading 40 minutes targeted intervention Extended learning time as recommended by team data discussions	One hour core instruction plus: 20 minutes guided reading 20-40 minutes intensive intervention Extended learning time as recommended by team data discussions
Research-Bases Instructional Materials and Programs	Basal Programs Harcourt-Brace Rewards Approved Supplemental Programs Six-Traits Step Up To Writing Words Their Way Leveled Library	Primary Instruction programs/materials & Intervention Crates STAR Reading For All Learners	Primary Instruction programs/materials & Silver Burdett SRA Rebecca Sitton Spelling Sing-Spell-Read-Write
Instruction Delivered By	Classroom Teacher	Classroom Teacher	Classroom Teacher

	Trained Professional	Classroom Teacher in collaboration with Literacy Coach ESL Endorsed Teacher Trained Paraprofessional	SPED ESL Endorsed Teacher
Instructional Group Size	Whole Class Fluid, homogenous groups of 6 – 8 students Flexible grouping within grade level	Fluid, homogenous groups of 3 – 6 students Flexible grouping within grade level	Fluid, homogenous groups of 1 – 6 students Flexible grouping within grade level
Assessment That Informs Instruction	End of level CRT NWEA DIBELS Curriculum-Based assessment DRA Running Records Writing Samples	Primary Instruction Assessments plus: Reading Assessment: Multiple Measures	Primary Instruction Assessments plus: Woodcock Johnson III WISC
Duration of Instruction	Ongoing	Duration Determined By: Progress Monitoring Data	Duration Determined By: Progress Monitoring Data
Frequency of Progress Monitoring	PRE-MID-POST As Needed	Every 2 to 3 weeks	Every 2 to 3 weeks minimum

10. Describe the instructional methods used in mathematics and the available research on their efficacy. Include discussion on the instructional strategies on number sense and mathematical operation, algebraic reasoning, spatial and logical reasoning, measurement, and probability and data collection.

- The Math instruction at Ashley Elementary is based on the Core: Each of the teachers have learned to use the following instructional strategies to determine appropriate instructional strategies in math:

Number sense: the ability to understand the properties of numbers and be able to manipulate them.

Mathematical operations: basic math computations, addition, subtraction, multiplication and division.

Algebraic reasoning: the ability to use relationship thinking (“see” relationships in patterns, formulas, problems) to represent problems in various formats using logical thinking.

Spatial reasoning: being able to visualize and use 2 and 3 dimensional objects that take up space to solve for area, perimeter, volume, and circumference.

Logical reasoning: is evident when students can engage in “If...then” thinking.

Measurement: the act or process of measuring objects and associating numbers with physical quantities using standard and metric units.

Probability: mathematical expression of a numerical measure of the likelihood that a particular event will occur.

Data collection: is to gather and record information to be used with a specific math problem.

11. Describe the instructional methods used in science and the available research on their efficacy. Include discussion on the instructional strategies used to implement the Core standards.

- All teachers at Ashley Elementary have received research based instruction through Summer Core Academy. The emphasis of the academy was integrating science and math core standards throughout the curriculum.

12. Describe research-based instructional strategies for social studies, fine arts, health, physical education, world languages, and applied technology education.

- All teachers at Ashley Elementary have received research based instruction through Summer Core Academy. The emphasis of the academy was integrating science and math core standards throughout the curriculum.

3. Professional Development

As it relates to your data on student achievement and educator quality, describe how the school will ensure that the professional development offered for teachers and other instructional staff is sustained and focused around state, district, and school goals. This description should include the support for educators to increase their ability to deliver effective instruction based on scientific research. Include discussion of the proposed professional development's duration, content and connection to the academic achievement standards and goals.

As responses to this section are prepared, the school should consider the following:

1. What professional development is needed in the school to achieve student academic achievement goals?
 - According to our 2008 ISQ results teachers indicated we need Counselors accessible to students along with more extracurricular opportunities. We have incorporated our Connections after school program this year to help meet the extracurricular opportunities. However, we still do not have Counselors accessible to students.
 - Communication with teachers indicates more professional development along the lines of assessment including the difference between formal and informal assessment is needed.
 - Ongoing Cell/Exll professional development
2. How have administrators, parents, teachers, support staff, and students been involved in the development of the professional development plan?
 - A survey is conducted each year in coordination with the Center for the School of the Future (Utah State University). This survey is networked to all staff members, parents and students. When the results are received the staff along with Community Council and PTA analyze the information to determine the needs of the school which includes professional development.
 - Elementary Principals meet on a monthly basis and discuss professional development needs of the district.
 - Teachers meet on a weekly basis and discuss professional development needs.
 - All staff members meet on a monthly basis for professional development needs.
3. What are the times required for and the anticipated costs of implementing and maintaining the plan?
 - This is an on-going plan we will evaluate each year and make the necessary adjustments.
 - The cost is \$241,000.00
4. Describe the research base that will be used to determine the content of professional development activities selected for educators in the school.
 - Teachers and administrators analyze student data.
 - Administrators and teachers make recommendations for improvement.
 - One administrator attends the USOE monthly literacy meetings and bring back discussion items regarding professional development.
 - Administrators and district level administration meet and discuss district and school-level needs.
 - Focus groups are formed at a district level as well as a school level for research based input before decisions are made.

5. How will the school evaluate to what extent professional development results in changes in teacher effectiveness?
 - The school will evaluate the effectiveness of professional development by improved student test scores, attendance and school behavior.

