



SALT LAKE CITY
SCHOOL DISTRICT
Your Best Choice

**School Improvement Plans/
School Learning And Nurturing
Development (LAND) Trust Summaries**

2010-11

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BACKMAN ELEMENTARY SCHOOL

Literacy Goals: Reduce to 36% from the current 40 % the percentage of all students not proficient on the CRT.

Increase the percentage of English Learners who are proficient of the CRT from 58% to 62%. Increase the percentage of Special Education students scoring proficient on the CRT from 28% to 35%. Increase the percentage of ELL students scoring proficient on the CRT from 58% proficient to 62%.

Reduce the percentage of students eligible for free or reduced price meals who are not proficient on the CRT from 41% to 37%.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 45%.

Decrease the percentage of English Learners who are not proficient on the CRT from 46% to 41.4%. Increase the number of English Language Learners who are proficient from 54% to 58%.

Reduce the percentage of students eligible for free or reduced price meal who are not proficient on the CRT from 44% to 40%. Reduce the number of Special Education students who are not proficient from 59% to 53%. Reduce the percentage of students in the Hispanic student group who are not proficient on the CRT from 48% to 43%.

ELD Goals: At least 33% of English learners will receive a designation of Advanced or Fluent on the UALPA.

At least 64%% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results.

Key activities include: Teachers will more consistently use the adopted materials and will focus on the use of explicit instruction for all students. Teachers will prepare and post both content and language objectives and will refer to these objectives to monitor student progress. All teachers will incorporate “quick practice” classroom routines and “problem of the day” review opportunities with the support of the math coach. Benchmark assessments will be used to assess student progress toward Core standards. Teachers will be scheduled to observe other highly successful peers as part of a comprehensive professional development plan. Each classroom will be equipped with Smart Boards and teachers will use Netbook computers to support the implementation of Fasttmath, Utah Write and other approved instructional software. Teachers will participate in professional development in culturally relevant pedagogy and will work closely with district language and culture coaches to improve equitable educational opportunities and outcomes for students and families. Backman staff will continue to develop a school PTA and to increase participation on the SCC.

LAND Trust Plan: Backman will target both literacy and mathematics with their LAND Trust funding by continuing the support of a paraprofessional to work in the computer lab. Students will work in the computer lab for 30 minutes each week. The lab will also be used to support the assessment of students, including administration of the CRTs. Backman will also use a small amount of LAND Trust funding to support incentives for students to attend school, complete homework and participate in educational field trips.

BEACON HEIGHTS ELEMENTARY SCHOOL

Literacy Goals: We will sustain the 96% of our students who are currently scoring at proficient levels. Our goal is also to decrease students scoring at non-proficient levels by 20%. Low income students are scoring at 89% proficient and students with disabilities (SWD) are scoring at 82% proficient.

Key Activities: We will teach language arts daily for 3.5 hours. We will fund professional development requests for our staff. In addition, we will fund paraprofessionals in kindergarten, booster groups for K-2 and extra paraprofessional help in two large classrooms.

Math Goals: We will maintain the current level (90%) of all students who are substantial or sufficient on the CRT. We intend to reduce by 20% the current number of all students who are not proficient on the CRT, which include the SWD (66%) and low income students (79%).

Key Activities: We will teach math daily for 60 minutes while striving to work towards 90 minutes. We will fund professional development for the staff as well as a paraprofessional in the kindergarten. We will also fund a computer lab assistant and build in consistent keyboarding instruction as defined by the Core.

ELD Goal: We will ensure that all ELL students will move at least one level of advancement when compared to 2009 results on the UALPA.

Key Activities: We will provide a daily 45-minute block for ELD students. We will work with staff to create an ELD schedule since this will be our first year without an ESL specialist.

Additional Goal: We will provide a comprehensive arts education for all students including art, music, dance, and theater. All students will receive visual arts instruction 40 minutes per week, music for 40 minutes per week (except upper grades who will have 80 minutes per week), and dance for 40 minutes per week. We will fund the 4-6 grade teachers to attend the State Arts Networking Conference. Artist/teachers will be funded through the Beverly Taylor Sorenson grant and money raised by the PTA.

LAND Trust Plan: We will fund our math consumables, professional development, and paraprofessionals.

BENNION ELEMENTARY SCHOOL

Literacy Goals: We will reduce by 10% the current percentage of students not proficient on the CRTs (31%). We will also focus on increasing our ELL proficiency levels from 56% to 60%.

Key activities: We will focus on beefing up the Tier I instruction and growing the classroom libraries. Language Arts will be taught three hours daily. The monthly grade-level collaborations will include not only the literacy coach and teachers, but the administrator as well. Paraprofessionals will be hired to provide Tier II interventions and a .5 FTE will teach the science core with an emphasis on reading science materials. Technology will assist us in our pursuit of literacy with the addition of five Smart Boards, EIKI projectors, ELMO's, Mini-Flip video recorders, and our Netbooks from the Title I funding.

Math Goals: We will reduce by 10% the current percentage of students not proficient on the CRTs (35%). Our female students will be the targeted group as we strive to move them from 57% to 61% proficiency levels.

Key activities: We will purchase math consumables, use Fast Math three times per week, participate in monthly math collaborations to review student data and discuss interventions. Math will be taught daily from 60-90 minutes. We will hire five paraprofessionals to provide Tier II instruction and 1.5 FTE will be funded from Title I to reduce class size.

ELD Goal: All ELLs who start the year at the Intermediate Level on the UALPA will improve to the Advanced Level by the end of the year. We will support language arts and math instruction through extended academic vocabulary development in ELD.

Key activities: We will continue to use the schoolwide ELD program (Rigby) ensuring that all ELLs are taught forty five minutes per day. A .5 FTE teacher will meet with the newcomer English as a Second Language (ESL) students for 45 minutes during ELD time. Parent ESL classes will be offered by the English Skills Learning Center with volunteer instructors.

Additional Goal: We have an overall student achievement goal in art to increase cognitive awareness of principles and elements of visual design, drama, dance, and music.

Key activities: An art paraprofessional and homeroom teachers will team teach in a room reserved for art instruction. Grants have been written for artists-in-residence in drama, visual art, and dance.

LAND Trust Plan: Books for the leveled library and classrooms will be purchased to help us in pursuit of our literacy goals.

BONNEVILLE ELEMENTARY SCHOOL

Literacy Goals: We will maintain our current level of 95% of all students who are substantial or sufficient on the CRTs. We will focus on increasing the number of students who are a minimal or partial by one level.

Key activities include: Language Arts will be taught daily from 90-180 minutes. Teachers will submit and post schedules which reflect daily instruction of the essential components of reading and writing. Students will have the opportunity to participate orally in a variety of peer configurations (partner, triads, small group, choral and echo responses). We will welcome the support we receive from our literacy coach as we meet weekly to provide additional support on the new reading program and look at student data.

Math Goals: In math, our goal will be to maintain the current level of 95% of all students who are substantial or sufficient on the CRTs. Our special focus will be to increase the number of SWD students at minimal or partial levels to the next level.

Key activities include: We will strengthen our Tier I instruction as well as provide support for Tier II instruction by hiring a paraprofessional. We will implement Quick Practice in addition to collaborating weekly in grade level meetings in order to discuss creative and strategic interventions.

ELD Goal: We will maintain the current level (95%) of ELL students who are substantial or sufficient on the CRTs. We will work to increase the number of students from minimal or partial proficiency by one level as measured by the CRT.

Key activities include: All new ELL students will be given the QIA in order to determine English language proficiency. Based on that assessment, we will provide differentiated math and/or literacy intervention, peer tutoring, extended time on assignments, and supplementary materials.

Additional Goal: We will provide art instruction one hour per week to all students. In addition, our students will receive one semester of dance instruction.

Key activities include: Teachers will attend art classes and participate in a side-by-side teaching model. Students will create, interpret, and apply visual arts in relation to cultures, history, and all learning. Instruction will be based on the Utah State Art Core.

