

# OQUIRRH HILLS ELEMENTARY SCHOOL



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SALT LAKE CITY UT84118-4390

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## Demographics

School Profile	2017-2018	2018-2019	2019-2020
October 1st Enrollment			
Asian	7 ↓ 1	4 ↓ 3	N/A
Black	18 ↑ 4	15 ↓ 3	N/A
Caucasian	155 ↓ 29	145 ↓ 10	N/A
Native American	1 ↓ 1	5 ↑ 4	N/A
Pacific Islander	28 ↑ 3	19 ↓ 9	N/A
Hispanic	150 ↑ 7	146 ↓ 4	N/A
Total:	359 ↓ 17	334 ↓ 25	N/A
Free and Reduced Lunch	83.0% ↓ 6.6%	85.6% ↑ 2.6%	N/A
Average Attendance	93.9% ↓ 0.4%	N/A	N/A
Mobility	26.2% ↑ 0.5%	N/A	N/A
Stability	73.8% ↓ 0.5%	N/A	N/A
Served by Special Education	17.3% ↓ 4.5%	22.2% ↑ 4.9%	N/A
Limited English Proficient	34.3% ↓ 5.9%	N/A	N/A

## Assessment Data

School Assessment of Growth and Excellence	SAGE 2017-2018	RISE 2018-2019	RISE 2019-2020
<b>EN</b>	<b>17.93%</b>		
<b>MA</b>	<b>22.40%</b>		
<b>SC</b>	<b>8.41%</b>		

  

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

## School Generated Data

DIBELS Scores									
2017-2018					2018-2019				
Grade:	K	Benchmark	Begin(%)	End(%)	Grade:	K	Benchmark	Begin(%)	End(%)
		Strategic	34	46			Strategic	34	46
		Intensive	30	31			Intensive	18	23
			36	23				48	
	01	Benchmark	25	33		01	Benchmark	22	33
		Strategic	20	20			Strategic	6	20
		Intensive	55	47			Intensive	72	47
	02	Benchmark	50	43		02	Benchmark	33	43
		Strategic	7	15			Strategic	9	15
		Intensive	43	42			Intensive	58	42
	03	Benchmark	39	35		03	Benchmark	32	35
		Strategic	19	22			Strategic	7	22
		Intensive	42	43			Intensive	61	43
	04	Benchmark	40	38		04	Benchmark	37	38
		Strategic	16	19			Strategic	19	19
		Intensive	44	43			Intensive	44	43
	05	Benchmark	39	18		05	Benchmark	31	18
		Strategic	17	28			Strategic	22	28
		Intensive	44	54			Intensive	47	54
	06	Benchmark	47	44		06	Benchmark	62	44
		Strategic	16	15			Strategic	17	15
		Intensive	37	41			Intensive	21	41

## Commitments

Commitment to All Students
Check all that apply:
<b>Tier 1:</b> Whole group instruction
Assess all students routinely and identify students' academic and/or behavioral support needs

- Integrate differentiated strategies during instructional delivery
- Increase academic engagement by utilizing behavioral systems during core instruction
  - common student expectations
  - classroom rules
  - positive reinforcement
  - school-wide system of positive behavior support

**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

- Provide instructional interventions/extensions in small group settings
- Utilize progress monitoring data to evaluate whether students are benefitting from supplemental instruction
- 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

- Provide individualized instruction and supports
- Increase academic achievement by utilizing individualized behavior management strategies
- Use research based strategies/practices

**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

**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**

- Wonder Works
- Barton Reading

**Social Skill**

- Super Heroes

**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**

- Wonder Works
- AA & SEL
- Barton Reading

**Language, Oral & Written**

- Wonder Works

**Mathematics**

- Touch Math
- ST Math
- GO Math

**Writing**

- Wonder Works

**Social Skills**

- 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
- Program assessments and/or mastery tests according to program schedule
- Diagnostic assessment
- i-Ready - Math

**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?**

- Utah Compose
- Leveled Readers
- Wonders
- Phonics Template
- Dyad Reading
- Multi Syllabic Routine

**Instructional Strategies**

**What instructional strategies are you using?**

- 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
- 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?**

ST Math

**Instructional Supports**

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

Online district created materials

**Instructional Strategies**

**What instructional strategies are you using?**

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

Independent math practice

**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.)

**Recommended Supports:**

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 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 %

	1st Semester			2nd Semester		
	Pre	Post	Gain/Loss	Pre	Post	Gain/Loss
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.