6. How will the school help educators to become highly qualified in their assigned field of teaching?
 - The school administrator along with the district will offer classes and workshops to teachers. The school district offers low-cost or free classes to help under-qualified teachers become endorsed.

7. How will the school use data on educator quality and student achievement to plan professional development?
 - A key component of effective systems is the provision of time on a continuing basis for teachers to discuss the data and to work together to develop “solution.” Teachers view this time as an opportunity both to develop their skills in data analysis and to brainstorm and share effective instructional strategies. While common planning time is often difficult to provide ASHLEY ELEMENTARY is committed to allocating planning time to teachers. Each Friday will be an early out for students. Teachers will meet to analyze data and develop “solutions.”

 - To assess student achievement accurately, teachers and administrators must understand the achievement targets their students are to master. They cannot assess achievement that has not been defined. To meet this condition ASHLEY ELEMENTARY will review the curriculum and define a path for students to move along towards competence.

 - The second condition is an assessment literate faculty. Assessment literacy comprises two skills: first is the ability to gather dependable and quality information about student achievement; second is the ability to use that information effectively to maximize student achievement.

 - ASHLEY ELEMENTARY will use “meaningful” data to:
 1. uncover needs, priorities, and resources;
 2. build a school profile to better understand the school’s strengths and weaknesses;
 3. develop intrinsic motivation through identifying a need for change;
 4. create a focused direction for change accompanied by realistic goals; and
 5. establish a baseline against which to measure progress and design a plan to evaluate programs/practices

 - In addition ASHLEY ELEMENTARY will provide a staff development program intended to help elementary teachers strengthen their teaching of reading and writing. Our framework will include balanced reading and writing programs that combine skills development with literature and language-rich activities.

 - Our teacher training model provides intensive professional development along with follow-up. Each elementary school has a literacy coordinator; a school-based planning

team, and implementation is provided through on-site training, class visits, weekly PLC meetings and monthly guided meetings.

8. How will the school provide training for educators on effective parent involvement strategies?
 - To help parents become aware of the importance of reading aloud to their children ASHLEY ELEMENTARY will incorporate an awareness campaign involving the following:
 - Reading Radio
 - Newspaper Articles
 - School News Bulletins
 - Family Nights At School
 - Parenting Classes
 - Community Outreach
 - Celebrations and events to enhance community to school connections

Parents will have the opportunity to participate in a series of workshops, which provide them with skills and resources to work with their children on early literacy development.

If a student requires intervention, our program will include an opportunity for parents to receive materials and guidance so that they will be able to assist in the remediation process and support their students' progress toward literacy.

9. Will the school provide training for paraprofessionals and student service staff and if so, what will be included in the training?

All training literacy, student interventions, attendance and behavior are available to paraprofessionals. Paraprofessionals are encouraged to attend and are paid for extra time.

10. What skills, tools and strategies will be included in your professional development to assist educators with their role in preventing substance use/abuse and creating safe, caring environments?

- Ashley Elementary teachers and staff members use basic principles of Positive Action along with principles of Love & Logic to create a loving and caring environment throughout the school and to help students make positive decisions.

11. How will the school prepare educators to use research based instructional practices necessary to meet the diverse learning needs of all students including English Language Learners, minority students, students with disabilities, economically disadvantaged students, gifted students, and others?

- During PLC's teachers discuss and use **Scientifically Based Reading Research** to meet the diverse learning needs of all students including English Language Learners, minority students, students' with disabilities, economically disadvantaged students, gifted students, and others.
- Teachers have also received PLC training from Rick and Rebecca DuFour.

12. How will the school use personnel from USOE, Utah Professional Development Center (UPDC) and other available consultants or services to enhance professional development opportunities?

- The elementary administrators regularly use recommendations and/or personnel from the USOE. The Special Education department at Ashley Elementary regularly uses consultants from the UPDC when they are available.

13. How will professional development assist building administrators to become more effective in the use of data-based decision making and the implementation of scientifically-based instructional strategies?

- Building administrator will be involved with all professional development that includes data-based decision making and the implementation of scientifically-based instructional strategies. Building administrator will be knowledgeable with all testing of the critical standards that are targeted on assessment such as: CRT, NWEA, IOWA, DRA, and DIBELS.

14. How will the school professional development plan support educator needs in implementing school improvement plans?

- ASHLEY ELEMENTARY will ensure a seamless system of instruction within and across grade levels by providing professional development for every elementary teacher (K-5) that helps teachers be more effective in providing literacy instruction. The elements of the instructional frameworks are designed to help each student and the whole class move together toward that goal. This framework has been designed to structure classrooms that use literacy activities throughout the day of every school day and emphasizes instruction in phonemic awareness, phonics, fluency, vocabulary and text comprehension. Other curricular areas are delivered using literacy activities as the method of instruction. The frameworks include oral language, phonology, higher-order thinking skills, reading and writing activities, and test-taking strategies. The individual frameworks are aligned with adjustments made for higher grade levels and different student needs.
- The professional development trainings also incorporate research on how children learn to read, how proficient readers read, the structure of the English language, and the relationship between reading, writing, and spelling. Teachers are provided a means to plan and deliver appropriate reading and writing instruction based on assessment and evaluation using independent student reading of high quality books. Reading instruction is based on improving reading performance and comprehension. The reciprocal nature of reading and writing is emphasized.
- The programs are designed to help teachers meet the needs and strengths of each individual student. The model stresses and encourages active participation from each student regardless of his or her current level of literacy acquisition. High progress students are encouraged to continue their rapid growth while low progress students are guided through the process with continuous support and an opportunity to accelerate their learning. The opportunity to try new learning in a risk-free environment and practice new strategies throughout the day is encouraged. Teachers are trained to use a gradual decline of teacher support and a gradual increase in student independence based on demonstrated student capability. This reduction of teacher support is based on observations of individual student growth and understanding the process of literacy. The students' use of a variety of problem-

solving strategies is supported through good teacher decision-making about ways to assist each student toward the goal of independence.

