

COPPER HILLS ELEMENTARY SCHOOL



Address: 7635 WEST 3715 SOUTH
MAGNA UT84044-2399

Principal: TRACY ROSE

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Demographics

School Profile	2015-2016		2016-2017		2017-2018	
October 1st Enrollment						
Asian	4	▲ 2	5	▲ 1	N/A	N/A
Black	10	▼ 3	5	▼ 5	N/A	N/A
Caucasian	311	▲ 28	310	▼ 1	N/A	N/A
Native American	3	▲ 1	6	▲ 3	N/A	N/A
Pacific Islander	35	▲ 1	29	▼ 6	N/A	N/A
Hispanic	201	0	198	▼ 3	N/A	N/A
Total:	564	▲ 29	553	▼ 11	N/A	N/A
Free and Reduced Lunch	68.6%	▼ 0.7%	60.8%	▼ 7.8%	N/A	N/A
Average Attendance	94.9%	▼ 3.9%	N/A	N/A	N/A	N/A
Mobility	21.0%	▼ 5.1%	N/A	N/A	N/A	N/A
Stability	79.0%	▲ 5.1%	N/A	N/A	N/A	N/A
Served by Special Education	18.3%	▲ 1.5%	13.4%	▼ 4.9%	N/A	N/A
Limited English Proficient	28.9%	▼ 1.8%	26.2%	▼ 2.7%	N/A	N/A

Assessment Data

Student Assessment of Growth and Excellence (SAGE)	2015-2016	2016-2017	2017-2018
School Accountability Reports	2015-2016	2016-2017	2017-2018
Utah Comprehensive Accountability System (UCAS)			
School Grade	C		

School Generated Data

DIBELS Scores								
2014-2015			2015-2016					
Grade:		Begin(%)	End(%)	Grade:		Begin(%)	End(%)	
K	Benchmark	41	64	K	Benchmark	44	52	
	Strategic	14			Strategic			
	Intensive	45			Intensive			
01	Benchmark	40	42	01	Benchmark	50	42	
	Strategic	13			Strategic			
	Intensive	47			Intensive			
02	Benchmark	45	54	02	Benchmark	46	51	
	Strategic	10			Strategic			

	Intensive	45			Intensive		
03	Benchmark	55	68	03	Benchmark	41	49
	Strategic	12			Strategic		
	Intensive	33			Intensive		
04	Benchmark	52	56	04	Benchmark	58	65
	Strategic	13	23		Strategic		
	Intensive	35	21		Intensive		
05	Benchmark	49	57	05	Benchmark	39	54
	Strategic	25	23		Strategic		
	Intensive	26	20		Intensive		
06	Benchmark	82	81	06	Benchmark	69	70
	Strategic	7	11		Strategic		
	Intensive	11	8		Intensive		

Commitments

Commitment to All Students

Check all that apply:

Tier 1: Whole group instruction

- Assess all students routinely and identify students' academic and/or behavioral support needs
- Improve core instruction including the use of informal assessment and re-teaching to maximize student learning
- Integrate differentiated strategies during instructional delivery
- Increase student achievement by utilizing student engagement strategies during core instruction
- Increase academic engagement by utilizing behavioral systems during core instruction
 - common student expectations
 - classroom rules
 - positive reinforcement
 - school-wide system of positive behavior support
- Establish a school culture rooted in respect, responsibility, and excellence.

Please list any supplemental tools or practices: (Optional)

Commitment to Academically At-Risk Students

Tier 2: Targeted small group instructional interventions/extensions to core instruction

- Differentiate curriculum and instruction based on students' targeted learning needs
- Provide instructional interventions/extensions in small group settings
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction
- Increase academic achievement by utilizing targeted student engagement strategies
- Increase academic achievement by utilizing targeted behavior management strategies
- Extend learning time



Please list any supplemental tools or practices: (Optional)

Tier 3: Individualized instructional interventions for students' intensive needs supplemental to Tier 1 and Tier 2 instruction



Individualize curriculum and instruction based on students' intensive learning needs



Provide individualized instruction and supports



Increase academic achievement by utilizing individualized student engagement strategies



Increase academic achievement by utilizing individualized behavior management strategies



Utilize progress monitoring data to evaluate whether students are benefitting from intensive instruction



