

TITLE I

SCHOOLWIDE PLAN

DISTRICT: Uintah

SCHOOL: Lapoint Elementary

APPROVAL

LEA Representative

School Principal

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)	283	51	44	45	41	42	37	23
#/% Ethnicity (from Oct 1 enrollment report)	Al: 82 A: 0 B: 2 H: 7 PI: 0 W: 192							
# of LEP (from district)	P: 0 E: 0 I: 0 A: 0 F: 0							
Average daily attendance (from UPASS)	92%							
# of students that missed 10 or more days	155							
Free/reduced lunch eligibility (low income report)	52%	49%	52%	48%	46%	57%	57%	65%
Average class size reading (from school records)		26	22	23	21	21	19	23
Average class size math (from school records)		26	22	23	21	21	19	23
ELL Enrollment	0	51	44	45	41	42	37	23
Grade Enrollment	0	0	0	0	0	0	0	0
% ELL	0	0	0	0	0	0	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	\$150,000.00							
Title 2								
SDFS								
Land Trust								
Other								
Other								

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?	No ELL Students in School	NA	NA	NA	NA	NA	NA
Over what period of time have students maintained category E or I?	NA	NA	NA	NA	NA	NA	NA
Is there a connection between language proficiency and academic progress?	NA	NA	NA	NA	NA	NA	NA
What are the qualifications of teachers in grade levels with greatest language needs?	NA	NA	NA	NA	NA	NA	NA
Are the same accommodations used for testing used regularly in the classroom?	NA	NA	NA	NA	NA	NA	NA
What % of ELL students are classified as Special Education and are served on an IEP?	NA	NA	NA	NA	NA	NA	NA
Is there a difference between the observable use of adaptive strategies between the endorsed and non-endorsed teachers?	NA	NA	NA	NA	NA	NA	NA
Are there observable accommodations during classroom instruction time?	NA	NA	NA	NA	NA	NA	NA

SCHOOL NEEDS ASSESSMENT DATA

SPECIAL EDUCATION							
Areas of Focus	Grade Levels						
	School-wide	1	2	3	4	5	
What # and % of students are classified as Special Education and are served on an IEP?							
Are the same accommodations that are made for testing being made during instructional time? (Is the reverse true also?)							
What are the accommodations in the classroom?							
# of students of total Special Education population that are receiving English or math instruction in regular education classes with paraprofessional assistance? Without paraprofessional assistance?							
Are the ethnic/language students over represented?							
Do Special Education teachers ensure access to the core curriculum in regular education classes?							
Do Special Education teachers coordinate regularly with classroom teachers? (Is there specific time set-aside?)							
Is there observable use of the core curriculum in a resource or self-contained program?							
Notes: -							

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
Blair, Bertha				Y	
Ercanbrack, Calleen				Y	
Goodrich, Barbara				Y	
Harvey, Eileen				Y	
Huber, Suzie					
McMullin, Sherry				Y	
Thompson, Melanie					
Spendlove, Carolyn				Y	
Whitmer, Saudria				Y	
Young, Patricia				Y	

**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	71	77	79	73	82	85	88	90	89	68	80	81	72	79	81
2	80	83	85												
3							64	69	72	74	71	74	72	73	79
4	74	80	83	77	81	85	78	78	80	76	73	78	72	76	81
5	78	85	88	49	64	67	79	79	83	84	84	85	72	67	74
6	77	80	82	72	76	81	85	85	88	85	84	87	80	85	88
7	73	76	78	65	72	75	65	67	73	76	77	79	73	74	83
8	72	74	76	68	73	78	71	74	80	83	81	84	76	73	83
9	68	75	76	66	74	77	62	65	69	68	68	73	70	68	75
10				55	61	66	62	64	69	63	69	73	48	48	56
11				68	75	80	62	68	73	65	70	72	62	62	71