4. Academic and Other Supportive Services for Students

After a careful review of aggregate and disaggregated data, describe how the school will provide additional educational support to individual students needing help in meeting the state’s challenging student academic achievement standards. Include a description of the methods to be used to determine which students will be selected for individualized, small group, or additional services and the method to be used in determining the efficacy of the services in improving student achievement.

As responses to this section are prepared, the school should consider the following:

1. How will the school use funds to support extended learning opportunities including individual or small group tutoring, after-school, before-school, summer school and inter-session programs?
 - **Primary Instruction** is core-based, purposeful, and explicit in its goal for all students to develop grade level competency in literacy standards: The teaching of phonemic awareness, systematic, explicit phonics instruction, sound/symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies.
 - Primary Instruction is delivered by the classroom teacher and requires 2 hours of literacy instruction using research-based practices and materials; ongoing assessment includes screening, benchmarking, progress monitoring, and outcome assessments. (e.g. CRT)
 - **Intervention** indicates additional daily practice and supplemental instruction for students who are at risk of literacy difficulties. Diagnostic assessments, teacher observations, and progress monitoring are used to inform instructional needs.
 - Grouping should be small, flexible and short term, based on similar student needs. Instruction may be delivered in or outside of the regular classroom by certified teachers, specialists, and or trained paraprofessionals/volunteers. Intervention requires 10-30 minutes daily in addition to Primary Instruction.

	Primary Instruction	Intervention	Intensive Intervention
Which Students	Substantial or sufficient of CRT Average RIT Range on NWEA Benchmark on DIBELS	Partial on CRT Low RIT Range on NWEA Some risk or strategic on DIBELS	Minimal on CRT Below RIT Range on NWEA At-Risk or Intensive on DIBELS
Amount & Type Of Daily Literacy Instruction	One hour core instruction plus: 20 minutes Guided Reading 40 minutes Center/Readers’ Workshop	One hour core instruction plus: 20 minutes guided reading 40 minutes targeted intervention Extended learning time as recommended by team data discussions	One hour core instruction plus: 20 minutes guided reading 20-40 minutes intensive intervention Extended learning time as recommended by team data discussions
Research-Bases Instructional Materials	Basal Programs Harcourt-Brace	Primary Instruction programs/materials &	Primary Instruction programs/materials &

and Programs	Rewards Approved Supplemental Programs Six-Traits Step Up To Writing Words Their Way Leveled Library	Intervention Crates STAR Reading For All Learners	Silver Burdett SRA Rebecca Sitton Spelling Sing-Spell-Read-Write
Instruction Delivered By	Classroom Teacher Trained Professional	Classroom Teacher Classroom Teacher in collaboration with Literacy Coach ESL Endorsed Teacher Trained Paraprofessional	Classroom Teacher SPED ESL Endorsed Teacher
Instructional Group Size	Whole Class Fluid, homogenous groups of 6 – 8 students Flexible grouping within grade level	Fluid, homogenous groups of 3 – 6 students Flexible grouping within grade level	Fluid, homogenous groups of 1 – 6 students Flexible grouping within grade level
Assessment That Informs Instruction	End of level CRT NWEA DIBELS Curriculum-Based assessment DRA Running Records Writing Samples	Primary Instruction Assessments plus: Reading Assessment: Multiple Measures	Primary Instruction Assessments plus: Woodcock Johnson III WISC
Duration of Instruction	Ongoing	Duration Determined By: Progress Monitoring Data	Duration Determined By: Progress Monitoring Data
Frequency of Progress Monitoring	PRE-MID-POST As Needed	Every 2 to 3 weeks	Every 2 to 3 weeks minimum

2. How will the school ensure the alignment of additional educational services to the Core Curriculum and to instruction students receive in the regular classroom?
 - By following the chart outlined above.
3. How will the school seek discretionary funds to address the need for additional services needed to improve student achievement?
 - Ashley Elementary will seek additional funds through private, state, federal and local grants.
4. Will the school provide funds to support preschool programs for children?
 - Yes, if it is determined there is a need.
5. As the school provides services to students with disabilities, how will those services align with IEPs and 504 plans?
 - All services to students are aligned in PLC, IEP, and 504 team meetings.
6. How will the school determine the students who have access to additional services?
 - Additional services to students can be made by referrals from, but not limited to: parents, teachers, teams, family members, other schools or administration.

- Teams will analyze all student data including teacher observations, behavior checklists, attendance, etc. to make determination.

7. Describe specific programs, such as newcomer programs, that help English language learners acculturate to the school system.

Ashley Elementary will:

- support and enhance the ELL students' performance and meaningful participation in the regular classroom
- assist all students in achieving grade – level standards
- help students reach English proficiency in reading, writing, speaking, and listening
- provide and maintain a learning environment in which students can excel in English while embracing their native culture and language
- integrate other cultures into our educational system and the community

8. What criteria are used to identify English language learners to receive language acquisition services?

- Parents fill out Home Language Survey upon registration to the school. If the parent has indicated the primary home language is anything other than English, the child is tested with the IPT assessment instrument. Students who score in the deficit area are tested by the ESL coordinator to determine needs. The UALPA test is also given yearly.

