

**Process****DRSL Review**

The first DRSL discussion came in the spring of 2007, when the faculty began the process of looking into a schoolwide intervention program to help students who were struggling in school. When the faculty voted and passed the new eTime schedule the DRSL of Lifelong Learning was immediately identified as a means of helping students.

On August 17, 2009 the SCC, PTA, Student Council, selected parents and students, as well as the faculty met to discuss the Desired Result In Student Learning (DRSLs). Those assembled formed small groups to answer questions concerning the progress and future steps connected with our DRSLs. Among the discussion items was the following question: Do the DRSLs fit the goals of 2009? The DRSLs, as well as findings from each of the groups, were shared with everyone in attendance in a presentation format, so everyone could hear the suggestions made from the group. Some significant suggestions were made regarding the DRSL statements in this forum that were echoed by a number of the groups in attendance. One suggestion was to consolidate two of the DRSL statements into one. The two DRSLs discussed for combination were Lifelong Learning and Complex Thinking. The suggestion of combining the two DRSLs was because they were similar in nature and scope. When looking at the indicators for both of these DRSLs, they were similar in explanation and function. Another suggestion from the meeting was to refine the definitions of the DRSLs. Six years ago a list of up to twenty items was included as indicators. The desire was to refine these indicators into compact measurable items that the school community could then identify progress.

On August 31, 2009 each of the departments met to define and explain the ways in which they have implemented each of the DRSL statements. This exercise was part of the department analysis. Each of the departments also discussed the proposed suggestion from the group meeting back in August to combine the two DRSLs into one. Feedback was given as to the next course to pursue.

On October 6, 2009 an updated copy of the DRSLs and indicators was shared with the SCC, and opportunity was given to make changes.

On October 19, 2009 the faculty council met to discuss the feedback and progress of the DRSL statements. The discussion of combining two of the DRSLs was addressed and agreed upon by the faculty council. The next step agreed upon was to present the combined DRSL of Lifelong Learning to the faculty, parents, and students. An email was sent out to the faculty to gain insight into the potential change and to garner any additional suggestions. Feedback was received and some wording changes were noted and implemented.

On October 22, 2009 the changes suggested by the faculty were addressed, and additional changes were made to the three DRSLs and their indicators. One of the major discussion points was that Lifelong Learning had become an area of focus in the school. The discussion revolved around the fact that this DRSL is in strong alignment with the mission statement and that OCJH has implemented many options to assist students in becoming Lifelong Learners. Some of the extra opportunities not listed in this section are found in the school profile.

On November 3, 2009 an updated current copy of DRSLs and indicators was shared with the PTA, and optional opportunity was provided to make changes.

On November 20, 2009 the updated Mission, Vision, Values, and Goals were sent to the faculty for consensus. Consensus was gained from the faculty to go forward with the new DRSL statements.

In January 2010 the Mission, Vision, Values, and Goals were sent home to all parents in the annual Stake Holder Report.

In August of 2010 the faculty met to design a rubric for students to use, so that they could measure their own progress of becoming Lifelong Learners. Groups were selected, and input was discussed. After all input was gathered the main points of the rubric were shared with the faculty and agreed upon.

### **Strengths**

- Input from all stakeholders was taken to make decisions towards DRSLs.
- Stakeholder collaboration was used to define and implement our DRSLs.
- Lifelong Learning has been institutionalized within the culture of the school with eTime, At-Risk, Guided Studies and other student centered programs. Elements of the other two DRSLs can also be seen within the culture of Oak Canyon.
- Some elements of all three of our DRSL's have been embedded into the culture of Oak Canyon.

### **Areas of Concern**

- The process of defining the indicators and process for collecting data on Effective Communication and Responsible Citizenship must be begun.
- While Oak Canyon has implemented the DRSL Lifelong Learning, the goals have been specifically directed at reducing the number of failing students within the school. The staff would then discuss progress according to data trends. After discussion it has been determined that students who were not learning could be identified, but an accurate measurement for students to self-assess their progress was missing. Students need a clearer picture in order to know what they needed to accomplish and what progress they were making, according to the indicators that were established.
- There is a strong need to communicate the DRSLs to all stakeholders.
- Continued focus is needed on DRSLs in classroom instruction and discussions.
- Continued focus is needed on diverse means of data gathering on implementation and embedding of DRSLs within the school.

### **Steps Forward:**

- Beginning at the start of the school year a student rubric for evaluation of Lifelong Learning was designed by the staff to share with students the first few days of school. This rubric will be shared with all students and reviewed often by teachers, counselors and administrators.
- Oak Canyon recognizes the importance of the DRSLs at Oak Canyon; implementation is high priority and has become a school-wide focus. Future goals and an Action Plan are in place to assist in maintaining this endeavor.
- It is now necessary to begin the process of defining the indicators, student rubrics, and the process for collecting data on Effective Communication and Responsible Citizenship.
- Administration and Counselors will visit each classroom at the start of each term to review the Mission, Vision, Beliefs, and Goals and to discuss the DRSLs with the goals set forth for them.
- Posters have been designed and placed in each classroom to help students see what the MVVGs are at Oak Canyon.