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	#	77	78	60	61	17	17	40	34	37	44	41	40											
	%	34	39	39	49	23	22	77	76	21	28	55	60											
Grade: 1	#	15		9		6		10		5		6												
	%	36		38		33		83		17		55												
Grade: 2	#	13	15	11	10	2	5	8	10	5	5	8	5											
	%	31	37	39	45	14	26	62	77	17	18	67	45											
Grade: 3	#	14	19	10	15	4	4	1	7	13	12	6	11											
	%	33	43	37	54	25	25	50	58	32	38	35	79											
Grade: 4	#	7	13	6	10	1	3	3	0	4	13	4	7											
	%	20	33	22	43	13	19	60	0	13	34	44	44											
Grade: 5	#	16	11	15	9	1	2	9	4	7	7	9	7											
	%	37	32	48	36	8	22	82	67	22	25	60	58											
Grade: 6	#	12	20	9	17	3	3	9	13	3	7	8	10											
	%	50	47	50	65	50	18	100	100	20	23	55	71											

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	77	79	83	72	76	77	76	74	75	47	58	57	28	28	43
2	74	73	77	63	70	77	73	71	73	49	54	56	49	52	60
3	79	81	85	73	79	79	85	77	79	56	73	73	54	56	67
4	72	71	79	66	75	75	71	71	70	47	52	52	55	61	64
5	74	77	80	77	84	84	49	65	65	36	47	47	61	67	69
6	67	69	76	58	71	73	56	66	69	68	66	70	63	64	69
7	83	87	87	72	72	73	62	69	67	54	60	62	65	76	73
8	84	82	85	66	67	69	70	72	70	71	73	72	75	81	81
9	64	75	78	33	41	54	97	92	94	60	57	61	38	49	59
10				74	80	76	62	76	77	72	64	73	17	27	35
11				74	83	84	53	62	62	34	52	54	54	72	75
12							74	73	74	69	69	71	60	58	63
13							72	76	76	50	59	63	64	74	77

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											
														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	A
School-wide	#	99	85	76	64	23	21	39	34	60	51	51	44												
	%	43	42	49	52	31	27	74	76	34	33	69	66												
Grade: 1	#	17		12		5		11		6		8													
	%	40		50		28		92		20		73													
Grade: 2	#	14	19	12	13	2	6	6	12	8	7	7	9												
	%	33	46	41	59	14	32	43	92	28	25	58	82												
Grade: 3	#	20	19	15	16	5	3	1	6	19	13	10	11												
	%	47	43	56	57	31	19	50	50	46	41	59	79												
Grade: 4	#	10	12	7	10	3	2	2	1	8	11	5	8												
	%	29	31	26	43	38	13	40	100	27	29	56	50												
Grade: 5	#	26	13	21	7	5	6	10	4	16	9	13	5												
	%	60	38	68	28	42	67	91	67	50	32	87	42												
Grade: 6	#	12	22	9	18	3	4	9	11	3	11	8	11												
	%	50	51	50	69	50	24	100	85	20	37	80	79												

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
<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 	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>
<p>Comments:</p> <p>Time:</p> <p>Funding:</p> <p>People:</p> <p>Space:</p> <p>Programs:</p>				

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				
<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:				

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>	
<p>COMMENTS:</p>				

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>Instructor uses flexible grouping to support maximum student performance and learning.</p>
	<p>COMMENTS:</p>				