LAND Trust Plan: Monies will be used to provide Tier II instruction by hiring highly qualified paraprofessionals. In addition, we will expend some of this money to help us fund our family math night.

DILWORTH ELEMENTARY SCHOOL

Literacy Goals: No students will score in the minimal category on the CRT. Those students who are below proficient (7%) will improve at least one level of proficiency as measured by the UPASS progress table (for example, from 2a to 2b). Target populations are ELL and SWD.

Key activities: Grade level teams discuss which students will be supported by paraprofessionals, instruct the paraprofessional in the support activity, and follow up with the paraprofessional regarding the progress of the students. Opportunities and appropriate grade level interaction for students enrolled in Special Education classes will be provided.

Math Goals: No students will score in the minimal category on the CRT. Those students who are below proficient (6%) will improve at least one level of proficiency as measured by the UPASS progress table (for example, from 2a to 2b). Target populations are ELL and SWD.

Key activities: Establish a schoolwide system for using essential trackers (developed by the math curriculum department). Teachers will explore essential trackers to determine appropriate use of trackers at each grade level; use as a data source, in planning of curriculum, re-teaching and/or differentiating instruction; and use in instructional pacing.

ELD Goal: At least 80% of English language learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 77%.

Key activities: Teachers will scaffold, utilize small group Tier 2 instruction, and teach learning strategies to enhance instruction for ELD students. Teachers will collaborate in teams during established collaboration times during the school week to best meet the needs of students with limited English proficiency.

Additional Goal: Integrate the state arts curriculum in the other core curriculum areas.

Key activities: The arts core curriculum will be integrated into other core areas, particularly science and social studies. All students K-6 will receive fine arts instruction weekly.

LAND Trust Plan: Funds will be used to hire a paraprofessional who will provide specialized interventions and use strategies in small group settings to enhance literacy instruction for identified students. Funds will also be used in part to purchase FASTT (Fluency and Automaticity through Systematic Teaching with Technology) Math license/software.

EDISON ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRT.

100% of kindergarten students enrolled for 165 consecutive days will reach proficiency in literacy as measured by the kindergarten spring district assessment and by reaching a DRA reading level 3. 70% of first graders enrolled in school for 165 consecutive days will score at or above the district average on the language arts end-of-year assessment (district-based). 70% of second graders enrolled in school for 165 consecutive days will score at or above the district average on the language arts end-of-year assessment (district-based). Increase by a minimum 11 points the scaled CRT scores of all students in grades 3-5 not already at a level 4.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 55%.

100% of kindergarten students enrolled in school for 165 consecutive days will reach proficiency in mathematics as measured by the kindergarten spring district assessment. 70% of first graders enrolled in school for 165 consecutive days will score at or above the district average on the math end-of-year assessment (district-based).

70% of second graders enrolled in school for 165 consecutive days will score at or above the district average on the math end-of-year assessment (district-based). Increase by a minimum 11 points the scaled CRT scores of all students in grades 3-5 not already at a level 4.

ELD Goals: At least 80% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results. 79.5% of Edison students made this progress in 2009.

Key activities include: The administrative team at Edison will monitor classroom instruction regularly and will be structured to identify teacher strengths and need for support. Teachers will be given regular feedback and will be provided resources and assistance as indicated. Teachers will meet as professional learning communities by grade level to review student work and gain knowledge from their peers to improve instruction. The school will implement a common instructional calendar to maximize the support of supplementary staff. Professional development will be scheduled as part of Monday faculty meetings and also be provided in-class by district coaches. Students will be identified to participate in additional after school instruction. The after school “study groups” will be taught by staff with a record of improving student proficiency. Teachers will use the Netbook computers to support student learning in math, writing and language arts using several pieces of approved and well-aligned software. Edison will continue their focus on educational equity and will organize a site equity team to continue with district sponsored dialogue and professional development. Grade level teams will develop plans and programs to connect families with the school and increase parent access to school-based learning support. The school will continue regular parent discussion opportunities at “Second Cup of Coffee” morning meetings. Arts instruction will be provided by arts

specialists funded by grants from the Utah Arts Council and the Salt Lake City Arts Council (e.g., Bad Dog). Teachers will work with specialists to develop strategies for integrating the arts and science into other content areas.

LAND Trust Plan: Edison will hire three licensed teachers to provide instruction to students (Study Groups) during the after school hours. Priority for these additional tutoring sessions will be given to students in the upper grades who are struggling to reach proficiency. Edison will also support the salary of a paraprofessional to work directly in classes with struggling students.

EMERSON ELEMENTARY SCHOOL

Literacy Goals: Raise the overall percentage of students proficient on the CRT to 90% (currently @ 86%) and increase the percentage of the following student groups accordingly: ELL from 84% to 90%, Hispanic from 86% to 90%, low SES from 79% to 89%, and SWD from 74% to 80%.

Key activities: The Story Town program will be implemented in the 6th grade to complete the schoolwide adoption. After assessing and dividing the students into flexible groups, the upper grade Special Education teachers, grades 3 through 6, will incorporate the inclusion model for identified SWD. Monthly grade level collaboration with district coaches will also be implemented.

Math Goals: Raise the overall percentage of students proficient on the CRT to 84% (currently @ 75%) and increase the percentage of the following student groups accordingly: ELL from 63% to 73%, Hispanic from 68% to 78%, low SES from 62% to 72%, and SWD from 62% to 72%.

Key activities: Use EMI (Early Math Intervention) and K-2 Math tutor/Volunteer during in-class Tier I instruction. A team consisting of the classroom teacher and Special Education will focus on selected classes during math. Math tutors will also be used in grades 4-6 for identified students. Monthly grade level collaboration with Math Team and district coaches will also be implemented.

ELD Goal: At least 90% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 67%.

Key activities: SIOP professional development will be implemented, and a literacy-based Early Reading Intervention program will also be used for identified students. This instruction will be given five days per week.

Additional Goal: Increase the number of students participating in the schoolwide science fair (160 participants in 2009-2010) and continue support of the Arts.

Key activities: Team teaching will allow teachers with strengths in science to take a greater lead in instruction of science. A SLC Arts grant will be written, committing to an artist-in-residence, as well as a school wide project.

LAND Trust Plan: Funds will be used to pay the computer lab instructor and purchase bilingual textbooks for the International Pathways program.

ENSIGN ELEMENTARY SCHOOL

Literacy Goals: Maintain 91% proficiency for all students while setting the goal to increase from 79% to 81% proficiency for ELLs, 86% to 87% proficiency for low income students, and 80% to 82% for SWD.

Key activities: Language Arts will be taught for 120 minutes per day and a parprofessional will be funded to provide Tier II interventions for struggling students. To further meet the needs of struggling readers, a non-contract teacher will be hired to provide booster group instruction for Tier II intensive students. Monthly collaboration with language arts coach will include time to look at student data and plan for any needed professional development.

Math Goals: Increase from 82% to 84% proficiency on math CRTs for all students. We will focus on moving the ELL students from 73% to 76%, low income from 76% to 79%, and SWD from 65% to 69% proficient.

Key activities: Math will be taught 1-1/2 hours daily. Grade level teams will work with the math coach on at least a monthly basis and substitutes will be paid for so that teachers may attend math professional development opportunities.

ELD Goal: At least 40% of the ELLs will receive a designation of Advanced or Fluent on the UALPA. 35% were identified as Advanced or Fluent in 2009. In addition, at least 35% of ELLs will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results.

Key activities: ELD will be provided for ELLs daily for 45 minutes.

LAND Trust Plan: Monies will be used to pay the non-contract intervention teacher, purchase instructional materials, and provide the teachers with 15-20 days of substitutes to attend professional development opportunities or work collaboratively with the language arts and math coaches.

ESCALANTE ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 35%.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 37%.

ELD Goals: Maintain 76% of ELL students who move from one proficiency level to the next higher level.