9. How will the impact of student intervention programs designed to improve student achievement be measured?

- All of the critical standards will be targeted and progress will be monitored by instruments including but not limited to: CRT, NWEA, IOWA, DRA, DIBELS, and Assessing Reading: Multiple Measures.

10. Describe the school's priorities for the use of migrant education program funds in order to have migrant students meet the school's performance targets.

- **After School Tutoring**

- Tutoring during our after-school Connections program is one of the programs we would utilize for a Migrant Education Program. Tutoring is usually performed on a one-to-one basis or in small groups, and is done at school. The program provides supplemental materials, activities and instruction designed to provide additional assistance in language arts and/or math, in order to help migrant students achieve academic success.
- Extended summer kindergarten for that age group

11. How will the school ensure that mobile students have access to all academic support programs?

- Although moving once or twice during the public school years may not be harmful, most research shows that high mobility lowers student achievement--particularly when the students are from low-income, less-educated families (Sewell, 1982; Straits, 1987).

Students who attend the same school for their whole career are most likely to graduate, whereas the most mobile of the school populations--migrant students--has the highest rates of school failure and dropout (Lunon, 1986; B. Tobias, personal communication, June 1991).

- High expectations, an emphasis on excellence, small classroom size, personal contact, and opportunities for students to exhibit competence, initiative, and responsibility are considered critical (Druin, 1986). The issue of high expectations is especially important here, since there is evidence that when students enter classrooms in mid-semester, teachers tend to prejudge them unfavorably (Neuman, 1988; Sewell, 1982).

Facilitating the acclimation of new students are these:

- parent education programs and handbooks that acquaint new parents with the effects of moving on their children, and with the procedures and customs of the new school.
- reception committees and tour guides.
- classroom buddies for the new students.
- inservice training for teachers with highly mobile students.
- New students should be watched for distress signals--aggression, withdrawal, over talkativeness, etc.--since the experience of moving can be similar to death and mourning for a young child (Neuman, 1988).

12. How will the school ensure that homeless children have access to all education programs?

- Addressing the needs of homeless youth is required by law through the Stewart B. McKinney Homeless Assistance Act, currently known as the McKinney-Vento Act. This federal law entitles homeless children to a free and appropriate education and states that schools must eliminate barriers to enrollment, attendance, and success in school for homeless students. Further, the act obligates schools to appoint a liaison to work with homeless students and their families and serve as a resource for educators. Beth Murphy is Uintah School District's liaison.
- Transportation to and from school will be provided.
- Homeless students are also immediately eligible for free meals and access to educational services that are comparable to any student in the district.
- Homeless students will be offered every opportunity to continue to attend their school of origin and have access to all other appropriate services to help them achieve in school.

School Interventions could include but not limited to the following:

- *Workshops for teachers and staff members to inform and address the unique needs of homeless students.* Educate staff members about the special needs of homeless students and ways to work with their parents or guardians to make certain that they know their educational rights. General information about developmental issues and resources should be discussed and definitions of homelessness should be clear to everyone. The school administrator will stress the importance of protecting the homeless students' privacy and emotional health.

- Provide breakfast and lunch for students.
- Teachers will be encouraged to have a snack supply in their classroom in case students arrive late to school.
- Teachers will be encouraged to consider providing showers, personal care items, clean clothes, or laundry facilities to students who need them.
- ***Clear attendance policy.*** Homeless students should not be penalized simply for being late because they may have to accommodate complicated bus schedules with several transfers to get to school. Keep close track of student attendance and follow-up immediately when students are absent.
- ***Ensure that a full range of services is available***
- ***Keep in contact with parents or guardians***
- ***Keep in contact with the district liaison***

13. How will the school provide educational services for children living in institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs?

- At the present time we do not have any students in this category. However, if we were to have students who qualified in this category we would ensure through professional development that teachers understood the following:
- Students and youth in local and State institutions for neglected or delinquent children and youth have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet.
- That we provide these students with services to enable them to transition successfully from institutionalization to further schooling or employment.
- That we do everything we can to keep at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.
- Teachers understand the importance of Pre-post testing which allows for real-time progress monitoring. Because multiple posttests can be administered throughout a student's enrollment, educational gains can be monitored and instruction adjusted appropriately. Measuring academic progress through appropriately administered pre-post tests can be a useful tool in providing teachers feedback about how to better meet students' academic needs.

14. How will the school increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs for children:

- ◆ in need of additional academic assistance? □
- ◆ with limited English proficiency?
- ◆ with disabilities?
- ◆ who are migratory?
- ◆ who are neglected or delinquent?
- ◆ who are Native American?
- ◆ who are homeless?
- ◆ who are immigrant?

By following the outlined plan.

Primary Instruction is core-based, purposeful, and explicit in its goal for all students to develop grade level competency in literacy standards: The teaching of phonemic awareness, systematic, explicit phonics instruction, sound/symbol relationships, decoding, word attack skills, spelling instruction, and diagnosis of reading deficiencies.