MATHEMATICS RUBRIC

<u>INSTRUCTIONAL STRATEGIES</u>				
<u>BASED ON SCIENTIFICALLY BASED RESEARCH</u>	<u>LEVELS OF PERFORMANCE</u>			
	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:				
<u>INSTRUCTIONAL STRATEGIES</u>				
<u>APPROPRIATE TO DESIRED STUDENT OUTCOMES</u>	<u>LEVELS OF PERFORMANCE</u>			
	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:				
<u>INSTRUCTIONAL MATERIALS</u>	<u>LEVELS OF PERFORMANCE</u>			
	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				
<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 	LEVELS OF PERFORMANCE			
	0	1	2	3
	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
<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 vocabulary and clarify content of lesson eighty percent of the time.</p>	<p>English language learners’ primary language is used to translate unfamiliar 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>Instructor uses flexible grouping to support maximum student performance and learning.</p>
				<p>Where possible, literacy instruction should not be introduced in any language before some reasonable level of oral proficiency has been attained.</p>
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: ----- - 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 provided at least six 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
	<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
<p>Data Points</p> <ul style="list-style-type: none"> - Explanations of diagnostic and screening tools - Copies of data collected through use of tools - All summative and formative results - Staff interviews - Surveys 	<p>Screening assessments are not in place to identify students in need of additional instructions.</p>	<p>Diagnostic and screening instruments are used interchangeably or without regard to instrument's intended purpose.</p>	<p>Diagnostic and screening tools used are not currently recognized by USOE as being valid and reliable.</p>	<p>Diagnostic and screening instruments used are recognized by USOE as being valid and reliable and are used appropriately.</p>
		<p>Screening assessments are at the beginning of the year only.</p>	<p>Screening assessments are used once or twice a year on a pre-determined schedule.</p>	<p>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.</p>
		<p><i>General criteria are used for student intervention participation (e.g., failing a grade or content areas, not doing homework).</i></p>	<p><i>Teacher recommendations related to specific skill areas are used for student intervention.</i></p>	<p><i>Based on the results of screening, diagnostic tools are used to identify specific student needs and to define interventions.</i></p>
		<p>School uses only CRT results to screen.</p>	<p>Diagnostic instruments are not skill specific.</p>	<p>Valid and reliable diagnostic instruments selected test discrete skills and have sufficient items to draw conclusions.</p>
	<p><i>Results of student writing assessments are seldom analyzed.</i></p>	<p><i>Some individual teachers analyze the results of student writing performances in order to impact instruction and revise classroom work.</i></p>	<p><i>Teachers collaborate within writing content areas to analyze the results of student writing in order to impact instruction and revise curriculum.</i></p>	<p><i>Using a common performance descriptor, samples of student writing are analyzed to inform instruction and revise curriculum.</i></p>
COMMENTS:				
STUDENT INTERVENTION				
INTERVENTION PROGRAM DESIGN	LEVELS OF PERFORMANCE			
	0	1	2	3
<p>Data Points</p> <ul style="list-style-type: none"> - School improvement plans - Staff interviews - Formative and summative data - Classroom observations - Surveys 	<p>No intervention in place.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
		<p>The intervention is program directed and not responsive to student need.</p>	<p>The intervention is aligned to initial screening but is not altered based on monitoring of student progress.</p>	<p>The intervention is directly aligned to the outcomes of screening and/or diagnostic test results and assessment tools that monitor student progress.</p>
				<p>Instruction is explicit and of sufficient duration to accelerate student learning.</p>
				<p>Intervention is provided by a highly qualified reading teacher.</p>
		<p>Intervention is in place of regular reading instruction. Instruction is not varied or coordinated with classroom instruction.</p>	<p>Intervention is in addition to the regular classroom reading instruction but is not coordinated with regular classroom instruction.</p>	<p>Intervention is in addition to, not in place of, regular classroom instruction. It is coordinated with regular classroom instruction.</p>

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. Lapoint Elementary School is supporting teachers who are taking the Praxis test by encouraging them to complete the test/s in a timely manner. Mentors are provided for Level One teachers in the Early Year Enhancement (EYE) program.

The school will continue to hire candidates from the hiring pool in 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?

Students from Utah State University will continue to complete a practicum at the school in order to help them see the possibilities of working at this Special School. Teachers will also complete student teaching at Lapoint Elementary School.

3. How will alternative routes to licensure used in the school, if any, to provide highly qualified educators?

When necessary, we will recruit teachers through ARL.

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?

Parents are notified about teacher status by letter in the fall of the school year.