Key activities include: The school staff will strive to identify struggling students and will provide timely intervention to students as part of the school's focus on Response to intervention (RTI) implementation, as well as during the before and after school hours. One FTE will be dedicated to providing intervention to students not making academic progress. Teachers will spend non-contract time working together to ensure essential concepts are fully included during classroom instruction. The school will conduct professional development during Monday meetings to strengthen math and language arts instruction. A full-time teacher will provide oversight and guidance for students who are English learners. Particular attention will be given to

students who are refugees. This attention will include academic support, family involvement events targeted to African parents and family members, and assistance from district refugee personnel.

LAND Trust Plan: Escalante will use LAND Trust funding to hire 7 full-time paraprofessional assistants for all kindergarten teachers. These paraprofessionals will work under the direct supervision of the kindergarten teachers to provide one-on-one and small group instruction for struggling students.

FRANKLIN ELEMENTARY SCHOOL

Literacy Goals: The percentage of students scoring proficient on the CRT will be at 66% or greater. The percentage of students scoring proficient or substantial on the CRT will be at 66% or greater.

Math Goals: The percentage of students scoring at proficient on the CRT will be at 58% or greater.

The percentage of special education students performing at proficient on the CRT will increase to 36% or greater. Students in 4th grade performing at proficient or substantial will increase to a level of 58%

ELD Goals: At least 76% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results.

Key activities include: Franklin will continue to strengthen the use of the district adopted math program and will incorporate additional program elements including assessments and lesson support materials. The school will also fully implement StoryTown in all grade levels. The StoryTown materials are expected to facilitate instruction in the full content of the language arts Core curriculum. Additional supplementary materials will be purchased and incorporated into on-going classroom instruction designed to meet the full range of student needs. Instructional time devoted to language arts will increase by not less than 45 minutes to allow for complete Core content instruction. Content and language objectives will be posted and used to monitor teacher instruction and student progress. The school will support a full time reading interventionist/ESL coordinator. Teachers will be paid a stipend to support after school tutoring with small groups of students in both language arts and math. Special Education teachers' schedules will be adjusted to provide strengthened small group support for students with disabilities. Teachers will incorporate Netbook supported math fact fluency practice and will establish reading fluency practice as part of small group interventions. Teachers will continue to meet weekly in grade level collaboration sessions with support of the district math and literacy coaches. The school will continue to conduct KUED Ready to Learn and "Second Cup of Coffee" meetings to increase parent collaboration and will work to increase parent participation in joint PTA/SCC meetings.

LAND Trust Plan: A highly qualified paraprofessional will be hired to assist the classroom teacher in providing differentiated small group instruction on literacy. This paraprofessional will receive training from the district reading specialist to increase capacity to better understand support the implementation of StoryTown.

HAWTHORNE ELEMENTARY SCHOOL

Literacy Goals: Increase by 5% the percentage of all students proficient on the CRT, currently at 85%. We will especially focus on our ELLs (improve by 10%, currently at 60%), African Refugees (improve by 20%, currently at 50%), SWD (improve by 10%, currently at 62%), and our Hispanic Students (improve by 10%, currently at 64%).

Key Activities: For our ELP students, we will use the SRI program. We will continue to lexile books in the Hawthorne library, and we will provide booster groups and reading buddies for our SWD. We will expand the use of Early Steps and Next Steps and schedule time and space for Great Books. A unique approach to supporting our students in improved literacy will be using our art specialist to integrate visual arts into the Language Arts Core. In addition, we will review SIOP strategies, use district coaches on a regular basis, and fund substitutes to assist in implementation of Advanced Word Study.

Math Goals: We will increase by 8% the percentage of all students proficient on the CRT, currently at 77%. Our special focus will be to increase the percentage of ELLs proficient by 10%, currently at 55%; increase the percentage of African/Refugee students who are proficient by 20 %, currently at 42%; increase the percentage of SWD who are proficient by 10%, currently at 46%; and increase the percentage of Hispanic students who are proficient by 10%, currently at 50%.

Key Activities: We will purchase math consumables, work towards a math collaboration between special education teachers and general education teachers. Math will be taught 90 minutes per day. Special education students will be placed in math booster groups. We will tap in on the support of our district math coach and provide substitutes for our teachers to visit other schools to look at classroom instruction. We are pursuing a grant to help us with keyboarding software.

ELD Goal: At least 15% of ELLs will receive a designation of Advanced or Fluent on the UALPA (40% were identified as Advanced or Fluent in 2009). At least 25% of ELLs will improve their level of proficiency on the UALPA when compared to the 2009 results.

Key Activities: We will fund materials to support instruction for ELL students. In addition to providing the 45-minute block of ELD instruction, we will plan SIOP training for teachers throughout the year during faculty meeting.

Additional Goal: All students will participate in PE weekly to support the schoolwide wellness policy.

Key Activities: We will provide replacement equipment and new materials for PE instruction. We will also partner with the University of Utah on Dance Revolution in addition to the Fresh Fruits and Vegetable Program.

LAND Trust Plan: To improve our math and fine arts goals, we will use monies to purchase math consumables as well as to fund an art specialist. We will also fund the purchase of National Geographic and Scholastic publications for individual teachers.

HIGHLAND PARK ELEMENTARY SCHOOL

Literacy Goals: Maintain current level (92%) of all students who are substantial or sufficient on the CRT. Reduce the percentage of students in the low SES student group who are not proficient on the CRT by 10% (from 15% to 13%).

Math Goals: Increase by 5% the percentage of all students proficient on the CRT (currently 79%). Increase the percentage of the low SES student group who are proficient of the CRT from 68% to 75%.

Key activities include: Teachers will use consistent math vocabulary in conjunction with Expressions. Smart Boards will be purchased and used in upper grade classrooms. Professional development through organized monthly book groups will be offered to address student needs. From this professional development, teachers will build cultural competency as they view the students' cultures as an asset to learning.

ELD Goal: At least 55% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 50%.

Key activities include: Train and help teachers with ELLs implement *Imagine Learning* technology provided by the State of Utah.

Additional Goal: Integrate music, art, and dance into science, history, math, and language arts curriculum to meet the needs of all learning styles.

Key activities include: Provide collaborative time for classroom teachers and art specialists to plan for implementation of integrated curriculum one time/month.

LAND Trust Plan: Funds will be used for a computer lab specialist and identified software, a School Volunteer Coordinator who trains reading tutors, and professional development that assists teachers with the integration of arts into the curriculum.

INDIAN HILLS ELEMENTARY SCHOOL

Literacy Goals: Increase overall CRT scores by 5% (currently at 86%). Increase by 7% the percentage of ELL (currently at 75%), low SES (currently at 60%), Hispanic (currently at 47%) and SWD (currently at 54%) proficient on the CRT.

Key activities: Survey families of identified student groups (Hispanic, low SES, ELL, and SWD) to identify strengths and weakness in curricular areas. Teachers will use daily/weekly coaching to implement effective reading strategies.

Math Goals: Increase overall CRT scores by 5% (currently at 83%). Increase by 10% the percentage of ELL (currently at 63%), low SES (currently at 45%), Hispanic (currently at 20%) and SWD (currently at 44%) proficient on the CRT.

Key activities: Early in the 2010-11 school year, offer an in-service workshop in culturally relevant information. Using survey information on math, develop and implement high expectations for identified learners.

ELD Goal: At least 60% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 55%.

Key activities: Implement SIOP strategies in all classrooms after professional development as needed.

Additional Goal: Achieve a schoolwide 96% attendance rate (currently at 95%).

Key activities: Work with transportation to have academic support students arrive before the first bell. Communicate to patrons in Spanish and English. Place daily phone calls for absent and/or tardy children. Encourage parents to notify the office when a child is sick or will be absent.

LAND Trust Plan: Funds will be used to pay the school's science instructor and for professional development that focuses on literacy and math instruction.