Use research based strategies/practices



Extend learning time

Please list any supplemental tools or practices: (Optional)

Commitment to Culturally and Linguistically Diverse Students

Required:



Embed multiple cultural and ethnic perspectives into the curriculum



Engage students in analyzing issues from multiple perspectives



Use REACH (Respecting Ethnic And Cultural Heritage)



WIDA English Language Development Standards



Use SIOP (Sheltered Instruction Observation Protocol) for teaching English Language Learners



Submit Title III Assurances to Educational Equity
(Submission of the Title III Assurances fulfills Section 4: Commitments for ELLs)



Administer and analyze parent and student school climate surveys

What curriculum tools and supplemental instructional programs are you using?

K-12



Imagine Learning English (computer assisted software)

Elementary Only



Wonders (ELD Supplement)



GO Math! ESL Support

Other - please describe: (Optional)

Commitment to Gifted/High Achieving Students

Check all that apply:

Level 1: Differentiation within Regular Classroom (mildly advanced)

- Differentiated curriculum and instruction for high ability learners
- Flexible groupings including by ability or interest
- Advanced materials and textbooks

Other - please describe: (optional)

To be in compliance, a school should select at least one option from either Level 2 or 3. It is not necessary to have options in both levels.

Level 2: Specialized Academic Grouping (mildly advanced to gifted)

- Elementary cluster grouping with gifted endorsed teacher

Level 3: Specialized Academic School Classes (moderately advanced to gifted)

Commitment to Students with Disabilities

Required:

- Follow Policies and Procedures to ensure that all students with disabilities who are in need of special education and related services are identified, located and evaluated
- Identify students' intensive learning needs through comprehensive evaluation by a multidisciplinary team using a combination of formal and informal measures
- Develop individual plans, including direct services and supports to meet the needs of students with disabilities
- Provide a continuum of service options to meet the individual needs of students with disabilities
- Use evidence-based curriculum and strategies with fidelity to meet the individual needs of students with disabilities
- Differentiate and/or modify curriculum and instruction based on students' individual learning needs
- Increase academic engagement by utilizing evidence-based classroom engagement and behavior management strategies
- Use ongoing progress monitoring data to evaluate whether student is benefitting from individualized education program
- Provide access to the general curriculum and opportunities with non-disabled peers in the least restrictive environment

The following curriculum, instructional strategies and assessments are supported by the Special Education Department as supplementary to the general curriculum materials, strategies and assessment tools.

Elementary Special Education


Check all that apply:


Curriculum for Elementary Special Education

What curriculum tools and supplemental instructional programs are you using for resource settings?


Reading


- Early Interventions in Reading I & II


 Language for Learning

 Wonder Works


Social Skill


 Super Heroes

 Tough Kids

 Think Social

Mathematics

 Go Math!

 Touch Math

Curriculum for Elementary Special Education

What curriculum tools and supplemented instructional programs are you using for self-contained settings?

Reading

 Wonder Works

Language, Oral & Written

Mathematics

Writing


Social Skills

Instructional Strategies for Elementary Special Education

What instructional strategies are you using?


(Supported Instructional Grouping Strategies are ordered from least to most intensive)


Less Intensive (These services are provided as push-in or pull-out based on student need)

 Small homogeneous group of 3-5 students, 80% or greater special education students

 Adjust instruction/services based on student progress

More Intensive (These services are provided in addition to the services listed under Less Intensive)

 Small homogeneous group of 2-3 special education students

 Pull-out outside of whole group instruction time

 Adjusted instruction/services based on student progress

Assessment for Elementary Special Education

What assessments are you using?

- DIBELS Next: Weekly reading progress monitoring on students' instructional level
- Granite Benchmarks: Progress monitoring on students' instructional level in math, reading, and language
- CBM writing assessments - weekly
- Program assessments and/or mastery tests according to program schedule
- Diagnostic assessment
- DLM

Tier 1 Curriculum & Assessment for Elementary Students in English Language Arts

Check all that apply:

Curriculum - Utah ELA Core Standards supported by the GSD instructional framework (curriculum maps, lesson design template, assessments).

What curriculum tools are you using?

- Wonders – Adopted elementary reading curriculum for Granite School District

Instructional Supports

What instructional supports and materials are you using?