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 Utah State University, allows many employees to receive additional training. Endorsements such as ESL, Reading and Math, 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. Lapoint Elementary School provides an excellent training to college students each year.

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?

The principal of Lapoint Elementary School will collaborate with universities seeking to place student teachers in classrooms at Lapoint.

8. How will the school ensure that educators teaching English language learners are:
 - Proficient in the language(s) of instruction?
 - Proficient in the research based methods of instruction?
 - Proficient in the assessment of language acquisition and academic achievement?

There are no students at Lapoint Elementary School who are not English speakers. Nevertheless, there are approximately 31% who are ELL because they are in Native American homes who do not speak standard English.

Workshops/classes are regularly offered to all staff to help them teach Native American children more effectively.

A trained paraprofessional does the assessment necessary for ELL students. ELL students who require testing accommodations on other tests are given it.

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 these problems.

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 seek and retain Highly Qualified teachers. Ongoing training will be provided to all staff in subject including but not limited to reading and math. Mentors are provided to each new teacher as is required by law.

11. How will the school recruit, train, and retain ethnically diverse educators, counselors and others?

The school will continue to seek highly qualified candidates from all ethnicities.

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's.

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. Teachers must maintain a Curriculum Map which aligns to the core. Students are regularly tested 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 receive regular training for test evaluation. All teachers participate in Professional Learning Communities on a regular basis to assess student learning.

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 tested regularly.

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?

All students receive quality education and regular monitoring. Success of instruction is measured for student in grades 2-5 by the NWEA. All students who are at risk are monitored at least twice a month with DIBELS.

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 receive quality education and regular monitoring. Success of instruction is measured for student in grades 2-5 by the NWEA. All students who are at risk are monitored at least twice a month with DIBELS.

7. How are the LEAs plans for instruction aligned to Utah's Core Curriculum, graduation requirements, and individual performance levels of students?

All school improvement goals are directly related to the Core curriculum and professional development. 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. All students have supervised access to this source. A computer lab was upgraded and an instructor was hired in the 2006-2007 year in order to provide training in technology for all students.

One teacher at Lapoint Elementary School has been trained in the eMINTS program. Fifth grade students receive instruction using computers in all subject areas.

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 language arts program used at Lapoint Elementary is research based. It includes: A solid 4 block curriculum with an emphasis on 6 trait writing and Writers Workshop.

Elements include:

Phonics: Strategies of Phonics Instructions (a systematic approach to Phonics instruction by Patricia Cunningham, Intensive Phonics and Reading for all Learners.

Phonemic Awareness: All teachers in Kindergarten and first grade have attended the Reading Academy and received intensive training with regards to phonemic awareness. They also have the materials to support their instruction.

Spelling: Rebecca Sitton spelling

Fluency and Comprehension: monitored by DIBELS

Writing Process: 6 traits and Writer's workshop training has been given to all staff. The newer teachers this year are still learning these strategies/programs

CELL ExLL training is being given to all teachers

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 Lapoint Elementary School is based on the Core: Each of the teachers has 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

All teachers at Lapoint Elementary have received research based instruction with the Core Academy in the summers of 2002-2006. The emphasis, of the academy, is integrating science and math core standards throughout the curriculum.

Teachers will receive additional math training in the 2007/2008 school year as they prepare to adopt new math materials.

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 Lapoint Elementary have received research based instruction with the Core Academy in the summers of 2002-2006. The emphasis, of the academy, is 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.

Social Studies: Uintah Basin History Project

World Languages: none

Fine Arts: Dance, Art, Music, and Drama activities for teachers are provided at the Utah Fine Arts Networking Conference. Training is also provided by artworks for kids.

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?
 - a. Analyzing and using test data
 - b. Research based strategies for phonics instruction in all grades
 - c. On-going math instruction
 - d. PLC training

2. How have administrators, parents, teachers, support staff, and students been involved in the development of the professional development plan?