JACKSON ELEMENTARY SCHOOL

Literacy Goals: Increase from 54% to 59% the percentage of students proficient on the CRT. We will pay particular attention to Black students (improve from 50% to 55%), Hispanic students (improve from 50% to 55%), Pacific Islanders (improve from 60% to 64%), low income (improve from 52% to 57%), and SWD (improve from 21% to 29%).

Key Activities: Language Arts will be taught daily for 120 minutes. This year, we will implement the use of the assessment wall. In addition, we will schedule professional development with the Language Arts coach. We will also fund a family advocate and a bilingual office clerk.

Math Goals: We will increase from 57% to 61% the percentage of students proficient on the CRT. Our special focus will be with our Black students (improve from 44% to 49%) and our SWD (improve from 21% to 29%).

Key Activities: We will use explicit instruction, purchase math consumables and teach daily for 90 minutes. We will also schedule time for professional development with our math coach. We will more fully use our eMINTS classrooms and our wireless laptops.

ELD Goal: At least 31% of ELL students will receive a designation of Advanced or Fluent on the UALPA (29% were identified as Advanced or Fluent in 2009). Also, at least 35% of ELL students will improve their level of proficiency on the UALPA when compared to the 2009 results.

Key Activities: We will continue to provide the 45-minute block of ELD instruction daily. The QIA will be used to identify students language levels when they arrive at Jackson. ELL students will receive extra support through the use of technology at our school and the robust after school program.

Additional Goal: We want to provide music to all students in grades K-6. In addition, we want to grow Adelante in the Dual Immersion classrooms to the students in grades K-5 for the 2010 -2011school year.

LAND Trust Plan: We will fund a computer lab assistant and purchase math and language arts instructional materials.

LINCOLN ELEMENTARY SCHOOL

Literacy Goals: We will increase from 54% to 60% the percentage of students proficient on the CRT. We will especially focus on our SWD (move from 20% to 30%),

Key Activities: We will teach Language Arts for 180 minutes per day. All teachers will post a daily schedule in the room to inform students what the language and content objectives are for that day. The three-minute MAZE Comprehension Screener will be used as a pilot assessment for those grades focusing on comprehension. Progress, or lack of progress, by students will be tracked by teachers. Time for study and reflection of student data will take place during faculty meetings. Twice a month, colleagues will visit each other's classrooms during literacy instruction to learn new strategies and techniques. Teachers will look for examples of good teaching characteristics. Students will have access to Netbooks in the building to practice Pearson Success, Read Naturally, My Reading Coach, Utah Write, and UTIPS. Efforts will be made to increase the number of wireless ports and Netbooks with carts.

Math Goals: Increase by 12% (40% to 42%) the percentage of students proficient on the CRT. Special attention will be given to ELL students to improve their proficiency from 43% to 50%.

Key Activities: Math will be taught five days per week for 90 minutes each day. We will focus on vocabulary instruction. A Dean of Students will be funded to monitor student attendance since that is a contributing factor to our low achievement scores. We will work regularly with the math coach and continue our professional reading group. We will fund a .5 FTE interventionist, paraprofessionals, and 3.5 FTE to reduce class size. We will support Core Academy and Prime Time Academy in the after school program.

ELD Goal: At least 30% of our ELL students will receive a designation of Advanced or Fluent on the UALPA. 38% were identified as Advanced or Fluent in 2009. In addition, at least 50% of the ELL students will improve their level of proficiency on the UALPA when compared to the 2009 results.

LAND Trust Plan: We want to increase fluency by 30 wpm. We will fund Reading Promise before school, paying paraprofessionals to monitor that program. We will also fund an assistant in the computer lab.

MEADOWLARK ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRT (currently, the percentage of students not proficient is 34%). Increase the percentage of English Learners who are proficient on the CRT from 59% to 65%.

Key activities: Teachers will use sheltered instruction strategies and post language objectives in class. Professional development will strengthen explicit teaching and student engagement. One day a month will be used for classroom teachers to rotate through an in-service collaboration period with the language arts coach.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRT (currently, the percentage of students not proficient is 42%). Increase the percentage of English Learners who are proficient on the CRT from 54% to 59%.

Key activities: Math will be taught 90 minutes per day grades 3-6 and 60 minutes per day for grades K-2. Teachers will use a combination of data to inform instruction (including data from UTIPS, the Houghton-Mifflin program, CBM, and FASTT Math). They will individually review this data regularly and monthly on a grade level basis monthly. Professional development will, in part, be centered on sheltered instruction and scaffolding strategies for math. One day a month, grade level teachers will collaborate with the district math coach to look at student progress and teaching strategies.

ELD Goal: At least 81% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 76%.

Key activities: Teachers will use the QIA and the assessment materials provided by Ballard and Tighe. This, along with other assessments and teachers' day-to-day observation of student product and growth, will determine instructional strategies.

Additional Goal: Each classroom in the school will be fitted with a multimedia system and have at least three computers in each classroom for student use.

Key activities: Purchase computers for the lower grades so all teachers and students will have at least three computers in each classroom.

LAND Trust Plan: Funds will be used to purchase computers and pertinent software for grades K-3.

MOUNTAIN VIEW ELEMENTARY SCHOOL

Literacy Goals: At least 67% of students will be proficient on CRTs (currently 57% are proficient). Increase the percentage of Pacific Island students (currently 56%) who are proficient on the CRT to 67% and increase the percentage of Special Education students (currently 30%) who are proficient on the CRT to 50%.

Key activities include: One classroom in each grade level receives instruction in a bilingual environment (Spanish/English). The 3rd through the 5th grades will receive professional development in the use of video production and editing as part of collaboration with SpyHop (linked to the writing process emphasizing ideas, organization, voice, word choice, fluency, and conventions). Teachers will also be required to post both content objectives and language objectives for each lesson. Reading groups will be assessed monthly based on benchmarks and teacher discussion with literacy coaches. Additionally, the school supports 4 full-day kindergarten classes.

Math Goals: At least 61% of students will be proficient on CRTs (51% are currently proficient). Increase the percentage of Pacific Island students (currently @ 40%) and Black students (currently @ 44%) who are proficient on the CRT to 61%.

Key activities include: Use a combination of the Houghton-Mifflin assessment system, district-created benchmarks, FASTT Math, and CBM assessments to inform instruction in math. Student progress will be checked regularly and discussed during collaborative monthly grade level meetings. Teachers are responsible to respond to specific assessments consistent with their classroom instruction. Math grouping will be assessed monthly based on benchmarks and teacher discussion with math coaches.

ELD Goal: At least 85% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 81%.

Key activities include: Materials used will include Language for Learning, Language for Thinking, and Language for Writing. SIOP strategies will be incorporated in each classroom. We will continue support of the bilingual classrooms.

LAND Trust Plan: Funds will be used to hire instructional paraprofessionals in all four full-day kindergarten classes.

NEWMAN ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 19% (19% to 17%). Increase the percentage of English Learners who are proficient on the CRT from 71% to 74%. Increase the percentage of Hispanic students who are proficient on the CRT from 74% to 77%.

Math Goals: Reduce by 10% the current percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 30%. Increase the percentage of English Learners who are proficient of the CRT from 58% to 64%. Increase the percentage of students in the Hispanic student group who are proficient on the CRT from 61% to 65%).

ELD Goals: At least 50% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results.

Additional Goal: Personal Student Accountability. In conjunction with “The Leader in Me” leadership initiative, we will teach the importance of personal accountability with a goal to increase attendance to 96% (from 95%) and to achieve 95% homework completion and submittal.

Key activities include: As the school works to increase proficiency with new math and language arts program, teachers will monitor student progress using the program-based assessments. Student booster groups and other small group instruction will be used to intervene with students not reaching proficiency. Teachers will use the Netbook computers to support student math fact fluency. Student behavior citations and attendance will be monitored as an indicator of equitable treatment of students. The school counselor will work extended time at Newman to support students and assist the school to track student attendance. Additional teachers will be hired specifically to better meet the needs of English learners. The school will use the “Leader in Me”

program in an effort to strengthen student personal responsibility as demonstrated by improved attendance and homework completion.

