

OAKRIDGE ELEMENTARY SCHOOL



Address: 4325 SOUTH JUPITER DRIVE
SALT LAKE CITY UT84124-3906

Principal: CHRISTINE DRUMMOND

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Demographics

School Profile	2017-2018		2018-2019		2019-2020	
October 1st Enrollment						
Asian	41	↓ 2	40	↓ 1	N/A	N/A
Black	8	↓ 4	5	↓ 3	N/A	N/A
Caucasian	381	N/A	354	↓ 27	N/A	N/A
Native American	0	0	0	0	N/A	N/A
Pacific Islander	2	↓ 4	1	↓ 1	N/A	N/A
Hispanic	7	↓ 3	9	↑ 2	N/A	N/A
Total:	439	N/A	409	↓ 30	N/A	N/A
Free and Reduced Lunch	5.7%	↓ 2.3%	6.8%	↑ 1.1%	N/A	N/A
Average Attendance	95.6%	↓ 0.2%	N/A	N/A	N/A	N/A
Mobility	8.4%	↑ 3.4%	N/A	N/A	N/A	N/A
Stability	91.6%	↓ 3.4%	N/A	N/A	N/A	N/A
Served by Special Education	3.0%	↓ 1.1%	5.4%	↑ 2.4%	N/A	N/A
Limited English Proficient	2.5%	↓ 3.0%	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
EN	77.78%		
MA	81.33%		
SC	71.70%		
School Accountability Reports			
Utah Comprehensive Accountability System (UCAS)	2017-2018	2018-2019	2019-2020
School Grade	A		

School Generated Data

DIBELS Scores							
2017-2018				2018-2019			
Grade:		Begin(%)	End(%)	Grade:		Begin(%)	End(%)
K	Benchmark	82	90	K	Benchmark	77	
	Strategic	14	8		Strategic	15	
	Intensive	4	2		Intensive	8	
01	Benchmark	55	83	01	Benchmark	38	
	Strategic	23	8		Strategic	28	
	Intensive	22	9		Intensive	34	
02	Benchmark	89	93	02	Benchmark	85	
	Strategic	6	2		Strategic	6	
	Intensive	5	5		Intensive	9	
03	Benchmark	88	93	03	Benchmark	91	
	Strategic	7	6		Strategic	4	
	Intensive	5	1		Intensive	5	

04	Benchmark	90	85	04	Benchmark	81
	Strategic	4	12		Strategic	11
	Intensive	6	3		Intensive	8
05	Benchmark	76	83	05	Benchmark	73
	Strategic	18	12		Strategic	20
	Intensive	6	5		Intensive	7
06	Benchmark	99	96	06	Benchmark	
	Strategic	1	3		Strategic	
	Intensive	0	1		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)

STAR Tutoring, Lexia Learning

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)

Lexia Learning

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

Elementary Only

Write Up A Storm

GO Math! ESL Support

Wonders (ELD Supplement)

ELD Resource Guide

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

Individualized instruction

Independent study

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

Social Skill

- Super Heroes
- Think Social
- Tough Kids

Mathematics

- Go Math!
- Touch Math
- ST Math

Curriculum for Elementary Special Education

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

Reading

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

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
- Open Court Intervention Guide (2000)
- 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
- Words Their Way
- Write Up A Storm

- Utah Compose
- Leveled Readers
- Research & Inquiry Projects
- Wonders
- Phonemic Awareness (Heggerty)
- Phonics Template
- Dyad Reading
- Multi Syllabic Routine

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:

- Wonders lesson/unit
- Core Phonics Screener
- Words Their Way Spelling Inventory
- Utah Compose
- Common Formative Assessments
- Other

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
- ST Math

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

Other services for instructional strategies: (Optional)

Assessment**What assessments are you using?****Required**

- Granite Benchmark Assessments

Optional

- HMH! Go Math! assessments
- 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.