Teachers and staff met for several months, in committees, to evaluate and assess school needs. State observers made recommendations upon their observations and a plan was written. The plan is regularly reviewed as components of the plan are evaluated and reworked.

Lapoint Elementary School desires to become a Professional Learning Community (PLC). Training will be provided to all staff and interested members of the Lapoint School Community Council in the 2007-2008 school year.

3. What are the times required for and the anticipated costs of implementing and maintaining the plan?

The school plan requires two years to implement. The cost of the first year is approximately \$165,000

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 administration analyze student test scores and deficiencies are noted. Professional Development is determined by recommendations from the Utah State Office of Education and from the local Elementary Principals group.

5. How will the school evaluate to what extent professional development results in changes in teacher effectiveness?

The school will see Improved student test scores with more students achieving proficiency.

6. How will the school help educators to become highly qualified in their assigned field of teaching?

The school administration and school district regularly offer classes and workshops to teachers. The school district offers low-cost or free classes to help under-qualified teachers

the opportunity to become endorsed. Lapoint Elementary School is supporting teachers who are taking the Praxis test by encouraging them to complete the test/s in a timely manner.

Mentors are provided for Level One teachers who are in the Early Year Enhancement (EYE) program. The school will continue to hire candidates from the hiring pool in the district.

7. How will the school use data on educator quality and student achievement to plan professional development?

Teachers and administration analyze student test scores and deficiencies are noted. Students are then placed in target groups and receive additional instruction. Target groups are monitored three times a year with educational teams which includes but are not limited to: Principal, special education teachers, classroom teachers, parents, paraprofessional and volunteers who work with children.

Professional Development is determined by recommendations from the Utah State Office of Education and from the local Elementary Principals group.

8. How will the school provide training for educators on effective parent involvement strategies?

The Lapoint Community School Council (LSCC) meets monthly with concerns and plans. Parents recommend their needs for training needs. Parent involvement is regularly discussed in staff meetings.

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

All training which has to do with reading is available to paraprofessionals who assist in reading instruction or practice. Training for behavior management is available to all staff.

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?

Lapoint Elementary teachers and staff use the basic principles of Love and Logic to create a loving and caring environment for their classrooms. This will be coupled with a strong school discipline plan which encourages children to solve their own problems in a respectful way.

11. How will the school use data on educator quality and student achievement to plan professional development?

12. 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?

Ongoing research-based instruction is provided to teachers in language arts and math.

13. 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 administration at Lapoint Elementary School regularly uses recommendations and/or personnel from the USOE. The Special Education department at Lapoint Elementary School regularly uses consultants from the UPDC when they are available. There is some discouragement from Lapoint Elementary School Administration with using these personnel because the wait time is usually unreasonable because of the location of the school.

14. 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?

As an administrator becomes more familiar with testing such as DIBELS, CRT, and NWEA and the storing of data on COGNOS, he/she will be a better instructional leader for the staff.

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

Analyzing and adjusting the School Improvement Plan (SIP) helps determine the school professional development needs.

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?

The Connections program currently has a before and an after-school tutoring program supported by the staff.

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?

Testing of students who receive extra services occurs at least twice monthly. Formal evaluation, of the progress of children who receive support services, occurs a minimum of 3 times per year.

3. How will the school seek discretionary funds to address the need for additional services needed to improve student achievement?

All discretionary funds are used to maintain small class size and support additional support personnel.

4. Will the school provide funds to support preschool programs for children?

There is no pre-school program for children at Lapoint Elementary School at this time.

5. As the school provides services to students with disabilities, how will those services align with IEPs and 504 plans?

Services to children are aligned in team planning meetings.

6. How will the school determine the students who have access to additional services?

Additional services to students are made possible by referrals from, but not limited to: parents, teachers, academic teams, community members, family members and other schools and administration.

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

There are no non-English speakers at the school.

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

All parents fill out surveys upon registration to the school. If the parent has indicated a language deficit, the child is tested using the IPT. Children who are observed with a language deficit are tested by the ESL coordinator or by Special Education.

