

Park City School District

Consolidated School Improvement Plan

"Students are the center of our thoughts and the focus of our dreams"
2007-2008

School Name Treasure Mountain International School

School Profile Data	2004-05	2005-06	2006-07
October 1st Enrollment	715	759	772
Free/Reduced Lunch	15.8%	11.1%	12%
Mobility	14.3%	10.7%	17.1%
Students w/Disabilities	8.2%	7.9%	12%
ELL Students	11%	7.7%	8.4%
Hispanic Students	12.3%	9%	10.1%
African American	.1%	.1%	.1%
American Indian	0	.1%	.3%
Asian	1.1%	1%	1.4%
Pacific Islander	.1%	.1%	.1%
White	86.2%	89.3%	87.6%
Non Declared	0	0	0

School Profile Data																
CRT % Proficient	2003-04				2004-05				2005-06				2006-07			
Language Arts	8th	89%			8th	88%			8th	91%			8th	90%		
	9th	NA			9th	NA			9th	90%			9th	91%		
Mathematics	Pre-Algebra	91%				85%				91%				87%		
	Elem. Algebra	NA				100%				93%				96%		
	Geometry	NA				0%				98%				99%		
Science	8th	75%				84%				84%				83%		
	Earth Systems	NA				NA				81%				79%		
	Biology	NA				NA				95%				97%		
UALPA	P	E	I	A	F	P	E	I	A	F	P	E	I	A	F	
8th																
9th																
Direct Writing Assessment																

School Generated Data	
List three sources of school-generated data that are important in defining the academic achievement of students, the safety and well-being of students, or attributable to school success	
	2006-07
1. CRT Test Data	CRT Test Data

2. IBO Application and authorization process	IB training and data collection
3. Iowa Test Data	Center for Schools of the Future survey in conjunction with Utah State University.

Staffing

How many have the following endorsements, have participated in the following district- sponsored training, or a bilingual?

Endorsements	ESL	Reading	Gifted	Other (please list)
	11	3	0	0

Trainings	SIOP	Differentiation	Assessment
	10	13	9

Number of minority staff members ___? ___ Number of bilingual staff members ___? ___

Serving All Students

How does your school differentiate to meet the needs of students? How have research-based programs guided instruction? Please list specific programs or interventions implemented, instructional strategies used, or professional learning targeted to meet the needs low, medium, and high achieving or able students.

2006-07 Report (Please insert your school's Intervention Pyramid or answer the following questions)

1. How do classroom teachers meet the needs of all students?

Provide a variety of course options at varying levels.

Analyze Core and other standardized test results to continue achievement for all students.

Compare and analyze cohort group test scores and raise test scores of subgroups to meet AYP goals for each subgroup.

Gather information for and receive information from the Student Success Team.

Provide information to parents via report cards, telephone, e-mail, power school, parent/teacher conferences.

Prepare students for and provide opportunities in honors and AP course offerings.

After school homework club.

2. What additional programs or supports does your school offer to students not responding to classroom learning or for whom it is not enough?

Instructional Support class offering

Study skills class

Special Education program

English as a Second Language program

504 options for qualifying students

Provide support for students with individual academic problems (tutoring, Homework Club, SST, response to interventions)

Provide information to parents via report cards, telephone, e-mail, power school, parent/teacher conferences.

Support enrichment programs (honors classes, IB, field trips, NAL)

Additional School Information

Student achievement data does not show the entire picture of a school's performance. Please report additional information about your school such as special programs, awards or recognitions, business or community relationships, unique features, Accreditation goals, or information regarding the staff and faculty.

Support school wide implementation of IB Program

Work with teachers to facilitate school wide implementation

Continue parent orientation program and other community communication efforts

Achieve certification status for IB, Middle Years Program

School Student Achievement Goals 2007-08

Goal # 1: International Baccalaureate School Authorization

SMART Goals: Specific, Measurable, Attainable, Relevant, Trackable

Statement of Need:

TMIS is in its third year of whole school implementation of the IB philosophy. Application B is being revised in hopes of having an authorization visit this year.

Measurable Objective:

Confirmation of Application B and an Authorization visit.

Action Steps	Resources	Timeline	Assessment
IBO documentation needed to complete application B:	Faculty of TMIS and EHIMS	December 1, 2007 for application B revision.	Authorization Team Visit
1. One CD rom and four hard copies of the amended application.	Jamie Duis, IB coordinator	Authorization visit Spring 2008, Fall 2008	