LAND Trust Plan: Newman elementary will support the salary of a kindergarten teacher to increase the availability of full-day kindergarten sessions for students.

NIBLEY PARK ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the percentage of all students not proficient on the CRT (currently 26% not proficient). Increase the percentage of ELLs who are proficient of the CRT from 51% to 56% and the Hispanic student group from 60% to 64%.

Key activities: Use "My Access" as a writing program for the 5th and 8th grades. SpyHop will be used in the 5th-7th grades. If funding becomes available, this opportunity would be expanded to the 4th grade. Student CRT scores of those in SpyHop will be compared to those not participating. Coaches will train teachers on how to incorporate strategies for working with our low-performing student groups.

Math Goals: Reduce by 10% the percentage of all students not proficient on the CRT (currently 43% not proficient). Increase the percentage of ELLs who are proficient of the CRT from 57% to 62% and the Black student group from 35% to 42%.

Key activities: Provide homework help in the after-school program using certified teachers. This is done at least twice a week for 45 minutes each day. Coaches will train teachers to implement strategies directed at low-performing student groups.

ELD Goal: At least 67% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 62%.

Key activities: Use coaches to provide individual and small group professional development. This PD will focus on how to read and use data to make informed decisions on teaching practices using collaborative time each week.

Additional Goal: Provide a comprehensive arts education program to all students.

Key activities: Schedule each class to meet with a music and art specialist every week. Increase music opportunities by having band and jazz band available (this will also serve as part of transition for students as they move to high school).

LAND Trust Plan: Funds will be used to hire a computer lab instructor. Any additional funds will be used to hire an hourly band/music instructor.

NORTH STAR ELEMENTARY SCHOOL

Literacy Goals: At least 10 percent of students scoring minimal or partial on the 2009-10 CRT will score sufficient or substantial on the 2010-11 CRT. Reduce by 10% the number of students who did not achieve proficiency on the CRT (currently 27% schoolwide are not proficient).

Key activities: Staff a Title I site coordinator to oversee the current and new programs. Highly qualified instructional support, including AmeriCorp members, will continue to be staffed to support Tier II efforts in all grade levels. Student interventions will include STAR Tutoring, Cross Age Tutoring, and specially designed centers. Instructional assistants will work closely with teachers and the site coordinator to assist with flexible groups. Teachers will be offered the flexibility of scheduling the interventionist to work with on-level students while the teacher offers Tier II instruction.

Math Goals: At least 10 percent of students scoring minimal or partial on the 2009-10 CRT will score sufficient or substantial on the 2010-11 CRT. Reduce by 10% the number of students who did not achieve proficiency on the CRT (currently 35% schoolwide are not proficient).

Key activities: Continue to staff a .5 FTE to work as a math interventionist. Students will be targeted using core testing from the previous year, authentic assessments, and the implementation of beginning, middle, and end of year assessments to monitor growth. Teachers will frontload math vocabulary, adhere to the SIOP model of instruction, and have a language objective for each concept. Three sessions of full-day kindergarten will continue to be offered.

ELD Goal: Increase the percentage of ELL students who move from one proficiency level to the next (or from a low score in level "E" or "I" to a higher score) on the UALPA from 64% to 69%.

Key activities: All teachers will use strategies of sheltered instruction in their classrooms and district recommended curriculum. An ALS team will be created and will include the ALS coordinator and the assistant principal. District coaches will be asked to provide professional development for upper and lower grades separately. Time will be provided and structured for each grade level team to work together to develop, implement, and plan for ELD instruction including the materials and assessment tools that will be used.

LAND Trust Plan: Funds will be used to hire instructional paraprofessionals in kindergarten. Leftover funds will be earmarked for the school's leveled library.

PARKVIEW ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRT (currently 39% are not proficient). Increase the percentage of Caucasian learners scoring proficient from 63% to 66%, Hispanic from 55% to 60% Pacific Islander from 69% to 72%, ELL from 51% to 56%, low SES from 56% to 60%, and SWD from 48% to 63%.

Key activities include: Teachers will practice explicit instruction through setting a purpose for learning (objective), telling students what to do, showing them how to do it, and guiding application of the new learning. If funding permits, a certified teacher will pull small groups for language arts for 30 minutes a day/5 days a week in first and second grade. America Reads tutors will be also used. An additional 0.5 FTE Social Worker

will assist families with social, behavioral, and emotional, challenges, all of which impact academic performance.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRT (currently 42% are not proficient). Increase the percentage of Caucasian learners scoring proficient from 63% to 66%, Hispanic from 51% to 56%, Pacific Islander from 69% to 72%, ELL from 50% to 55%, SES from 51% to 55%, and SPED from 57% to 61%.

Key activities include: Increase the number of students proficient on current grade level skills and content by identifying students who need pre-teaching and re-teaching in small groups. Teachers will also practice explicit instruction (see literacy activities listed above). Students will work on FASTT Math three or more times a week. Administration will track benchmark math assessment and share outcome with teachers in collaborative conferences. Core Academy for identified students will occur during the after-school program.

ELD Goal: At least 80% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 75%.

Key activities include: Formal and informal classroom assessments such as writing samples, observations, active class participation, and reading progress will be used to determine language instruction focus.

LAND Trust Plan: Funds will be used to hire a computer lab instructor.

RILEY ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 35%. Our special focus will be to increase the percentage of ELL students who are proficient on the CRT from 61% to 67%.

Key Activities: We will use the district language arts coaches, post daily content and language objectives and fully implement a three hour literacy block. We will hire paraprofessionals to run ERI. We will fund stipends for cross-grade level time. It is important to continue to also fund a .5 FTE counselor and our Colors Advocate.

Math Goals: We will reduce by 10% or more the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 37%. We will also increase the percentage of ELL students who are proficient on the CRT from 57% to 61%.

Key Activities: We will post daily language and content objectives in addition to using a high level of differentiated instruction. We will also use an assessment wall to track student progress in math. Math will be taught daily for 1 to 1 ½ hours. For the staff, we will provide math professional development during certain faculty meetings. Teachers will be hired to lower class size. Next year we will equip five classrooms with Smart Boards and make better use of the 60 Netbooks in our building.

ELD Goal: We will increase the number of ELL students by 10% who will become proficient academically scoring a 3 or 4 on the CRT. At least 25% of the ELL students will improve their level of proficiency on the UALPA when compared to the 2009 results.

Key Activities: We will hire a highly qualified paraprofessional to maintain ELL student files, conduct QIA's and tutor ELL students.

LAND Trust Plan: We will hire a bilingual family involvement coordinator. Through this person, language arts and math seminars will be held to help parents support their children academically. In addition, leadership courses for our parents will be held in conjunction with ESL and/or computer classes.

ROSE PARK ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 51%. Increase the percentage of English Learners who are proficient of the CRT from 45% to 51%. Reduce the percentage of students in the Pacific Islander student group who are not proficient on the CRT by 10% (from 67% to 62%). Reduce the percentage of students in the Hispanic student group who are not proficient on the CRT by 10% (from 50% to 45%). Not less than 33% of students with disabilities (SWD) will achieve a score of 75% or higher on the comprehension questions on the CRT. Currently, 25% of SWD score at 75% correct or better on this section of the CRT.

Math Goal: Reduce by 10% the current percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 42%. Increase the percentage of English Learners who are proficient of the CRT from 57% to 62%. Reduce the percentage of students in the Hispanic student group who are not proficient on the CRT by 10% (from 40% to 36%). Not less than 62% of students with disabilities (SWD) will achieve a score of 75% or higher on the number sense and operations questions on the CRT. Currently, 56% of SWD score at 75% correct or better on this section of the CRT.

ELD Goals: At least 35% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results.

Key activities include: Teachers will participate in monthly teacher collaboration meetings to review student achievement and develop enhanced instructional knowledge and skill. Teachers will consistently use formative assessments to monitor student progress and will regularly use Tier II materials provided by curriculum publishers. Additional instruction will include both after school and summer school taught by licensed staff. The school will develop and organize materials for parent use with students. Teacher instructional schedules will be coordinated to accommodate tiered intervention for students and additional support for English learners. Teachers will use the Netbook computers to support writing, math fact fluency and reading fluency.