- Wonders Differentiated
- Instructional Materials for Approaching, On, Beyond, ELL Levels (Level Up Lessons, Access Complex Text, ELL Supports etc.)
- William and Mary Curriculum for Advanced Learners
- Six Minute Solution
- Utah Compose
- Leveled Readers
- Wonders

Instructional Strategies

What instructional strategies are you using?

- Use heterogeneous whole group instruction in Reading/Language Arts integrated with other content areas to teach the Utah ELA Core Standards
- Use whole group instruction to teach phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and written language
- Use small group differentiated instruction in flexible homogeneous groups designed to meet the instructional needs of students

Assessment

What assessments are you using?

Required:

- DIBELS Next
- Granite Benchmark
- SAGE

Optional:

- Wonders lesson/unit
- Core Phonics Screener
- Utah Compose
- Common Formative Assessments

Tier 1 Curriculum & Assessment for Elementary Students in Mathematics

Check all that apply:

Curriculum

What curriculum tools are you using?

- Houghton Mifflin Go Math!
- Every Day Counts

Instructional Supports

What instructional supports and materials are you using?

- Elementary and Middle School Mathematics, 7th Ed.
- Math literature
- Technology (calculators, computers, iPods, iPads, interactive boards)
- Journals
- Math vocabulary
- Manipulatives
- Online district created materials

Instructional Strategies

What instructional strategies are you using?

- Use heterogeneous whole group instruction daily for all students following curriculum maps and pacing guides
- Use small group differentiated instruction daily in flexible homogeneous groups designed to meet the instructional needs of students
- Create small groups to accommodate students of varied skill levels and provide leveled feedback

- Teacher-directed small group instruction
- Independent academic learning centers
- Vocabulary activities
- Partner games
- Independent math practice
- Math projects
- Math journals/writing
- Advanced enrichment activities

Other services for instructional strategies: (Optional)

Assessment

What assessments are you using?

- Granite Benchmark Assessments
- HMH Go Math! assessments

College and Career Readiness

Please briefly describe how your school is addressing College and Career Readiness.

Create early awareness, knowledge, and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.

- Develop an early warning system for at-risk students (PLCs, Student Support Teams, etc.)
- Implement programs focused on problem solving, decision making, responsibility, self-management (school-wide positive behavior supports, etc.)
- Integrate college and career awareness into curriculum (mock job/college applications, school store, writing letters to colleges, college/career reports, etc.)

Recommended Supports:

- Elementary counseling professionals (social workers, school psychologists, counselors)
- Positive Behavior Supports - PBS or ABC/UBI

Goal - Increase Achievement for Every student

Focus Area/Objective 1:

Choose or write at least one measurable objective:

Literacy

- The average proficiency score by grade for 2nd - 6th grades as measured by the Granite ELA Benchmarks from pre to post test for either 1st and/or 2nd Semester will increase by %

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
2 nd Grade	%	%	%	%	%	%
3 rd Grade	%	%	%	%	%	%
4 th Grade	%	%	%	%	%	%
5 th Grade	%	%	%	%	%	%
6 th Grade	%	%	%	%	%	%

- The percentage of students showing growth in grades K-6 in Reading using DIBELS Next Benchmark Assessment, comparing BOY to EOY of the current year, will increase based on established District goals.

Grade Level	BOY 2017	EOY 2017	Growth Goal	Actual Growth
K	48%	%	64%	%
1	51%	%	53%	%
2	58%	%	62%	%
3	56%	%	71%	%
4	46%	%	52%	%
5	52%	%	65%	%
6	55%	%	57%	%

- Other

Focus Area/Objective 2:

Choose or write at least one measurable objective:

Elementary Math

The number of proficient students will increase by 3% as measured by SAGE

	2015-16	2016-17	Growth
	%Proficient	%Proficient	
4 th Grade	48.8%	%	%
5 th Grade	35.1%	%	%
6 th Grade	26%	%	%

The average proficiency score by grade for 1st - 6th grades as measured by the Granite Math Benchmarks from pre to post test for both 1st and 2nd Semester will increase by %

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
1 st Grade	%	%	%	%	%	%
2 nd Grade	%	%	%	%	%	%
3 rd Grade	%	%	%	%	%	%
4 th Grade	%	%	%	%	%	%
5 th Grade	%	%	%	%	%	%
6 th Grade	%	%	%	%	%	%

Other - please describe: (Optional)

Action Steps

Literacy

Please write 3 action steps to achieve your goals in Literacy from Section 6: (Increase achievement for every student)

1. We will practice fluency and retell in small groups.
2. Learning objectives will be posted, referred to and verbalized by students.
3. Small groups will be used to teach target skills by the teacher and aide, progress monitoring will take place according to district schedule.

