

# COTTONWOOD ELEMENTARY SCHOOL



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SALT LAKE CITY UT84117-7126

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## Demographics

School Profile	2017-2018		2018-2019		2019-2020	
October 1st Enrollment						
Asian	8	↓ 3	7	↓ 1	N/A	N/A
Black	12	↓ 1	8	↓ 4	N/A	N/A
Caucasian	463	0	472	↑ 9	N/A	N/A
Native American	1	0	0	↓ 1	N/A	N/A
Pacific Islander	5	↑ 1	1	↓ 4	N/A	N/A
Hispanic	18	↓ 3	11	↓ 7	N/A	N/A
Total:	507	↓ 6	499	↓ 8	N/A	N/A
Free and Reduced Lunch	8.3%	↓ 2.8%	9.6%	↑ 1.3%	N/A	N/A
Average Attendance	95.3%	↓ 0.2%	N/A	N/A	N/A	N/A
Mobility	7.8%	↑ 0.3%	N/A	N/A	N/A	N/A
Stability	92.2%	↓ 0.3%	N/A	N/A	N/A	N/A
Served by Special Education	5.5%	↓ 0.3%	4.6%	↓ 0.9%	N/A	N/A
Limited English Proficient	3.4%	↓ 1.9%	N/A	N/A	N/A	N/A

## Assessment Data

School Assessment of Growth and Excellence	SAGE	RISE	RISE
	2017-2018	2018-2019	2019-2020
<b>EN</b>	<b>82.27%</b>		
<b>MA</b>	<b>77.26%</b>		
<b>SC</b>	<b>86.09%</b>		

School Accountability Reports	2017-2018	2018-2019	2019-2020
Utah Comprehensive Accountability System (UCAS)			
School Grade			

## School Generated Data

DIBELS Scores									
2017-2018					2018-2019				
Grade:		Benchmark	Begin(%)	End(%)	Grade:		Benchmark	Begin(%)	End(%)
K	Benchmark		67	87	K	Benchmark		70	
	Strategic		25	13		Strategic		21	
	Intensive		8	0		Intensive		9	
01	Benchmark		52	93	01	Benchmark		56	
	Strategic		6	4		Strategic		30	
	Intensive		4	3		Intensive		18	
02	Benchmark		90	86	02	Benchmark		81	
	Strategic		7	9		Strategic		8	
	Intensive		5	5		Intensive		10	
03	Benchmark		92	93	03	Benchmark		92	
	Strategic		2	2		Strategic		3	
	Intensive		7	5		Intensive		6	
04	Benchmark		83	93	04	Benchmark		91	

	Strategic	8	5		Strategic	7
	Intensive	7	1		Intensive	2
05	Benchmark	80	95	05	Benchmark	93
	Strategic	15	6		Strategic	6
	Intensive	6	1		Intensive	1
06	Benchmark	92	95	06	Benchmark	98
	Strategic	8	4		Strategic	2
	Intensive	0	1		Intensive	0

## 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)

School-wide student training of school expectations and procedures, school-wide monetary system that can be used at the school store to reward students' good choices, charitable projects sponsored by the PTA nurtures a community of caring for everyone.

### 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)

STAR tutoring program and paraprofessional reading groups help support at-risk readers, small group instruction for math targets students at their ability level, grade level differentiated math power hour reviews and reteaches learning targets for struggling learners.

**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)

Teachers administer pre/post assessments to identify students needs in a timely way so that additional support/interventions are implemented. Students who are not making adequate progress in the classroom are presented to the MTSS committee. Teachers are then directed to appropriate interventions where the results are documented to show growth or for additional support consideration should there be a lack of growth.

### 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)

STAR reading support

### 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
- Curriculum compacting
- Flexible groupings including by ability or interest
- Individualized instruction
- Independent study
- Advanced materials and textbooks

**Other - please describe:** (optional)

Differentiated work

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
- Wonder Works
- Step up to Writing
- Words Their Way Within Wonder Works

**Social Skill**

- Skill Streaming
- Super Heroes
- Smart Kids
- Tough Kids

**Mathematics**

- Go Math!
- Touch Math
- ST Math
- Engage N Y

**Curriculum for Elementary Special Education**

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

**Reading**

- Early Interventions in Reading I & II
- Wonder Works
- Words Their Way

**Language, Oral & Written**

- Wonders
- Wonder Works

**Mathematics****Writing****Social Skills**

- Skill Streaming
- Super Heroes

**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
- CFA

### **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
- Six Minute Solution
- Words Their Way
- Utah Compose
- Leveled Readers
- Wonders
- Phonics Template
- Dyad Reading