LAND Trust Plan: Rose Park will target LAND Trust funding to support both literacy and mathematics by purchasing three to five Smartboards, compensate teachers who provide after school tutoring, purchase additional math workbooks for primary grade students, and purchase library books that incorporate math and science content.

UINTAH ELEMENTARY SCHOOL

Literacy Goals: We will increase by 1% (92%) the percentage of students proficient on the CRT. Our special focus will be with our ELLs (move from 70% to 73%) and our SWD students (move from 81% to 83%).

Key Activities: We will provide small group instruction five days per week for 20 minutes daily. We will purchase leveled books and make sure that Language Arts is taught daily for two hours. We will also hire paraprofessionals to create common grade level time for collaborations.

Math Goals: We will increase by 1% (90%) the percentage of students proficient on the CRT. Our special focus will be with our ELL students (move from 70% to 73%) and our SWD (move from 76% to 78%).

Key Activities: We will begin "Quick Practice" problems of the day and provide substitutes for teachers to set and review their own professional goals. We will teach math daily for 60 minutes. We will also hire paraprofessionals to create time for grade level collaboration.

ELD Goal: At least 80% of ELL students will receive a designation of Advanced or Fluent on the UALPA. 76% were identified as Advanced or Fluent in 2009. Also, at least 35% of ELL students will improve their level of proficiency on the UALPA when compared to the 2009 results.

Key Activities: Teachers will use SIOP/sheltering strategies and explicitly teach vocabulary, content, and test-taking language.

Additional Goal: We will increase by 1% the percentage of all students proficient on the Science CRT (currently at 87%).

Key Activities: We will purchase non-fiction books and magazines to support the Core Science concepts. We will provide buses to encourage field trips that enhance Core concepts.

LAND Trust Plan: We will increase all content area proficiencies by 1%. We will hire paraprofessionals to work on Math and Language Arts interventions. We will also purchase Fast Math and hire a science specialist.

WASATCH ELEMENTARY SCHOOL

Literacy Goals: Increase by 5% the current percentage of all students proficient on the CRTs for grades 2 through 6 (currently 84% proficient). Increase the percentage of ELLs (65%), SWD (44%), and low SES students (73%) who are proficient on the CRT by 10%.

Key activities: Teachers are provided team time for up to 30 minutes per day during arts rotations or in bi-monthly faculty meetings to collaborate on instruction and monitor targeted students. All teachers will support English Language Development using SIOP strategies. Up to 12 hours of SIOP training will be provided for those teachers not yet trained or endorsed.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRTs for grades 2 through 6 (currently 16% not proficient). Increase the percentage of students in the Hispanic student group

who are proficient on the CRT by 10% (from 43% to 53%) and increase by 5% the current percentage of students with disabilities who are proficient on the number sense and operations subtests of the CRTs (from 45% to 50%).

Key activities: Teachers will show that their lesson plans are aligned to the pacing map and state core curriculum. Teachers will use the Essential Trackers to ensure key content concepts are being taught. All teachers will meet bi-weekly in grade level teams to discuss pacing and assessment results. Highly qualified personnel will be provided for targeted students for Tier 2 interventions.

ELD Goal: At least 83% of English learners will improve their level of proficiency on the UALPA when compared to the 2009 UALPA results of 78%.

Key activities: Teachers will be encouraged to obtain ESL endorsements. All teachers not endorsed or SIOP trained will attend SIOP professional development. Responsibilities of schools with ELL students will be reviewed on an annual basis with all faculty.

Additional Goal: Provide systematic, integrated arts instruction at each grade level using state core standards.

Key activities: Provide weekly rotations in four arts disciplines for all children (dance, drama, music, and visual arts) for thirty to forty-five minute time blocks depending on the age of the child. Schoolwide performances, given tri-annually, will showcase the learning and curricula connections at each grade level in the arts.

LAND Trust Plan: Funds will be used to hire a computer lab instructor and professional development regarding technology. Additional funds, if available, will be used to purchase Smart Boards.

WASHINGTON

Literacy goals: Reduce by 10% the current percentage of students not proficient on the CRT (35%). We will target our extra help to the ELL students (increase from 53% to 58%), reduce the percentage of students in the Hispanic group who are not proficient by 10% (51% to 46), and increase the percentage of students in the SWD group who are proficient on the CRT by 10% (25% to 28%).

Key Activities: Use Text Talk, Powerful Vocabulary in addition to teaching language arts daily for 180 minutes. We will also use the Daily 5 approach to independent practice. We will arrange for training and support from district language arts coaches while we also plan for monthly collaborations with grade level teams.

Math Goals: We will reduce by 10% the current percentage of all students not proficient on the CRT. Currently, the percentage of students not proficient is 39%. We will also increase the percentage of ELL students who are proficient (50% to 55%), reduce the percentage of students in the Hispanic group who are not proficient by 10% (49% to 44%), and reduce the percentage of SWD who are not proficient on the CRT by 10% (65% to 58 %).

Key Activities: First of all, we will strive to improve our Tier I instruction. We will also incorporate Quick Practice, Classroom Routines, and Problem of the Day into their daily lessons. We will implement Fast Math three times per week. We will schedule professional development from the coaches to include monthly

collaborations. We will hire, to reduce class size, one teacher, a family involvement coordinator, and two paraprofessionals. We will also hire a volunteer coordinator, three paraprofessionals to provide tiered instruction, and an attendance tracker.

ELD Goal: At least 26% of ELL students will receive a designation of Advanced or Fluent on the UALPA. Also, at least 35% of ELL students will improve their level of proficiency on the au ALPA when compared to 2009 results.

Key Activities: In addition to the 45-minute ELD block, core program materials such as Avenues, Text Talk and Powerful Vocabulary will be used to provide research-based instruction for the ELL. We will use the district literacy coach to provide on-going training and support with culturally relevant pedagogy.

Additional Goal: We will complete the required activities for Year I Candidacy toward implementation of the International Baccalaureate Primary Years Programme at Washington.

LAND Trust Plan: Tuition for six teachers and the principal to attend the IB training at a 3-day workshop.

WHITTIER ELEMENTARY SCHOOL

Literacy Goals: Reduce by 10% the current percentage of all students not proficient on the CRTs (currently 31% not proficient). Reduce the percentage of students in the Black and Hispanic student group who are not proficient on the CRT by 10%. Longitudinally, the Black subgroup fell from 64% in 2008 to 54% in 2009 and the Hispanic subgroup fell from 54% in 2008 to 51% in 2009.

Key activities: Language Arts professional development will focus on deeper understanding of concepts, program implementation of Story Town, learning from student work, and effective use of pacing maps. Teachers will apply information gleaned from the PLC book group "Daily Five" (studied in 2009-2010) and create small group learning centers within their Language Arts teaching time to increase student reading achievement. Four full-day classes of kindergarten will also be continued.

Math Goals: Reduce by 10% the current percentage of all students not proficient on the CRTs (currently 41% not proficient). Reduce the percentage of students in the Hispanic and Black student group who are not proficient on the CRTs by 10%. Longitudinally, the Hispanic subgroup fell from 62% in 2008 to 56% in 2009 and the Black subgroup fell from 61% in 2008 to 56% in 2009.

Key activities: Continue to use Professional Learning Communities to learn from student work. ELP teachers will collaborate as a team and begin vertical alignment of math curriculum using Math Expressions. Mathematics professional development will focus on deeper understanding of mathematical concepts, program implementation of Math Expressions, learning from student work, and effective use of pacing maps. A school culture and a climate survey targeting AYP subgroups will also be used.

ELD Goal: At least 72% of English learners will show growth as indicated on the UALPA (compared to last year's growth percentage of 67%).