Mathematics

Please write 3 action steps to achieve your goals in Mathematics from Section 6: (Increase achievement for every student)

1. Learning objectives will be posted, referred to and verbalized by students.
2. Reteach and enrichment time will be provided to all students for target skills.
3. Progress will be monitored and recorded in student data books and tracked by teacher.



Parent and Community Engagement

Please write 3 action steps to achieve your goals in Section 8: (Enrich and Increase Parent and Community Engagement)


1. Teachers will call all parents that have not signed up for SEP's and help schedule appt.
2. Teachers will conference with parents in person or via phone if one to one meeting is not possible.
3. If failed to contact parent via phone, email will be sent out with student progress attached.

Goal – Enrich and Increase Parent and Community Engagement

Required:

-  100% of teachers will have a web presence that is information-based and up to date
-  School will maintain a well-designed, up to date, information-based school web site

Choose or write at least one additional measurable objective:

-  100% of parents will attend individual SEP conferences or be contacted by the teacher using email, phone or mail (Elementary only)

School-Wide Behavior Plan

School-Wide Expectations:

Positively stated specific behavior expectations(list 3-5):

1. Be Safe
2. Be Responsible

- 3. Be Respectful
- 4.
- 5.

Consensus established for these expectations (Check all that apply): Date 9/9/16

- Faculty meeting
- PLC

Expectations are communicated to the following stakeholders (Check all that apply):

- Administrators, Faculty and Staff
 - Faculty meeting Date 9/9/2016
 - Other PLC
- Students
 - Assembly Date 9/16/16
- Parents/Community
- Newsletter
- School Website

Steps followed to teach and model School-Wide expectations at the school-wide, grade, and classroom levels:

- 1. Beginning of year Kick Off Assembly Date 9/16/16
- 2. Teacher directed lessons for school-wide/classroom expectations
- 3. Tour of school common areas with instruction on expectations in each location
- 4. Student Body Officer/student leadership presentations

Behavior supports are used to specifically reinforce school-wide expectations: Check all that apply

- 200 Club
- Lunch with principal or other adult
- Positive calls home
- Bulletin Board
- Free admission to extra-curricular school activities
- Every Day Counts- attendance program

School-Wide System to Address Behavior Violations:

Bullying, harassment, and physical aggression,
or any violation of school-wide expectations

Behaviors that violate school-wide expectations are clearly defined for all students.

- Yes

Behaviors that violate school-wide expectations are defined by levels of severity to address all students.

- Yes

A hierarchy of consequences based on the severity of the violation is established for all students.

- Yes

- Lines of evidence on file (i.e., procedural documents, flow charts, hierarchy organizer)

Methods used to communicate these procedures to Administrators, Students, Teachers, and Parents

(Mark all that apply)

- Posting within the school
- E-file
- Posted on school website



Monitoring of behavior expectations:

Administration/Faculty/Staff are aware of responsibilities for monitoring behavior in common areas:

- Hallways
 - Cafeteria
 - Restrooms
 - Outside areas
 - Library
 - Computer Lab
 - Auditorium/Multipurpose Room
-

Reporting/Documenting procedures:

- Administration Training Date **8/12/16**
- Faculty Training Date **9/16/16**
- Staff Training Date **9/16/16**

Administration/Faculty/Staff understands reporting procedures for severe behavior (including suicidal ideation).

- Office Discipline referrals (ODRs)
 - Electronic documentation (Educator's Handbooks, Discovery)
- Direct Verbal report to Administration
 - And/or Counseling Professional for suicidal ideation
- Parent notification for all students involved
- Student Support Team Review
- Safe School/Conduct violations

Administration is aware of documenting procedures for severe behavior incidents (including suicidal ideation)

- Discovery documentation
- Written report

Students are aware of reporting procedures for behavior incidents that involve themselves or others.