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Which Students	Substantial or sufficient of CRT Average RIT Range on NWEA Benchmark on DIBELS	Partial on CRT Low RIT Range on NWEA Some risk or strategic on DIBELS	Minimal on CRT Below RIT Range on NWEA At-Risk or Intensive on DIBELS
Amount & Type Of Daily Literacy Instruction	One hour core instruction plus: 20 minutes Guided Reading 40 minutes Center/Readers' Workshop	One hour core instruction plus: 20 minutes guided reading 40 minutes targeted intervention Extended learning time as recommended by team data discussions	One hour core instruction plus: 20 minutes guided reading 20-40 minutes intensive intervention Extended learning time as recommended by team data discussions
Research-Bases Instructional Materials and Programs	Basal Programs Harcourt-Brace Rewards Approved Supplemental Programs Six-Traits Step Up To Writing Words Their Way Leveled Library	Primary Instruction programs/materials & Intervention Crates STAR Reading For All Learners	Primary Instruction programs/materials & Silver Burdett SRA Rebecca Sitton Spelling Sing-Spell-Read-Write
Instruction Delivered By	Classroom Teacher Trained Professional	Classroom Teacher Classroom Teacher in collaboration with Literacy Coach ESL Endorsed Teacher Trained Paraprofessional	Classroom Teacher SPED ESL Endorsed Teacher
Instructional Group Size	Whole Class Fluid, homogenous groups of 6 – 8 students Flexible grouping within grade level	Fluid, homogenous groups of 3 – 6 students Flexible grouping within grade level	Fluid, homogenous groups of 1 – 6 students Flexible grouping within grade level
Assessment That Informs Instruction	End of level CRT NWEA	Primary Instruction Assessments plus:	Primary Instruction Assessments plus:

	DIBELS Curriculum-Based assessment DRA Running Records Writing Samples	Reading Assessment: Multiple Measures	Woodcock Johnson III WISC
Duration of Instruction	Ongoing	Duration Determined By: Progress Monitoring Data	Duration Determined By: Progress Monitoring Data
Frequency of Progress Monitoring	PRE-MID-POST As Needed	Every 2 to 3 weeks	Every 2 to 3 weeks minimum

15. Describe the components of the school's Title I funded school wide programs.

Goals

- The long range goals are stated in student learning terms.
- Goals will help achieve the School and District philosophy, beliefs, mission and vision.
- Annual improvement goals are specific, achievement focused and time-bound.
- Data on student achievement, community and student needs, and factors external to the school were collected, analyzed and used to build a strong case for adopting and achieving long-range and annual improvement goals.

Activities

- Activities at the building level are clearly aligned with goals and a system for monitoring is described.

Activities:

- Are clearly aligned with the curriculum and instructional programs.
- Provide staff development on best practices.
- Integrate technology.
- Are supported by multiple resources and reflect best practices.

Accountability

- Monitoring of progress toward long-range and annual improvement goals occurs regularly.
- Multiple people have responsibility for and are held accountable for monitoring progress.
- The system holds itself accountable through explicit target dates and criteria for acceptability of evidence and makes use of a data feedback loop.
- Progress toward goals is determined through a rich array of qualitative and quantitative sources.

Communication

- The plan shows all constituents how long-range and annual improvement goals support achievement of agreed-upon student learning goals.

Information about the comprehensive school improvement plan for meeting long-range goals is shared

- With multiple community groups.
- With building staff and parents.
- Through multiple forms of media.

Program Consolidation All applicable requirements for the consolidation of state and federal programs are:

- Integrated.
- Connected as appropriate to building or district goals.
- Clearly identifiable in the written plan.

16. How will the school develop and implement a comprehensive plan to provide a safe, orderly, and drug-free school and community through effective programs?

- Ongoing contact with school, district and state representatives.
- Analyzing successful new practices in the prevention education field and disseminating those practices school-wide.
- Incorporating promising practices into the school-wide professional development.
- Scheduling assistance meetings for existing school-community teams including safe, disciplined and drug-free school strategies.

Provide training on:

- Implementation of safe and drug-free schools
 - Student Assistance Program (SAP) model of identification, referral and support for students exhibiting high risk behaviors (including violence).
 - Implementing the new Principles of Effectiveness
 - Planning and Conducting a Data Driven Needs Assessment Process.
 - Additional training and assistance will be planned and implemented yearly, based on information received from the needs assessment processes.
 - Parental involvement will be solicited in each of these activities.
17. Describe the school's performance indicators for drug and violence prevention programs.
- Specific performance measures related to changes in attitudes, beliefs and/or behaviors documented.
 - Truancy rates as well as frequency, seriousness and incidence resulting in suspensions and expulsions will be documented.
 - Academic achievement will also be documented.
18. Describe how the drug and violence-preventing program will reduce the prevalence of specific identified risk factors.
- Less gang affiliation
 - Less fights
 - Less absenteeism
 - Less use of anabolic steroids and other drugs
 - Build self-esteem
 - Resist social influences
 - Increase drug use knowledge & consequences
19. Describe how the drug and violence prevention program will increase the prevalence of protective factors or assets.
- Help students understand expectations
 - Help monitor student behavior
 - Help maintain discipline
 - Help get disseminate information to families
 - Help families bond
 - Help provide healthy nutrition
 - Strength-training alternatives to illegal use of athletic-enhancing substances
 - Strengthen coping skills
 - Help deal with anxiety and anger
 - Control impulses

- Develop social, academic, and problem-solving skills
 - Build self-esteem
 - Resist social influences
 - Increase drug use knowledge & consequence
20. Describe how the school will assess and publicly report progress toward attaining the performance measures outline in the drug and violence prevention program.
- Less referrals to the office for fighting and aggressive behaviors
 - More students being able to resolve difficulties
 - ISQ Student and Parent Survey
 - Classroom Survey's
 - Increased attendance

Parental Involvement

Following an evaluation of parent involvement in the school, describe the activities the school will conduct to promote parental and community understanding of, and participation in, the school. What strategies will be used to implement effective parental involvement that will result in higher student achievement? How will parents be supported in becoming partners in the academic progress of their children? How will schools help parents to access student progress data?