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

Testing of students who receive extra services occurs at least twice monthly. Formal evaluation of the progress of children who receive support services occurs a minimum of 3 times per year.

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.

The school receives no migrant education program funds.

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

Students enrolling at Lapoint Elementary School are tested within two weeks of their arrival. Necessary placements are made following evaluation of the student's needs.

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

All children have access to all education programs. Students do not pay any extra fees for any academic programs.

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?

No students at Lapoint Elementary School are in these community programs

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?
Regular team meetings with all support personnel who teach at-risk children are held to make sure that all team members are supporting the child's plan
- ◆ with limited English proficiency?
Regular team meetings with all support personnel who teach at-risk children are held to make sure that all team members are supporting the child's plan
- ◆ with disabilities?
Regular team meetings with all support personnel who teach at-risk children are held to make sure that all team members are supporting the child's plan. Annual IEP's are held. Classroom teachers and Special Ed teachers regularly collaborate.
- ◆ who are migratory?
There is no migratory population at the school.
- ◆ who are neglected or delinquent?
Referral to local agencies in the case of criminal behavior or neglect or abuse

- ◆ who are Native American?
Regular team meetings with all support personnel who teach at-risk children are held to make sure that all team members are supporting the child's plan. Native American tutors in the school often make the home communications.
- ◆ who are homeless?
Regular team meetings with all support personnel who teach at-risk children are held to make sure that all team members are supporting the child's plan
- ◆ who are immigrant?
There is no immigrant population at Lapoint Elementary School at this time.

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

Parent training: literacy training is provided to parents once a year, family math camps have been held.

Professional Development: Math instructors have been provided additional resources and training.

Class size reduction: One teacher has been hired to decrease class loads. This is essential because Native American children, and many others, are more responsive in smaller environments.

Title One paraprofessionals: Children receive One on One tutoring in reading and small group instruction with their class.

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?

Lapoint Elementary teachers and staff use the basic principles of Love and Logic to create a loving and caring environment for their classrooms. This is coupled with a strong school discipline plan (High Five) which encourages children to solve their own problems in a respectful way.

17. Describe the school's performance indicators for drug and violence prevention programs.

There are no performance indicators for the school. The number of behavior referrals to the office is a measure of the school's control of violent behavior.

18. Describe how the drug and violence-preventing program will reduce the prevalence of specific identified risk factors.

Students participate in instruction using the Utah State Core, Red Ribbon Week activities and the Spring Health and Safety Fair. Most Staff are trained and using the Prevention Dimension.

19. Describe how the drug and violence prevention program will increase the prevalence of protective factors or assets.

Instruction which is given to students is used to help students make better-more informed life choices.

20. Describe how the school will assess and publicly report progress toward attaining the performance measures outline in the drug and violence prevention program.

There is no formal program for that reporting. A weekly newsletter is sent home with all children. Often health and safety issues, concerns and articles are included in the text of the newsletter.

5. 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?

The Special Education Department regularly informs parents of their rights. A meeting is held for each child who is At Risk 4 times a year to discuss the child's progress. Regular parent-teacher conferences are held. A weekly newsletter is sent home from the Administration which shares, events, educational suggestions, parent rights and other information.

2. How will the school promote parent and family involvement in their student's schools?

The Special Education Department regularly informs parents of their rights. A meeting is held for each child who is At Risk 4 times a year to discuss the child's progress. Regular parent-teacher conferences are held. A weekly newsletter is sent home from the Administration which shares, events, educational suggestions, parent rights and other information.

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
Weekly progress letters are sent to every family every Tuesday.
- State system of accountability
Home letters once a week
- Student achievement
Copies of test results are sent home as soon as they are available.
- Attendance
Parents receive phone calls and letters indicating attendance needs. Court referrals are made as needed for parents who do not comply with the Uintah School District attendance policy.
- Availability of supplemental programs
Regular notes are sent home when there is a vacancy in the Connections program. Parents are informed when children are recommended for supplemental programs by letter or phone call.
- Placement in supplemental programs including English language acquisition programs, and tutoring programs
Parents are informed when children are recommended for supplemental programs by letter or phone call.
- Graduation requirements

This is not necessary in elementary school. Parents of children who are being recommended for retention are informed at least 6 weeks before the end of the school year.