<p>Responsibility of: Jamie Duis, Bob O'Connor and Greg Proffit.</p> <p>2. The proof of payment of the non-refundable \$4,500 application fee.</p> <p>Responsibility of: Lori Gardner.</p> <p>3. School brochure and general information document and copies of all promotional literature produced by the school concerning the implementation of the MYP.</p> <p>Responsibility of: Jamie Duis</p> <p>4. Letters indicating explicit financial and philosophical support for the MYP from the head(s) of school and the superintendent of the school district.</p> <p>Responsibility of: Ray Timothy, Bob O'Connor and Greg Proffit</p> <p>5. A list or chart describing the composition of the governing body of the school.</p> <p>Responsibility of: Jamie Duis and Lori Gardner</p> <p>6. A statement on how the school promotes the principles of international education, which reflects the MYP fundamental concepts: communication, holistic education and intercultural awareness.</p> <p>Responsibility of: Greg Proffit, Bob O'Connor, Jamie Duis</p>	<p>IBNA trainings and workshops.</p>		
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<p>and the EHIMS action team</p> <p>7. School's admission policy</p> <p>Responsibility of: Greg Proffit, Bob O'Connor</p> <p>8. A language policy, which reflects the nature of the student body and is consistent with the MYP fundamental concept of communication. The narrative should also include information about:</p> <p>Mother-tongue accommodations (ESL, EL ESOL ELL, etc)</p> <p>Acknowledge an understanding of language diversity</p> <p>Language B (corresponds with MYP fundamental concept of communication)</p> <p>Responsibility of: Holly Gooch, Marilyn Stark and Ellie Gallagher</p> <p>9. School organizational chart, which shows staff responsibilities and reporting, lines at the school sites.</p> <p>Responsibility of: Jamie Duis, EHIMS action team</p> <p>10. Updates three-year plan for the implementation of the MYP, which should include a timeline for continued training and identify staff responsibilities as they relate to the implementation of the MYP.</p> <p>Responsibility of: Jamie Duis, EHIMS action team.</p>			
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<p>11. Justification for partnership between schools.</p> <p>Responsibility of: Greg Proffit, Bob O'Connor</p> <p>12. Justification for implementing a shorter program.</p> <p>Responsibility of: Greg Proffit, Bob O'Connor</p> <p>13. Documents describing the structures in place to ensure the implementation of the areas of interaction (within subjects and across the school)</p> <p>Responsibility of: Jamie Duis, EHIMS action team</p> <p>14. Training for at least one teacher in Arts and Technology is missing.</p> <p>Responsibility of: Jamie Duis</p> <p>15. Job description and time allocation of the MYP coordinator.</p> <p>Responsibility of: Jamie Duis</p> <p>16. Documents describing the structures in place to ensure the implementation of the areas of interaction within subjects and across levels.</p> <p>Responsibility of: Jamie Duis, EHIMS action team</p> <p>17. Curriculum planning documents that have been developed for horizontal planning across subject groups.</p> <p>Responsibility of: Jamie Duis, EHIMS action</p>			
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<p>team</p> <p>18. Information about the school's assessment, recording and reporting policies and strategies.</p> <p>Responsibility of: Jamie Duis, EHIMS action team</p> <p>19. Information on school services such as counseling and support programs (for example, special educational needs, support language program)</p> <p>Responsibility of: Mary Klismith, Marie Shepherd, Jamie Duis</p> <p>20. Provide a description of the planning done by each subject group to incorporate the MYP program model, in particular the assessment component, over all four years of the program.</p> <p>Responsibility of: Greg Proffit, Bob O'Connor</p> <p>21. A unit of work for each subject group showing clear focus on at least one area of interaction. Ensure that your MYP units of work are representative of all levels of the program.</p> <p>Responsibility of: 6th to 9th faculty.</p> <p>22. A unit of work or project derived from interdisciplinary planning.</p> <p>Responsibility of: 6th to 9th faculty.</p> <p>23. Integration of</p>			
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Technology: If MYP is delivered in integration with another subject, documentation of at least 50 hours must be respected.			
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Goal #2 School Climate **SMART Goals:** Specific, Measurable, Attainable, Relevant, Trackable

Statement of Need:

Improve affective behaviors and attitudes consistent with responsibility for self, family and community inclusive of building a wide approach to discipline through the principles of Love and Logic

Measurable Objective:

Create a baseline for school climate after implementing the Center for Schools of the Future survey in conjunction with Utah State University.

Action Steps	Resources	Timeline	Assessment
<p>Coordinate with Building Leadership Team, conducting 2-4 joint meetings per year</p> <p>Continue to involve the community (parents, PTSO, students) to support and promote programs</p> <p>Provide Love and Logic information by improving communication between school and parents by newsletter, email, website and PowerSchool bulletins</p> <p>Identify and integrate character education into the curriculum programs</p> <p>Continue recognition and reward programs</p> <p>Analyze number of referrals, suspensions and tardies and review well-being of students and parents</p>	<p>Community Council</p> <p>Building Leadership Team</p>	<p>June 2008</p>	<p>Survey data</p> <p>Power school discipline data</p>

ELL Plan

Goal Based on Data **SMART Goals:** Specific, Measurable, Attainable, Relevant, Trackable

Goals Based on Data:

- Encourage boys to engage in school by offering relevant curriculum.
- Differentiation training for staff.

II. How does this ESL plan support the School Improvement Plan for your building?

- To improve student achievement

III. Staff development to support this goal.

- At the beginning of each year, teachers will be made aware of all ELL students. Teachers will also be made aware of students' level and needs. Tips for meeting these needs will also be given.
- Teachers will have the opportunity and be encouraged to participate in ESL endorsement classes each year.