As responses to this section are prepared, the school should consider the following:

1. How will the school help parents understand their rights and responsibilities as partners in their child's education?
 - Regular parent-teacher conferences
 - Weekly student folders go home
 - Monthly newsletter with information such as events, educational suggestions, parent rights, etc.
 - Students with IEP's are regularly informed of parental rights

2. How will the school promote parent and family involvement in their student's schools?
 - Regular parent-teacher conferences
 - Weekly student folders go home
 - Monthly newsletter with information such as events, educational suggestions, parent rights, etc.
 - Students with IEP's are regularly informed of parental rights

3. How will the school communicate with parents in a language and format understood by the parents about the following:
 - State student academic achievement standards
 - a. Parent Back-To-School-Night
 - b. Weekly Friday Folders
 - c. Report Cards
 - d. PTC
 - State system of accountability
 - a. Parent-Back-T0-School-Night
 - b. Weekly Friday Folders
 - c. Report Cards
 - d. PTC
 - e. Timely Test Results
 - Student achievement
 - a. Parent-Back-T0-School-Night
 - b. Weekly Friday Folders
 - c. Report Cards
 - d. PTC
 - e. Timely Test Results
 - Attendance
 - a. Weekly Friday Folders
 - b. PTC

- c. Report Cards
 - Availability of supplemental programs
 - a. Parent-Back-To-School-Night
 - b. Weekly Friday Folders
 - c. Newsletters
 - d. PTC
 - Placement in supplemental programs including English language acquisition programs, and tutoring programs
 - a. Parent Letters
 - b. Phone Calls
 - c. Parent Meetings
 - d. PTC
 - Graduation requirements
 - Not required of Elementary Students
 - Disciplinary policies
 - Student Parent Handbook sent home at the beginning of the school year
 - Parent Letters
 - Parent Phone Calls
 - PTC
 - Disciplinary actions
 - Student Parent Handbook sent home at the beginning of the school year
 - Parent Letters
 - Parent Phone Calls
 - PTC
4. How will the school notify parents of a school's identification as in need of improvement and the school's plan to implement school choice and supplemental services?
 - Parents are informed by letter sent home, newsletters, newspapers.
 5. How will the school involve parents of migratory children in the planning, implementation, and assessment of the Migrant Education Program?
 - Student Parent Handbook sent home at the beginning of the school year
 - Parent Letters
 - Parent Phone Calls
 - PTC
 6. How will the school use technology to promote parent and family involvement in their student's education?
 - Grades and attendance are entered on the computer for parents to access via the internet. An automated phone calling system calls parents for meetings, and the phone is used for communication.
 7. How will the school identify the home language of all parents?
 - All students' home language is identified when the student registers for school.

8. How will the content of this plan be made available to the school community?
 - Parents will be notified by letter and newsletter that plan will be on display at the school during PTC for parent's to view
 - Plan will also be reviewed during Community Council Meeting

9. How will the impact of parental involvement activities or programs on student achievement or quality of education be measured?
 - Increased number of parents in the classroom
 - Increased number of parents attending PTC
 - Increased number of parents joining PTA
 - Increased participation in Community Council Meetings

10. How has the school included the parents of students receiving NCLB services in each of the items listed above?
 - Parents are invited to participate in all planning meetings for their students
 - Copies of student's educational plan are given to the parents
 - Agenda of Community Council meetings posted 24 hours in advance
 - PTA Newsletter sent home once a month

6. Full and Appropriate Integration of Technology

Following a review of access to and use of technology, describe the school's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of educators to integrate technology effectively into curricula, instruction, and assessment.

As responses to this section are prepared, the school should consider the following:

1. How will the school ensure that educators, parents, and students have increased access to classroom-based materials and resources, including networks, hardware, software, and other materials that support the Core Curriculum?
 - All students have 40 minutes per week of scheduled, supervised computer lab time
 - All students have access to classroom computers
 - All students have access to the computer lab before and after school
 - Parents are invited to access the computer lab before or after school
 - eMints is utilized by all 5th grade students
 - All classrooms have Interactive Boards (SMART Boards) or (Promethian Boards)
 - School-wide technology plan along with a representative on the district-wide technology committee

2. How will the school use technology to provide, support and supplement instruction in Core Curriculum areas?
 - Through the use of Interactive Boards
 - Through the use of UTIPS
 - Through the use of the Internet
 - Through the use of PowerPoints

3. How will the school use technology to provide, support and supplement English language acquisition?
 - The school will use software such as Rosetta Stone for English language acquisition

4. How will the school improve student technology literacy?
 - All students have 40 minutes per week of scheduled, supervised computer lab time
 - All students have access to classroom computers
 - All students have access to the computer lab before and after school
 - eMints is utilized by all 5th grade students
 - All classrooms have Interactive Boards (SMART Boards) or (Promethian Boards)

5. Describe how the school uses technology to deliver professional development?
 - Through the use of Interactive Boards
 - Through the use of UTIPS
 - Through the use of the Internet
 - Through the use of PowerPoints
 - Through the use of Web Cams
 - Through the use of WIMBA

6. How will the school deliver sustained, intensive, high-quality professional development for teachers, principals, administrators, and library media personnel to further the effective use of technology in the classroom and library media center?
 - Through the use of Interactive Boards
 - Through the use of UTIPS
 - Through the use of the Internet
 - Through the use of PowerPoints
 - Through the use of Web Cams
 - Through the use of WIMBA