### **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
- RISE

##### Optional:

- Core Phonics Screener
- Words Their Way Spelling Inventory
- 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!
- ST Math

#### **Instructional Supports**

#### **What instructional supports and materials are you using?**

- Math literature
- Technology (calculators, computers, iPods, iPads, interactive boards)
- Journals
- Math vocabulary
- Manipulatives

### **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
  - Independent math practice
  - Math projects
  - Math journals/writing
  - Advanced enrichment activities

#### **Other services for instructional strategies:** (Optional)

Power Hour - differentiated math instruction across the grade level targeted at their learning needs

### **Assessment**

#### **What assessments are you using?**

##### **Required**

- Granite Benchmark Assessments

##### **Optional**

- CFA

## **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.**

- Implement programs focused on problem solving, decision making, responsibility, self-management (school-wide positive behavior supports, etc.)

#### **Recommended Supports:**

- Elementary counseling professionals (social workers, school psychologists, counselors)
- Positive Behavior Supports - PBS or ABC/UBI
- Discussion with students and parents about college and career aspirations in SEP meetings

## **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 2<sup>nd</sup> - 6<sup>th</sup> grades as measured by the Granite ELA Benchmarks from pre to post test for either 1<sup>st</sup> and/or 2<sup>nd</sup> Semester will increase by 25%

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
2 <sup>nd</sup> Grade	47%	%	%	%	%	%
3 <sup>rd</sup> Grade	51%	%	%	%	%	%
4 <sup>th</sup> Grade	56%	%	%	%	%	%
5 <sup>th</sup> Grade	58%	%	%	%	%	%
6 <sup>th</sup> Grade	57%	%	%	%	%	%

\*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

- percentage (must be 60% or greater) of students will make typical or above typical progress BOY to EOY according to the DIBELS Paths Ways of Progress.

Grade Level	POP Goal 2018-2019	POP EOY Typical 2018-2019 or Above Growth	Met Goal Yes / No
K	%	%	
1	%	%	
2	%	%	
3	%	%	
4	%	%	
5	%	%	
6	%	%	

\*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

**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/RISE

	2017-18 %Proficient	2018-19 %Proficient	Growth
4 <sup>th</sup> Grade	88%	%	%
5 <sup>th</sup> Grade	80%	%	%
6 <sup>th</sup> Grade	69%	%	%

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 <sup>st</sup> Grade	%	%	%	%	%	%
2 <sup>nd</sup> Grade	%	%	%	%	%	%
3 <sup>rd</sup> Grade	%	%	%	%	%	%
4 <sup>th</sup> Grade	%	%	%	%	%	%
5 <sup>th</sup> Grade	%	%	%	%	%	%
6 <sup>th</sup> Grade	%	%	%	%	%	%

\*If you chose this option, you must reopen the SSAP and complete the table after the second semester.

**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 continue to meet in Professional Learning Communities allowing teachers to study student data which will be used to identify student academic needs. With this information, teachers will set SMART goals that will meet the individual learning needs of their diverse student population. Teachers will also set clear learning targets that will be accompanied by proficiency scoring rubrics to help students monitor their learning. Readers in grades K-3 will be using Lexia, a computer generated reading support/intervention program.
2. We will hire additional aides/paraprofessionals to support classroom Tier I and Tier II instruction/interventions.
3. MTSS committee will meet each month to discuss, evaluate, and monitor the progress of students with Tier II English Language Arts interventions as determined by the classroom teacher and the team.

### Mathematics

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

1. We will continue to meet in Professional Learning Communities allowing teachers to study student data. With this information, teachers will set SMART goals and make instructional decisions to meet the individual learning needs of their diverse student population, Students in grade 4 will be using ST Math, a computer generated math instruction/intervention program.
2. Teachers will meet in small teaching groups daily allowing for differentiated instruction at the student's academic levels. Teachers will participate in weekly common assessments to determine which students have mastered the concepts taught during the week. With this information, teachers will determine which students need to receive additional support/interventions. Teachers will group students accordingly and conduct a power hour at least once a week for students to receive additional interventions as determined by the CFA's and informal assessments.
3. MTSS Committee will meet monthly to discuss, evaluate, and monitor the progress of students.



### Parent and Community Engagement

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


1. In a collaborative effort, PTA, Administration, and teachers will submit information to be included in a monthly newsletter. This newsletter is to be emailed to all parents and staff.
2. School website will post schedules and provide information regarding school events. Teachers will also provide parents information via classroom websites, class newsletters, emails, and class DoJo so parents will have access to current information. They will also keep gradebook current and relevant so parents can monitor student progress on a regular basis.
3. Teachers will schedule and meet with all parents at SEP conferences twice a year and/or make a personal contact with parents who were unable to attend on the conference dates.