- Written (Buddy Box, etc.)
- Direct report to Administration/Faculty/Staff

Parents/Community are aware of reporting procedures for behavior incidents that involve their students or others.

- Written/Email
- Direct report to Administration/Faculty/Staff

Reporting procedures include parent notification for behavior incidents involving their student.

- Yes

- Lines of Evidence on File (i.e., procedural handbook, documents, links) Agendas
-

Data Review of School-Wide Behavior Plan:

Behavior Data that has been reviewed:

- Attendance/Tardiness
- Office Discipline Referrals

In and out of school suspensions

School-wide behavior data is reviewed by:

- Administrator
- Leadership team
- Faculty

School-wide behavior data is reviewed by Administration/Faculty/Staff:

- Quarterly

School-wide behavior data is reviewed for disproportionality (race, gender, identity, language, ethnicity, disability):

- Yearly

School-wide behavior plan is revised based on data:

- Yearly

Revised School-wide behavior plan is shared with Administration/Faculty/Staff:

- Yearly

Lines of evidence on file (i.e., agendas, meeting notes, documents, schedules)

Agendas

Outline greatest challenges in implementation of your school-wide behavior plan this year:

Principal was new and had to find and understand what was the current procedures and what needed to be updated and changed to solve problems.

Identify focus of improvement in your School-Wide Behavior Plan for next year:

Implementing more positive supports.

Community Council Membership

School Community Council Membership Form (2015-2016)

Principal, Employees, and Parent/Guardians

Chairperson	Email	Chairperson is	Term
DANIEL BARTHOLOMA	DBartholoma@gmail.com	Parent/Guardian	One year only
Vice Chairperson	Email	Vice Chairperson is	Term
WENDY TIMOTHY	WTIMOTHY@GRANITESCHOOLS.ORG	School Employee	2014-2016
Other Council Members	Email	Represents	Term
AARON WEIGHT	gryphon.of.white@gmail.com	Parent/Guardian	2015-2017
WENDY WEIGHT	gryphon.of.white@gmail.com	Parent/Guardian	2014-2016
SARAH PRINTY	sbjensen1@gmail.com	Parent/Guardian	2015-2017
CHRIS SCOTT	cscott7365@gmail.com	Parent/Guardian	2015-2017
JOAN THOMPSON-HARRIS	JTHOMPSON-HARRIS@GRANITESCHOOLS.ORG	School Employee	2014-2016
JANICE R FLANAGAN	jrflanagan@graniteschools.org	Administrator	2015-2017
School Director	Email		
GAIL HOWE	kghowe@graniteschools.org		

School Community Council Membership Form (2015-2016)

Meeting Dates:

9/9/15, 10/21/15, 11/6/15, 11/11/15, 1/13/16, 2/17/16, 3/9/16, 4/13/16, 5/11/16

Yes No Has your plan been approved by your Community Council?

Comments:

School Community Council Membership Form (2016-2017)

1 Principal, Employees, and Parent/Guardians

The Council Chairperson and Council Vice Chairperson should not be listed twice.

Chairperson	Email	Chairperson is	Term
AARON WEIGHT	gryphon.of.white@gmail.com	Parent/Guardian	2015-2017
Vice Chairperson	Email	Vice Chairperson is	Term
TEREASA RING	tring@graniteschools.org	School Employee	2016-2018

(NOTE: If parent members do not have an email address, use principal's email)

Other Council Members	Email	Represents	Term
JOAN THOMPSON-HARRIS	jthompson-harris@graniteschools.org	School Employee	2015-2017
CHRIS SCOTT	cscott7365@gmail.com	Parent/Guardian	2015-2017
SARAH PRINTY	sbjensen1@gmail.com	Parent/Guardian	2015-2017
DANIEL BARTHOLOMA	DBartholoma@gmail.com	Parent/Guardian	2016-2018
ERIC FERGUSON	tdrose@graniteschools.org	Parent/Guardian	2016-2018
TRACY ROSE	tdrose@graniteschools.org	Administrator	2016-2018

School Director	Email
TINA WEST	twest@graniteschools.org

Meeting Dates:

2nd Wednesday of each month.

Yes No Has your plan been approved by your Community Council?

Comments:

It has been in pieces, but will be reviewed and approved as an entire document on December 14, 2016.