- Disciplinary policies
Phone calls, home visits or letters inform parents when there is a disciplinary problem.
- Disciplinary actions
Phone calls, home visits or letters inform parents when there is a disciplinary action.

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 mail or phone call.

5. How will the school involve parents of migratory children in the planning, implementation, and assessment of the Migrant Education Program?

There are no migratory children in this attendance area.

6. How will the school use technology to promote parent and family involvement in their student's education?

Grades 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 children's home language is identified when the child registers for school.

8. How will the content of this plan be made available to the school community?

This plan will be reviewed by a team prior to notifying the public. The community will be informed of the intent to submit this plan through the Family Tuesday letter for two weeks.

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 will be the greatest way to measure parent involvement.

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 children. Copies of the child's plans are given to them.

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?

Students have supervised access to technology. Parents may use the computer lab at school upon availability and on weekly family nights.

2. How will the school use technology to provide, support and supplement instruction in Core Curriculum areas?

Technology is used to enhance instruction as often as it is available. The level of use is determined by the familiarity of the technology by the teachers.

3. How will the school use technology to provide, support and supplement English language acquisition?

Technology is used to support language goals for all students.

4. How will the school improve student technology literacy?

Fifth grade teachers have received eMINTS training. Other staff members are encouraged to use technology by frequent class offerings provided by the Uintah County School District.

5. Describe how the school uses technology to deliver professional development?

Some professional development is given with Power point presentations. Some training is available on the internet.

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?

Fifth grade teachers have received eMINTS training. Funding was provided by the Lapoint School Community Council to train another teacher in eMINTS. Other staff members are encouraged to use technology by frequent class offerings provided by the Uintah County School District.

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?

These courses are not appropriate for elementary school. Teachers are accessing some courses, however, on distance learning.

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?

The Uintah County School District has a technology committee with a representative from each school. This representative informs the staff of necessary upgrades and equipment needs.

9. How will technology be distributed and used to support online assessment?

The school is currently taking the NWEA on-line and will also take part of the Core tests on-line.

10. How will the school use technology to increase communication between educators, parents, and students?

Teachers and parents who have computers regularly communicate through the internet. The administration communicates with staff every week through the internet. Teachers will develop Web sites and have assignments posted when they learn that feature of the internet. Students are preparing for the Core test with the TIPS program.

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 are preparing for the Core test with the TIPS program. Students with IEP or 504's will use technology as directed by their 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?

More students will create presentations using the internet. More writing will be completed on the computers. More teachers will regularly use the lab for instructional purposes.

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

There are no plans for program collaboration with adult literacy service providers at this time.

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?

The Uintah County School District is providing assistance to the school through NWEA training, and COGNOS training to help the school regularly monitor student achievement.

2. Describe how the school will identify and implement effective instructional programs and practices based on scientific research.

The principals in the Uintah County School District collaborate to identify and implement effective instructional programs which are research-based.

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.

The school has the responsibility to allocate the title one funds in such a way that there is not duplication of funding from different sources.

4. Describe how the school will analyze and use student performance data.

The school is providing instruction to teachers concerning the way to analyze the student performance data.

5. Describe the process by which the school will use student performance data to reallocate resources (time, people, and money) to meet identified needs.

The administrator will make resource allocation decisions depending on the following criteria:

- a. effectiveness of existing program
- b. changing needs
- c. availability of supplementary funding
- d. agreement of district consultants

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

Data collection is done in the classroom level for some tests and through District /state records for others. There is no written protocol for entering data. Confidentiality is regularly discussed at staff meetings

7. Does the school have an established process for dealing with data collection questions and issues?

Data collection is done in the classroom level for some tests and through district /state records for others. There is no written protocol for entering data. Confidentiality is regularly discussed at staff meetings

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?