Key activities: Teachers will receive professional development on implementation practices from our District ESL coach. We will integrate cultural relevance concepts into ELD professional development. We will increase

cultural competence through teacher book groups using the suggested reading list from the Equity Department. One to two books will be read, discussed, and applied to actual teaching practice during the course of the year.

LAND Trust Plan: Funds will be used to hire paraprofessionals trained to implement the Early Steps Reading Program in grades K-3.

Salt Lake City School District Middle Schools School Improvement Plans/School LAND Trust Summaries 2010-11

BRYANT MIDDLE SCHOOL

Literacy Goals: Decrease by 10% the percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 23%.

Key Activities: Staff will adopt a variety of instructional materials. Reading classes and advisory periods will be used to support student progress. All teachers will participate in equity training. A paraprofessional will be hired to assist in ELL courses.

Math Goals: Decrease by 10% the percentage of students not proficient on the CRT. Currently, the percentage of students not proficient is 56%.

Key Activities: Teachers will incorporate a variety of strategies for math instruction. Math tutoring will be offered. Teachers will participate in professional development. Non-ESL classes will use a variety of ELL strategies. The staff will review data to develop strategies and programs. Math tutoring, support from an ELL assistant, summer school and a two-week make-up period will continue. Data will be collected to determine equity programs and strategies. Program implementation will be discussed with parents.

LAND Trust Plan: Funds will be used to hire an assistant for ESL classes. Materials will be purchased for teacher instruction and professional development.

CLAYTON MIDDLE SCHOOL

Literacy Goals: Reduce by 10% the percentage of students not proficient on the CRT. Target populations are Special Education, ELL, and Hispanic students.

Key Activities: Teachers will post daily content and language specific objectives. Students not proficient on the UALPA will be placed in sheltered Language Arts/reading classes. Targeted students will be offered additional reading classes, after and before school homework hall, or a Language Arts lab. Various assessments will be used to determine reading levels. All teachers will receive SIOP training.

Math Goals: Reduce by 10% the percentage of students not proficient on the CRT. Target populations are Special Education, ELL, and Hispanic students.

Key Activities: Teachers will deliver lessons using a variety of strategies. An AVID class will be offered. A common assessment tool and formal assessments will guide instructional strategies. Math curriculum will be aligned vertically between math levels. Targeted students will have options to receive math lab assistance. All teachers will receive professional development. Parent teacher conferences will be offered at our feeder elementary schools. Community members will be encouraged to join the SCC.

LAND Trust Plan: Funds will be used to purchase, maintain and manage technology, testing programs, curriculum, and books. Professional development will also be funded to increase teacher awareness and efficiency with testing and other math and Language Arts strategies.

GLENDALE MIDDLE SCHOOL

Literacy Goals: The number of students who are not meeting the proficiency level of the Language Arts CRT will be reduced by a minimum of 10% in each student group. Target populations are Hispanic, African American, Native American, Pacific Islander, ELL, Special Education students.

Key Activities: Language Arts teachers will use My Access!, implement the revised USOE Language Arts core curriculum, and engage in ESL best practices. Schoolwide reading will be reorganized into three-tiered instruction with appropriate strategies. Assessments will be used to identify students for intervention and also to document progress toward achievement goals. The literacy specialist will facilitate classroom observations and debriefing. Highly qualified reading and ESL teachers will be added to the staff. An additional teacher and tutor for ELL students will be provided.

Math Goals: The number of students who are not meeting the proficiency level on the Math CRT will be decreased by at least 10% in each student group. Target populations are Hispanic, African American, Native American, Pacific Islander, ELL, and Special Education students.

Key Activities: A strong professional learning community will be developed. District adopted math curriculum and manipulatives will be used. Supplemental math and placement assessments will be provided to 6th grade students. A schoolwide assessment and curriculum mapping will be created and implemented. Teachers will be given professional development and collaborate on “looking at student work”. An intensive Newcomer A and B program will be maintained. Intervention strategies will be put in place. The Math Department will communicate with parents and determine ways to increase family involvement.

LAND Trust Plan: Funds will be used for a piano program, substitutes, and general supplies for professional development.

HILLSIDE MIDDLE SCHOOL

Literacy Goals: Increase by 10% the percentage of students who are proficient on the CRT. Target populations are African American, Hispanic, ELL, Native American, socio-economically disadvantaged, and Special Education students.

Key Activities: Teachers will use a variety of strategies and language objectives. Literacy and common terminology will be used in all content areas. Mentoring will be provided. Computer-based (Utah Writes) writing program will be enhanced. Mandarin Chinese will be offered as an alternative to Spanish.

Math Goals: Increase by 10% the percentage of students who are proficient on the CRT. Target populations are Hispanic male, ELL, African American, socioeconomically disadvantaged, and Special Education.

Key Activities: Teachers will use literacy and common terminology in all content areas. Smartboard and classroom observation will be used to improve teacher instruction. Teachers will learn strategies to create language objectives and scaffolding techniques for various languages and cultures. Vertical alignment will be created with elementary school and high school curriculum. The placement process for 6th graders will continue to be refined. A student needs assessment will be given for baseline data to determine needs among different cultures. Brochures and a Spanish math tutoring video will be provided for parents. Other school activities will be held to increase representation of our diverse population in the school.

LAND Trust Plan: The funds will be used for instructional materials for teachers to increase content literacy, as well as instructional materials for afterschool reading, writing, and student skills classes.

NORTHWEST MIDDLE SCHOOL

Literacy Goals: The number of students who are not meeting the proficiency level of the Utah State CRT will be decreased by at least 10%. Target populations are Hispanic, Polynesian, African American, Economically Disadvantaged, and ELL students.

Key Activities: Explicit and differentiated instruction, technology, and scaffolding will be used in all Language Arts and reading classes. Professional development on reading practices and ELL scaffolding will be provided. Teachers will create a pacing guide, curriculum map, scoring rubrics, and common formative assessments, which will determine instruction strategies. There will be a range of instructional materials available to students through the library. Students will be assigned to appropriate reading classes. Language Arts teachers will be increased by 6 FTE and reading teachers will be increased by 5 FTE.

Math Goals: The number of students who are not meeting the proficiency level of the Utah State CRT will be decreased by at least 10%. Target populations are Hispanic, Polynesian, African American, Economically Disadvantaged, and ELL students.

Key Activities: All teachers will increase their instructional practices using Utah's 3-Tier model, five NCTM process standards, technology, and sheltering strategies. A supplemental class will provide Tier 2 instruction to students who need additional support. Teachers will develop a pacing map and use common pre- and post-assessments. Students who are more than two years behind will be placed in an additional full year class. The math staff will be increased by 2 FTE with .4 FTE district coaching support.

LAND Trust Plan: The funds will be used to create common assessments and curriculum mapping, analyze data for student placement and restore professional development days for teachers.

Salt Lake City School District High Schools School Improvement Plans/School LAND Trust Summaries 2010-11

EAST HIGH SCHOOL

Target Goals: Increase numeracy and problem solving skills. Students will have access to a wide variety of interventions designed to help them be successful.

Key Activities: The school will continue to support a non-traditional, school-within-a-school program, which will enable students to increase literacy skills in reading and writing. Students will also learn to use technology to enhance their communication skills. Students and teachers will share an understanding of what proficient writing looks like through the use of a common writing rubric. All members of the learning community will participate in collaborative, differentiated, and personalized small groups designed to encourage personal growth and civic responsibility.

Indicators of Success: We continue to measure success by evaluating UBSCT and CRT scores with the expectation that our students will improve their scores in the core areas that are assessed. We will also determine the intervention success rate based on GPA's and the number of students who entered as 9th graders and graduate from East High School. We will give pre- and post-reading assessments to determine the progress of the students being served in the reading classes.

LAND Trust Plan: Funding an additional 1.0 FTE for the school-within-a-school program. This program offers remediation and differentiation through the creation of small classes with instructors who collaborate weekly to insure the success of the students in the program. The .5 FTE will fund part of a reading teacher's program. Any additional funds will contribute towards lowering 9th grade class size.