- 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.)
- Inform parents about college planning (newsletters, Utah Education Savings Plan, UESP, 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	%	%	%	%	%	%

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

- 82 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	70%	%	
1	85%	%	
2	85%	%	
3	85%	%	
4	84%	%	
5	85%	%	
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	2018-19	Growth
	%Proficient	%Proficient	
4 th Grade	%	%	%
5 th Grade	%	%	%
6 th Grade	%	%	%

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 35%

	1st Semester	2nd Semester

	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
1 st Grade	2%	%	%	%	%	%
2 nd Grade	14%	%	%	%	%	%
3 rd Grade	4%	%	%	%	%	%
4 th Grade	1%	%	%	%	%	%
5 th Grade	7%	%	%	%	%	%
6 th 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. Provide one-on-one tutoring for struggling readers (as determined by DIBELS Next testing.)
2. Progress monitor our struggling readers throughout the year and utilize small group instruction to support whole group instruction.
3. Provide meaningful and rigorous enrichment of the curriculum to support students performing at benchmark.

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



1. Examine data from Granite Benchmarks during PLC meetings to guide future lessons and provide needed support.
2. Provide small group instruction within each grade level to support students at all levels of learning.
3. Grade level teachers will meet together as vertical teams to discuss strategies and essential concepts students should know in order to be successful in their upcoming grade.

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 meet or communicate with all parents at SEP conferences. Families will be encouraged to use the online scheduler to make appointments. SEP conferences will be advertised on the school website and through automated phone calls. Teachers will report the percentages of attendance and communication to the principal.
2. The principal will add posts and other meaningful information to the school website, Facebook Page, and Twitter account approximately once a week.
3. All teacher websites will be linked to the school website. The STS will support teachers in creating a web presence if they currently do not have one.

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

Chairperson Tammy Miller	Email tamteachesmath@gmail.com	Chairperson is Parent/Guardian	Term 2016-2018
Vice Chairperson Heather Derum	Email hmay963@hotmail.com	Vice Chairperson is Parent/Guardian	Term 2016-2018
Other Council Members	Email	Represents	Term
Alana Robison	alanaariellasmith@gmail.com	Parent/Guardian	2017-2019
Masha Schwankl	vigdorchik@gmail.com	Parent/Guardian	2017-2019
Melanie Mancini	mhmancini@graniteschools.org	School Employee	2016-2018
Christine Drummond	cdrummond@graniteschools.org	Administrator	One year only

School Director
Jon Adams

Email
jadams@graniteschools.org

Meeting Dates:
Our Community Council Meetings are typically held at 3:30 p.m. on the third Thursday of each month in the library. 9/21/17, 10/24/17, 11/16/17, 12/21/17, 1/18/18, 2/15/18, 3/15/18, 4/19/18, 5/17/18

Time: _____ **Location:** _____

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

Comments:
Plan approved on 11/17/2016

School Community Council Membership Form (2018-2019)

1 Principal, Employees, and Parent/Guardians
The Council Chairperson and Council Vice Chairperson should not be listed twice.

Chairperson Masha Schwankl	Email vigdorchik@gmail.com	Chairperson is Parent/Guardian	Term 2017-2019
Vice Chairperson Sara Romney	Email sara.romney@gmail.com	Vice Chairperson is Parent/Guardian	Term 2018-2020

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

Other Council Members	Email	Represents	Term
Amy Parker	abuckpark@hotmail.com	Parent/Guardian	One year only
Heidi Romney	jhromney@xmission.com	Parent/Guardian	2018-2020
Suzy Merrill	smerrill@graniteschools.org	School Employee	2018-2020
Christine Drummond	cdrummond@graniteschools.org	Administrator	One year only

School Director
Jon Adams

Email
jadams@graniteschools.org

Meeting Dates:
Our Community Council meetings are typically held at 3:30 p.m. on the third Thursday of the month in the library. 10/11/18, 11/20/18, 12/20/18, 1/10/19, 2/21/19, 3/21/19, 4/18/19, 5/16/19

Time: 3:30 p.m. **Location:** Library

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

Comments:

Plan approved on 12/20/2018.