All testing personnel are trained twice a year by Uintah County School District.

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 power point presentation prepared by the Uintah County School District, reviews testing standards. Personnel sign a training log of attendance.

10. How did the school distribute the school's test security plan?

All testing personnel are trained twice a year. A power point presentation prepared by the Uintah County School District, reviews testing standards. Personnel sign a training log of attendance. 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 at administrative meetings. The administrator disseminated that information on to the staff.

- Compare standardized test results to classroom assessments (i.e., are they converging and what are the areas of strength and areas of weaknesses)?

Classroom assessments become more like standardized tests as teachers focus on core objectives. In most cases the classroom assessments are a more accurate picture of knowledge acquisition because there are more samples of each objective.

- Analyze data and utilize data to make instructional choices and decisions.

Classroom teachers receive regular training for analysis and utilization of test results.

12. How does the school prepare educators to evaluate instructional practices based on assessment results?

Classroom teachers receive regular training for analysis and utilization of test results.

13. How does the school prepare educators to evaluate multiple years of test results to view patterns of growth, success and needs?

Test data is provided to each teacher as they receive a child. The teacher looks and the trends and patterns in order to plan effective small and large group instruction. Teachers are learning how to use data on COGNOS to make quick observations about students.

14. How does the school prepare educators to align instruction to the State Core Curriculum?

All teachers have received training on curriculum mapping. Teachers have developed maps and revise them each year. Training at the Utah Core Academy helped teachers be more aware of the core objectives and strategies to teach them.

15. How does the school prepare educators to understand meaningful disaggregated group differences in performance, and how to focus instruction accordingly?

Teachers have data from tests which indicates the testing strengths of all students. Using that data, teachers design small and large group's instruction based on needs.

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?

All students are tested within the first 10 days of school using multiple measures. If a student enters during the year, s/he is tested within 10 days. Teachers make decisions for placement based on availability of resources and student needs.

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

Every teacher has a safe and drug free curriculum during Red Ribbon Week. Several grades provide supplemental instruction through the year on topics such as Tobacco use, bullying, safety and friendship. Children received a strong curriculum on Safe and Drug-Free Schools through the Connections program. Selected grades use the Positive Action program.

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?

The school plan is revised annually depending on available resources and student needs.

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 at Lapoint Elementary School are used to fulfill the goals from the School Improvement Plan. There is no duplication of services because the administrator and committee boards have common membership to check and balance the procedure.

3. How will the school evaluate educator effectiveness with regard to student achievement?

Analyze the improvement of test scores.

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?

Analyze the improvement of test scores.

SCHOOLWIDE PLANNING COMMITTEE

Committee	Name	Signature
Principal	<u>Carol Anne Parrish</u>	<u>Carol Anne Parrish</u>
Asst. Principal	_____	_____
Teacher	<u>Kathy Worthen</u>	<u>Katharine H. Worthen</u>
Teacher	<u>Jana Culp</u>	<u>Jana Culp</u>
Teacher	<u>Carren Martensen</u>	<u>Carren Martensen</u>
Teacher	<u>Maurine Luck</u>	<u>Maurine Luck</u>
Teacher	_____	_____
Teacher	_____	_____
Paraprofessional	<u>Eileen Harvey</u>	<u>Eileen Harvey</u>
Paraprofessional	<u>Sherry McMullin</u>	<u>Sherry McMullin</u>
Parent	<u>Margaret Slauch</u>	<u>Margaret Slauch</u>
Parent	<u>Andrea Schoenfeld</u>	<u>Andrea Schoenfeld</u>
Parent	<u>Candice Slauch</u>	<u>Slauch</u>
Parent	<u>Cindy Sorensen</u>	<u>Cindy Soren</u>
Student	_____	_____
Student	_____	_____