7. How will the school use electronic networks and other innovative methods, such as distance learning, to provide access to specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions?
 - Teachers are accessing online and distance learning programs which help them provide specialized or rigorous courses or curricula to students

8. How will the school acquire, improve, maintain, and provide technical support for the educational technology infrastructure to expand student and teacher access to technology?
 - School-wide technology plan along with a representative on the district-wide technology committee

9. How will technology be distributed and used to support online assessment?
 - NWEA pre-mid-post assessment with real time results
 - UTIPS assessments
 - AR assessments
 - All CORE subjects tested online this year

10. How will the school use technology to increase communication between educators, parents, and students?
 - Through the use of email
 - Teachers developing classroom websites and posting assignments
 - Through the use of UTIPS access at home
 - Through the use of online writing programs
 - Through the use of automated phone calling systems

11. How will the school use technology to enable all students to meet Core Curriculum standards including the use of assistive technology and other specialized technology?
 - Students currently practice CORE Curriculum standards through the use of UTIPS online
 - The use of assistive and specialized technology will be used as stipulated in students IEP or 504 plan

12. How will the school assess the effectiveness of their efforts in improving access to and use of educational technology by students and teachers in support of academic achievement?
 - Teachers using more interactive lessons in the classroom
 - Teacher preparing interactive lessons and posting online
 - Teachers using internet as a media source
 - Student presentations on interactive boards
 - Student presentations using PowerPoints

- Student presentations using CD's, Jump Drives, DVD's, Flip Video's, etc.
- More student writing completed on computers

13. Describe how programs will be developed in collaboration with adult literacy service providers.

- Ashley Valley Education Center is our district's adult literacy provider
- Ashley Elementary invites every adult to access our computer lab as well as other resources

7. System of Support for Schools

Recognizing the school's responsibility to support students, describe the system of support for ensuring that all students meet the academic content and student achievement standards, including how the school will provide assistance to low-performing students.

As responses to this section are prepared, the school should consider the following:

1. How will the school monitor and provide professional development and technical assistance to schools to meet the school's performance goals and objectives?
 - Analyze student data
 - Conduct teacher interviews
 - Perform classroom observations
 - Conduct parent & student focus groups
 - Conduct ISQ Survey with all staff members, parents, and students
 - Use data to understand challenges
 - Annually re-evaluate and revise the school plan

2. Describe how the school will identify and implement effective instructional programs and practices based on scientific research.
 - Conduct teacher focus groups
 - Use USOE approved curriculum lists for district adoptions

3. How will the school plan for and implement effective schoolwide programs? Describe specific steps the school will take to consolidate federal, school, and local funds for schoolwide programs.
 - All decisions will be funneled through our school-wide improvement program committee and what's best for students
 - All monies from federal, state, and local will be geared toward our school-wide improvement program

4. Describe how the school will analyze and use student performance data.
 - Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by Robert J. Marzano
 - Administration attended Annual Conference on Standards and Assessment

5. Describe the process by which the school will use student performance data to reallocate resources (time, people, and money) to meet identified needs.
 - Time has been allocated to teachers to meet in PLC teams to analyze data
 - Classroom assistants have been assigned to each classroom during morning literacy hours to assist teachers with Tier I, II, and III interventions
 - Money has been distributed to assist in personnel to help with interventions
 - Reading has been integrated across the curriculum
 - K-3 Reading Initiative was written for Literacy Coaches, Professional Development, and Interventions

6. How does the school provide professional development for data-entry personnel to ensure that data submissions are accurate and consistent with established protocol?
 - The school district provides on-going training for data-entry personnel to ensure that data submissions are accurate and consistent with the established protocol

7. Does the school have an established process for dealing with data collection questions and issues?
 - Yes, administration oversees all student assessment, has received on-going training for both NWEA and CORE testing and can answer questions with regard to data collection and issues
 - More than one half of our teaching staff have attended NWEA conferences in the summer and are knowledgeable with regards to NWEA
 - Our Special Education teacher over-sees our CORE testing procedures and is available to answer questions or issues regarding CORE testing
 - The school district does training with school representatives

8. How does the school document that teachers understand test procedures, adhere to test procedures and know what is ethical and not ethical regarding test preparation?
 - After our testing procedures training each teachers signs or initials that they understand and will adhere to test procedures and that they know what is ethical and not ethical regarding test preparation

9. How many times and in what manner does the school train school staff on test administration and organization of test materials?
 - All testing personnel are trained twice a year. A PowerPoint or Web-Based presentation prepared by the school district is reviewed regarding testing standards. Personnel sign a training log
 - Security of the test is part of the test training

10. How did the school distribute the school's test security plan?
 - All testing personnel are trained twice a year. A PowerPoint or Web-Based presentation prepared by the school district is reviewed regarding testing standards. Personnel sign a training log
 - Security of the test is part of the test training

11. How does the school train teachers to:
 - Understand Core CRT results?
 - Repeated practice and discussion of Core Scores is given
 - A district representative comes to the school and explains CRT results
 - Administrators are involved during administrative council meetings in discussions regarding CRT results
 - Compare standardized test results to classroom assessments (i.e., are they converging and what are the areas of strength and areas of weaknesses)?
 - Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by Robert J. Marzano
 - Administration attended Annual Conference on Standards and Assessment
 - Analyze data and utilize data to make instructional choices and decisions.

- Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by *Robert J. Marzano*
 - Administration attended Annual Conference on Standards and Assessment
12. How does the school prepare educators to evaluate instructional practices based on assessment results?
- Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by *Robert J. Marzano*
 - Administration attended Annual Conference on Standards and Assessment
13. How does the school prepare educators to evaluate multiple years of test results to view patterns of growth, success and needs?
- Our NWEA assessment data produces multiple years of test results on every student
 - Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by *Robert J. Marzano*
 - Administration attended Annual Conference on Standards and Assessment
14. How does the school prepare educators to align instruction to the State Core Curriculum?
- Through on-going professional development
 - Through the NU Center providing professional development
 - Through Grade Level Curriculum Mapping
 - Through “Unwrapping” the standards
 - Through a Standards Based Reporting System
15. How does the school prepare educators to understand meaningful disaggregated group differences in performance, and how to focus instruction accordingly?
- Our school-wide professional development this year has been assessment—NWEA
 - PLC teams have read and discussed the books Transforming Classroom Grading and Classroom Assessment & Grading that Work by *Robert J. Marzano*
 - Administration provides on-going assessment professional development
 - District provides on-going assessment professional development
16. How will the school assist educators to effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic and classroom-based instructional reading assessments?
- Teachers receive assessment data when they receive their class lists at the beginning of the year or individual students as they receive them throughout the school year
 - Students are assessed pre-mid-post school year using NWEA
 - Students are assessed using DIBELS
 - Students are assessed using reading assessments
 - Students previous year’s CRT scores are given to the teachers as a part of their assessment portfolio as well as past NWEA scores

17. How will the school implement a comprehensive Safe and Drug-Free Schools Program?

- Follow our Safe School's Plan which includes:
 - USOE Prevention Dimension Curriculum
 - Positive Action Curriculum
 - Participation in Red Ribbon Week
 - Incorporating making good choices across the curriculum
 - Continued classroom coverage on the topics of bullying, tobacco use, safety and friendship

8. Evaluation Plan

Describe the strategies the school will use to determine whether it is making satisfactory progress in meeting student achievement goals. In doing so, the school should also describe how it will reward excellence and design interventions for teachers that are not making sufficient progress.

As responses to this section are prepared, the school should consider the following:

1. Describe the continuous improvement process the school will use to make revisions to the school plan. How will the school use student academic achievement, teacher quality, and other outcome indicators to determine what revisions are needed to the school plan?
 - On-going PLC team meetings to analyze student data and discuss plan of action for students
 - On-going professional development discussions
 - School Administration and faculty will meet to analyze assessment data results for participating students to determine whether or not the level of student performance, as measured by the standardized test, has met or exceeded the desired outcomes
 - ISQ staff, parent and student surveys
 - Community Council discussions and input
 - Publish academic achievement to all stakeholders
 - PTA discussions and input
 - Continued Elementary Administrators monthly meetings and discussions

2. How will the school ensure that the goals and evaluations of programs funded through discretionary or competitive grants are aligned with the achievement goals set forth in the consolidated Student Achievement Plan?
 - All funds received are used to fulfill the goals of our School Improvement Plan

3. How will the school evaluate educator effectiveness with regard to student achievement?
 - Meet in PLC team meetings to analyze student achievement and correlate to educator effectiveness
 - Professional development meetings focus on student achievement and discuss correlation to educator effectiveness
 - Walk-through classrooms
 - Literacy Coaches help with educator effectiveness
 - JPAS Teacher Evaluation focus on the section that deals with delivering instruction

4. How will the school evaluate the effectiveness of supplemental educational services, including those required as part of Title I school program improvement or other supplemental services designed to improve student academic achievement?
 - School Administration and faculty will meet to analyze assessment data results for participating students to determine whether or not the level of student performance, as measured by the standardized test, has met or exceeded the desired outcomes
 - On-going PLC team meetings--analyze student data and discuss plan of action for students
 - On-going professional development discussions
 - ISQ staff, parent and student surveys
 - Community Council discussions and input

- Publish academic achievement to all stakeholders
- PTA discussions and input
- Continued Elementary Administrators monthly meetings and discussions

Title I

TARGETED ASSISTANCE PLANNING COMMITTEE

Committee	Name	Signature
Principal	<u>Diedra Massey</u>	<u>Diedra Massey</u>
Asst. Principal	_____	_____
Teacher	<u>Julene Hamberg</u>	<u>Julene Hamberg</u>
Teacher	<u>Wendy Karren</u>	<u>Wendy Karren</u>
Teacher	<u>Colleen Rasmussen</u>	<u>Colleen Rasmussen</u>
Teacher	<u>Darrell G. Matthews</u>	<u>Darrell G. Matthews</u>
Teacher	<u>Kim Ipsen</u>	<u>Kim Ipsen</u>
Teacher	<u>Anna LeFevre</u>	<u>Anna LeFevre</u>
Paraprofessional	<u>Tammy Hank's</u>	<u>Tammy Hank's</u>
Paraprofessional	<u>Bonnie Kennell</u>	<u>Bonnie Kennell</u>
Parent	<u>Marilynn Sanderson</u>	<u>Marilynn Sanderson</u>
Parent	<u>Heidi Goutham</u>	<u>Heidi Goutham</u>
Parent	<u>Traci Trust</u>	<u>Traci Trust</u>
Parent	<u>Julene Spence</u>	<u>Julene Spence</u>
Student	<u>Elsha Lance</u>	<u>Elsha Lance</u>
Student	<u>Whitney McNamee</u>	<u>Whitney McNamee</u>