- 65 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	POP EOY Typical	Met Goal Yes / No
	2018-2019	2018-2019 or Above Growth	
K	75%	%	
1	60%	%	
2	74%	%	
3	70%	%	
4	65%	%	
5	70%	%	
6	75%	%	

\*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 <sup>th</sup> Grade	25%	%	%
5 <sup>th</sup> Grade	17%	%	%
6 <sup>th</sup> Grade	17%	%	%

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. School level intervention time will be built into the schedule to provide targeted support for all students.
2. Building Leadership team will analyze GSD benchmarks, CFAs, and DIBELS data to provide feedback on instruction for grade level improvement.
3. Grade level teams will meet monthly to analyze data and reorganize/structure groups to meet individual student needs.

**Mathematics**

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

1. Grade level teams will meet monthly to analyze data and reorganize/structure groups to meet individual student needs.
2. Building Leadership team will analyze GSD benchmarks, CFAs, and DIBELS data to provide feedback on instruction for grade level improvement.
3. The school student support team will provide targeted support for specific students including intervention pieces.

**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 participate in ongoing home visits.
2. Teachers will keep pre/post SEP logs and communicate with parents in multiple venues; telephone, remind app, class dojo.
3. Parents will be invited into the building for monthly academic mornings.

**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:**

Other:  
working with United Way and Family Center to increase academic morning enrichment.

**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>
Patricia Kammerman	<a href="mailto:pkammerman@gmail.com">pkammerman@gmail.com</a>	Parent/Guardian	2016-2018
<b>Vice Chairperson</b>	<b>Email</b>	<b>Vice Chairperson is</b>	<b>Term</b>
Merrie Jackson	<a href="mailto:mjackson@graniteschools.org">mjackson@graniteschools.org</a>	School Employee	2016-2018
<b>Other Council Members</b>	<b>Email</b>	<b>Represents</b>	<b>Term</b>
Amber Elliott	<a href="mailto:am_topher@yahoo.com">am_topher@yahoo.com</a>	Parent/Guardian	2016-2018
Emily Hoopes	<a href="mailto:emily.hoopes@gmail.com">emily.hoopes@gmail.com</a>	Parent/Guardian	2017-2019
Anna Dees	<a href="mailto:annadees9@yahoo.com">annadees9@yahoo.com</a>	Parent/Guardian	2017-2019
Karen Marberger	<a href="mailto:ktmarberger@graniteschools.org">ktmarberger@graniteschools.org</a>	Administrator	2016-2018
<b>School Director</b>	<b>Email</b>		
Jon Adams	<a href="mailto:jadams@graniteschools.org">jadams@graniteschools.org</a>		
<b>Meeting Dates:</b> Friday 11 a.m. 10/2, 11/6, 12/4, 1/5, 2/9, 3/9, 4/6, 5/4			
<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> SCC meets at 10 a.m. in Room 7			
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>
Kami Romrell	<a href="mailto:justkami7113@gmail.com">justkami7113@gmail.com</a>	Parent/Guardian	2018-2020
<b>Vice Chairperson</b>	<b>Email</b>	<b>Vice Chairperson is</b>	<b>Term</b>
Anna Dees	<a href="mailto:annadees9@yahoo.com">annadees9@yahoo.com</a>	Parent/Guardian	2018-2020
<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>
Patricia Kammerman	<a href="mailto:pkammerman@gmail.com">pkammerman@gmail.com</a>	Parent/Guardian	2016-2018
Merrie Jackson	<a href="mailto:mjackson@graniteschools.org">mjackson@graniteschools.org</a>	School Employee	2017-2019
Amber Elliott	<a href="mailto:am-topher@yahoo.com">am-topher@yahoo.com</a>	Parent/Guardian	2017-2019
Megan Madsen	<a href="mailto:mlmadsen@graniteschools.org">mlmadsen@graniteschools.org</a>	Administrator	2018-2020
<b>School Director</b>	<b>Email</b>		
Jon Adams	<a href="mailto:jadams@graniteschools.org">jadams@graniteschools.org</a>		
<b>Meeting Dates:</b> Second Friday of every month			
<b>Time:</b> 2:00		<b>Location:</b> Oquirrh Hills room 7a	
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Has your plan been approved by your Community Council?			
<b>Comments:</b>			