HIGHLAND HIGH SCHOOL

Target Goals: Increase literacy, numeracy, job skills as well as improved study skills for freshmen. Improve students' job readiness skills. Increase performance of ELL students on Core CRTs by 5% using the base measure of ELL data from 2009 UPASS data. Use baseline data from 2009-2010 to increase student proficiency in geometry by 2% per year for the next 5 years. Use baseline data from 2009-2010 to increase student proficiency in Algebra I to 50% by the end of academic year 2014-2015.

Key Activities: At each faculty meeting and professional development day, selected faculty members will share effective instructional strategies addressing numeracy, literacy and best practices. Each student will complete at least one writing assignment per semester in each class during the school year. Teachers will document one example of this type of assignment from his/her content area. Each student will complete at least one numeracy assignment per semester in each class during the school year. Teachers will document one example of this type of assignment from his/her content area. Teachers will continue to collaborate within Professional Learning Communities (PLC) to share best practices, document formative assessments, evaluate authentic student work, align curriculum, pursue SMART GOALS, and compare data indicating student performance. The Highland community will support all freshmen with the Freshman Success Team, Ram Camp (Freshman Welcome), "Pick Two" extra-curricular activities program, Freshman Connection (one-on-one connection with a staff member) and the Highland Alternative Program. Students will receive interventions to mitigate problems with tardies and absences. Students will receive awards for perfect attendance and improvements in attendance.

Indicators of Success: Year-end CRTs, increased student participation in school programs, better behavior and increased attendance in all classes.

LAND Trust Plan: We will fund 4 to 5 paraprofessionals to monitor the progress of 9th grade students. Funds will also be used to provide additional AP classes.

HORIZONTE INSTRUCTION AND TRAINING CENTER

Target Goals: All students will become effective writers and communicators, capable math problem solvers, competent readers, and conduct themselves with age appropriate school behavior.

Key Activities: Students will continue daily Math and editing problems in every class to practice and improve Math and writing skills; engage in 20 minutes of silent sustained reading daily to improve reading skills; and participate in schoolwide online writing and editing format. Teachers will modify their teaching strategies to meet the needs of students; modify and accommodate assignments as needed; be trained to teach multi-level courses; be trained in effective intervention strategies; and continue working in a cooperative learning environment. Teachers will utilize the data from the TABE and CASAS assessments to analyze teaching effectiveness and strategies in using direct instructional curriculum and strategies. High school students will be post-tested every 90 days. Adult students are post-tested with the CASAS and TABE tests every 60-120 hours of attendance depending on the program. Horizonte will continue to implement, improve, and collect data for Horizonte's Positive Behavior Intervention and Support program. Our focus and goal for the upcoming year is to document behavior errors. Instructional strategies disseminated and practiced in general staff meeting will include Classworks minute, advisory minute, equity minute, PBIS minute, and TABE, CASAS and CPT minute.

Indicators of Success: Students' academic improvement will be measured by performance on the UBSCT reading, writing, and Math scores. The 2009 fall UBSCT results showed Horizonte students performed at or above the district average in reading, writing, and Math. In 2009-2010 our goal is to continue to increase student performance.

LAND Trust Plan: Monies will be used to pay teachers to attend professional development in areas identified in the DRSL's and PBIS. Horizonte will expand the Horizonte Expectations Heroes incentive program.

WEST HIGH SCHOOL

Target Goals: Closing the achievement gap by personalizing the high school environment. Students will increase in academic performance in each of the West High departments as a result of targeted strategies for learning that are developed by each department. We will increase student, parent, and neighborhood involvement in education at West High School, with a focus on strengthening multicultural participation. We will build upon successful programs and discontinue the obsolete. We will take inventory of our existing programs and efforts in the context of whom they serve (students, parents, teachers, counselors, district office) and whether they provide preventive measures, identification tools, coping mechanisms or interventions. We will leverage tutoring and support agencies working with West High School to expand services to students and families, coordinate college campus visits, and generate cooperation between agencies to better serve all students at West High School and the West High Community.

Key Activities:

Reading: Effectively use new database to track AMAO requirements.

Math: Each student will be individually placed in an appropriate Math class. Students new to West High School will be given a diagnostic test to be administered by counselors and Math department members to ensure placement in the correct class on the first day of school.

Indicators of Success:

Reading: Students will increase their level of language proficiency (P, E, I, A) by 10% for the next year as a result of specific classroom instruction.

Math: Students will increase their math proficiency as evidenced by comparing 2009-2010 GPAs and CRT scores with those from 2010-2011.

LAND Trust Plan: We will fund the family resource center including staff and supplies. Funds will also be used for professional development of staff and community to increase student achievement. Resources will also be used to assist with the 9th grade transition program.

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THE OPEN CLASSROOM

Literacy Goals: We will increase by 5% the number of students proficient on the CRTs (85% to 89%). We will pay special attention to our students with disabilities (54% to 59%) and our low income students (81% to 86%).

Key Activities: We will hire a .5 FTE reading specialist to support the Tier II instruction. We will continue to implement the Wilson Reading Program, Next Steps and Higher Steps. We will teach Language Arts for 60 minutes per day and support two teachers to be certified in Wilson Reading.

Math Goals: We will increase by 5% the number of students proficient on the CRTs (74% to 79%). We will pay special attend to our students with disabilities (27% to 32%) and our low income students (60% to 65%).

Key Activities: We will work towards full implementation of Math Expressions, Investigations, and Carnegie Math. Math will be taught 60 minutes per day. We will develop and use learning rubrics and schedule time with the district math coach for professional development in Expressions.

ELD Goal: Our goal is to move the four remaining Intermediate students to the Advanced level.

Key Activities: In addition to providing the 45 minute ELD block for our ELLs, we will use the Open Classroom model where students are placed in small groups for instruction with parents and teachers. We will purchase ELD materials for our teachers to use with our ELLs this year.

Additional Goal: We will prepare for our Special Education audit, UPIPS.

Key Activities: Part of our goal with our special education students is to provide as much inclusion in the regular classroom as possible.

LAND Trust Plan: Because we want to reduce by 10% the number of students scoring Not Proficient on the Math and Language Arts CRTs, we will spend our money to maintain and enhance our new math program through the renewal of site licenses for pre-algebra and purchase supplemental materials for grades K-6. We will use funds to purchase materials to support teachers in the delivery of the literacy curriculum to struggling students. We will also use the funds to support professional development and collaborative time for teachers.

SALT LAKE CENTER FOR SCIENCE EDUCATION

Literacy Goals: Maintain current level (90%) of all students who are substantial or sufficient on the CRT. Target population is Special Education students.

Key Activities: Teachers incorporate innovative practices that will promote deep understanding of appropriate use of literacy in real-world applications. All students will be trained and use Utah Write (online writing scoring and analysis program) for cross-curricular assignments. Teachers at SLCSE help students integrate literacy into all other curricular areas. Students will increase in their ability to read and write informational text.

Math Goals: Increase by 5% the percentage of all students proficient on the CRT (currently 70%). Target populations are Hispanic, low SES, and students with disabilities.

LAND Trust Plan: Salt Lake Center for Science Education will hire a highly qualified paraprofessional to provide extra assistance to students needing help, particularly in mathematics, language development, and technology. This person will provide individual and small-group help to students within existing classes and technology assistance during class and before school.

Key Activities: Teachers will incorporate innovative practices that will promote deep understanding of appropriate use of mathematics in relevant applications. Students are taught how to use mathematics as a problem-solving tool. Each student will build a math "tool box" throughout the year that can then be used to solve relevant problems that are connected to real-world contexts. Visuals and manipulatives are used in math classes daily.

SALT LAKE SCHOOL FOR THE PERFORMING ARTS

LAND Trust Plan: Funds will be used to provide a summer school program, after school tutoring, credit recovery packets, a freshman success program, AP/concurrent enrollment classes, and a study skills classes.

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