IV. Plan for incorporation of multicultural awareness:

- Offer statistical data to teacher's mailboxes, or provide a training for teachers about Latino's success in Utah.
- Empower teachers with the tools to facilitate learning of ELL students.
- Humanistic teaching.

V. Plan for parent involvement:

- A phone call will be made to each student's parent before parent teacher conference.
- Parents will be notified if a student is failing one or more core classes.

Plan for community involvement:

- Collaboration between TMIS and non-profit organizations such as Artskids.
- Collaboration with UVSC to encourage students to prepare for college (Gear Up).
- Students could act as translators in the community.
- Community Service (10 hours)

How will this plan be communicated to parents?

- Frequent and translated letters to parents.
- Phone calls to parents once per term by ELL teacher.

Statement of Need:

District Mission Statement:

1. Learning: We respect the ability of each student to learn and to grow with a global perspective.
2. Teaching: Excellence in teaching is both expected and supported.
3. Support: An effective and efficient district infrastructure contributes to excellent teaching and learning
4. Collaboration: Collaboration is both pervasive and effective

Rationale:

Provide a clear, concise document that illustrates that Treasure Mountain International School as a whole is accommodating non-English speakers as mandated by law. Beyond this, this document is meant to demonstrate our commitment to providing non-English speakers with a rigorous, caring, and relevant education that will enable them to become educated individuals while supporting linguistic needs.

Measurable Objective: CRT Scores by subject, parent involvement,

Action Steps	Resources	Timeline	Assessment
Sheltered instruction	Holly Gooch	07/08 school year	CRT

Instructional Support	Marty Harward		
Special Education	Mary Kay Becker Kara Brechwald Lindsey Baxterr		
Plan for Multicultural Awareness: Social Studies Courses, U.S. History curriculum, Language Arts Civil War Unit, Geography curriculum. School Dances, morning announcements			
Plan for Parent/Community Involvement: Parent Teacher conferences, Monthly Latino nights.			
Professional Development Needed for ELL Plan: Schedule teacher training in ELL strategies. Common planning time			
How will this plan be communicated to ESL Parents? Newsletter, school website, Latino nights			

Professional Development Plan	
Context: ● Structure of Learning Communities ● Resources to support adult learning and collaboration ● Provides job-embedded time for educators to engage in continuous improvement	
<p>Teachers are using Red Monday planning time to meet as a group in an effort to create interdisciplinary units and to meet the expectations of the IBO</p> <p>Provide training and opportunities to fully implement IB philosophy</p> <p>Increase number of teachers trained for IB</p> <p>Continuation of teacher IBO training</p> <p>Provide training for on-line curriculum mapping process and time to develop IBO aligned unit and lesson plans</p> <p>Support training in classroom management aligned with building philosophy</p> <p>Support district training goals (6 traits writing, differentiation, etc.)</p> <p>Schedule teacher training in ELL strategies</p>	

Provide feedback from BLT to teachers

Content: How does the plan link to student achievement? ● Prepares educators to understand and appreciate all students; create safe, orderly, and supportive environments; and hold high expectations for students' academic achievement ● Enables educators to provide challenging, developmentally appropriate curricula ● Deepens educators' content knowledge, provides them with research-based instructional strategies to assist all students in learning and applying the standards of the Utah Core Curriculum ● Prepares them to appropriately use various types of assessments ● Provides educators with knowledge and skills to appropriately involve parents and other stakeholders

Improving student achievement is our main goal and is the basis for all decisions regarding professional development.

Process: How will new knowledge be implemented and sustained into practice? ● Data Driven ● Research-based ● Designed to Meet the Needs of Adult Learners

Individual, department and interdisciplinary planning will assist with implementation. CRT and Iowa data will drive planning and implementation.

Assessment: How does new knowledge and understanding make a difference? ● Learning tasks use multiple sources of information to guide improvement and demonstrate its impact

School Technology Plan

2007-08 Tasks

Action	Completion Date
Inform faculty of minimum competencies	
Collect Employee Signature of Agreement (to be collected yearly)	
Conduct Computer Competency Assessment (to be conducted yearly)	
Review USOE State Core Standards for Technology	
Conduct Internet Safety Class for Students and Parents	

Instructional Focus

Instructional Focus of Plan:

Improve technology literacy and use, by teachers and students, in the classrooms as supported by the District Tech Committee

Expected Outcome of Plan:

Better utilization and communication of school web page

Requirement met for on-line curriculum mapping process

Successful use of on-line curriculum mapping process

Improved utilization of PowerSchool by parents and students

Documented monthly tech reports and feedback from teachers and parents

Staff Development

Instructional Focus of Plan:

Conduct appropriate and timely professional development for teachers

Expected Outcome of Plan:

IB Authorization
Increased student achievement

Resources: District funding

Rubicon Atlas
IBO
District personnel

Planned Expenditures

Expenditure Item(s)	Source of Funding
Hardware	
Software Rubicon Atlas website = \$3,500 IBO training = \$10,000	PCSD, PCEF, Utah Land trust
Other (training, supplies, etc) IBO curriculum guides	PCSD