## 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 CCR PLAN or be contacted by the teacher using email, phone or mail

## School-Wide Behavior Plan

-  Submit School-Wide Behavior Plan to School Accountability Director. (Submission of the School-Wide Behavior Plan fulfills Section 9.)

### Community Council Membership

School Community Council Membership Form (2017-2018)			
Principal, Employees, and Parent/Guardians			
<b>Chairperson</b>	<b>Email</b>	<b>Chairperson is</b>	<b>Term</b>
Suzanne Headden	<a href="mailto:headdens@yahoo.com">headdens@yahoo.com</a>	Parent/Guardian	2016-2018
<b>Vice Chairperson</b>	<b>Email</b>	<b>Vice Chairperson is</b>	<b>Term</b>
David Everett	<a href="mailto:dseverett@graniteschools.org">dseverett@graniteschools.org</a>	School Employee	2016-2018
<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
Megan Anderson	<a href="mailto:sweetmeeg@hotmail.com">sweetmeeg@hotmail.com</a>	Parent/Guardian	2016-2018
Julie Knight	<a href="mailto:juliewknight@gmail.com">juliewknight@gmail.com</a>	Parent/Guardian	2016-2018
Wendy Wagstaff	<a href="mailto:wwagstaff@graniteschools.org">wwagstaff@graniteschools.org</a>	School Employee	2016-2018
Sarah Bradley	<a href="mailto:lunt_sarah@yahoo.com">lunt_sarah@yahoo.com</a>	Parent/Guardian	2016-2018
Elise Soukup	<a href="mailto:elise.soukup@gmail.com">elise.soukup@gmail.com</a>	Parent/Guardian	2016-2018
Paulette McMillan	<a href="mailto:pmcmillan@graniteschools.com">pmcmillan@graniteschools.com</a>	Administrator	2016-2018
<b>School Director</b>	<b>Email</b>		
Natalie Hansen	<a href="mailto:nhansen@graniteschools.org">nhansen@graniteschools.org</a>		
<b>Meeting Dates:</b> First Thursday of the month, 7:40 PM			
<b>Time:</b>		<b>Location:</b>	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Has your plan been approved by your Community Council?			
<b>Comments:</b>			
School Community Council Membership Form (2018-2019)			
1 Principal, Employees, and Parent/Guardians <i>The Council Chairperson and Council Vice Chairperson should not be listed twice.</i>			
<b>Chairperson</b>	<b>Email</b>	<b>Chairperson is</b>	<b>Term</b>
Megan Anderson	<a href="mailto:sweetmeeg@hotmail.com">sweetmeeg@hotmail.com</a>	Parent/Guardian	2017-2019
<b>Vice Chairperson</b>	<b>Email</b>	<b>Vice Chairperson is</b>	<b>Term</b>
David Everett	<a href="mailto:dseverett@graniteschools.org">dseverett@graniteschools.org</a>	School Employee	2017-2019
<b>(NOTE: If parent members do not have an email address, use principal's email)</b>			
<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
Julie Knight	<a href="mailto:juliewknight@gmail.com">juliewknight@gmail.com</a>	Parent/Guardian	2018-2020
Sarah Bradley	<a href="mailto:lunt_sarah@yahoo.com">lunt_sarah@yahoo.com</a>	Parent/Guardian	2017-2019
Elise Soukup	<a href="mailto:elise.soukup@gmail.com">elise.soukup@gmail.com</a>	Parent/Guardian	2017-2019
Juan Arce-Larreta	<a href="mailto:juan231027@hotmail.com">juan231027@hotmail.com</a>	Parent/Guardian	One year only
Paulette McMillan	<a href="mailto:pmcmillan@graniteschools.org">pmcmillan@graniteschools.org</a>	Administrator	2018-2020
Wendy Wagstaff	<a href="mailto:wwagstaff@graniteschools.org">wwagstaff@graniteschools.org</a>	School Employee	2017-2019
<b>School Director</b>	<b>Email</b>		
Natalie Hansen	<a href="mailto:nhansen@graniteschools.org">nhansen@graniteschools.org</a>		
<b>Meeting Dates:</b> First Tuesday of month			
<b>Time:</b> 7:30 AM		<b>Location:</b> Cottonwood Elementary Conference Room	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Has your plan been approved by your Community Council?			
<b>Comments:</b>			