### **Implementing Lifelong Learning**

#### **Department Level Implementation:**

##### **Counseling Department:**

The counseling department assists students to refine their higher level thinking skills by challenging each student to consider and develop academic and career goals.

##### **CTE:**

The CTE department teaches career and work based concepts, finances, and how to incorporate the basics into real life situations. Students practice these skills in class projects.

##### **Fine Arts:**

The Fine Arts Department helps students develop confidence, set goals, improve skills and talents through practice and effort, work with others in collaboration or work independently, and develop and reach long term goals. Students are able to articulate feelings of competence and confidence as learners. Students can relate school to life experiences. Students use assessment results to maximize achievement. Students use problem-solving and decision-making skills to assess progress toward goals. They are able to identify realistic long term and short term goals and set priorities.

##### **Language Arts:**

- Choice in reading and writing topics
- Projects that connect to the real world
- Assignments that correlate with the Inquiry strand of the core
- Assessments that require more than just the recitation of information
- Assignments that require writing and analysis

##### **Math:**

- Solving problems which require more than one step and solving problems that are non-routine

##### **Physical Education:**

- Lifetime Activities emphasized in curriculum
- Philosophy geared toward enjoyable, fun experience to promote lifetime participation

##### **Science:**

- Teach and address the State Science ILO's through labs, competitions, etc.

##### **Social Studies:**

- Constitution Week, research based learning, access to info/resources, essays, class dialogues, We the People, Geography Bee/Olympiad

##### **World Languages:**

Real life experiences, Culture week, show a need for language benefits in the workforce, assignments for vacations, prepare for travel with family or humanitarian aid. Predicting, making inferences, compare and contrast, analyze differences of cultures.

**Special Education:**

Transition assessments/goals, Organization (planners)

**School Wide Implementation****Teacher Collaborative Efforts for Student Success**

Each Monday, teachers at Oak Canyon gather to discuss fundamental issues that will enhance the educational process and academic achievement of students. The philosophy that drives these conversations are the four essential questions:

- What do we expect students to learn?
- How will we know when students have learned?
- How will we respond when students don't learn?
- What will we do when students already know?

The first fundamental question that teachers define is what they want their students to learn. Based on Utah's core curriculum, teachers meet in cohorts to determine the essential areas that will focus their instruction. This focus drives their teaching in a clear, concise way. Additionally, eTime is to provide an intervention for students who are failing a class to work with their teachers during the day to get caught up on assignments, take tests, or ask clarifying questions on new instruction that they have not mastered.

The second fundamental question that teachers define is how they will know when students have learned the information presented. After a thorough discussion and presentation of material, teachers form assessments based on their core curriculum to measure the progress of their students. It is from these assessments that teachers determine what knowledge has been gained or what deficiencies are present in their students learning.

The third fundamental question concerns what teachers will do when they have determined that students have not learned. Two years ago, Oak Canyon began an in-school intervention program known as eTime. This new model is intended to provide an opportunity for students that need time during the school day to meet with teachers to make up work or have essential learning outcomes explained to them further. All students who have a D, F or an I (Failing or an Incomplete grade) will meet with those teachers during eTime to assist them in catching up on work that has been missed.

The fourth fundamental question concerns the progress of students who master subject material. Departments and teachers address this question within their goals.

**eTime**

At Oak Canyon Junior High it is believed that all students can learn. What was learned as research on eTime began was that often students did not have the ability to come before school or stay after school to meet with a teacher if they needed extra help. Activities, family, engagements, bussing and many other issues often prevented students from finding the extra time and attention they needed to be successful.

The goal with eTime is to give students the opportunity to meet with one of the outstanding teachers for additional instruction time. When students have a systematic opportunity while at school to meet with a teacher when extra help is needed, it will provide students with the support needed for success.

It is also a goal through eTime to reward students when they have all of their work caught up. Many students see this opportunity during the day to participate in activities that they find enjoyable.

eTime is held Tuesday–Friday for 25 minutes each day. Each day students receive a grade printout to look over their grades.

Any student that has a D, F or Incomplete grade must meet with that particular teacher for intervention. This extra time and assistance is key for success, as they get the extra attention needed to make up the missing work from their classes.

Students that have C or higher grades are invited to choose activities throughout the building to attend during eTime. The amazing part of this is that many students take advantage of the extra time during the day to work on assignments to get caught up or stay caught up. Even students with straight A's are invited to meet with their teachers if they desire extra instruction.

In order to make eTime run efficiently, an aide is the eTime coordinator. Her critical job is to put a report card on each student's desk on a daily basis. A web based grading system known as Skyward is used to run reports.

When the option of eTime was first being explored, teachers were instrumental in investigating it would be a possible success at Oak Canyon. One of the reasons this model of intervention was adopted was the increasing pressure on teachers to help students, that did not learn, before and after school. As teachers collaborated about eTime and the possibilities it presented, it was quickly realized that a systematic response to students who were not being successful could be created. This helped to answer the third essential question: What do we do when students have not learned the information? With time during the school day, teachers can now work with those students who need the extra time and support to help them find success.

Throughout each of the past two school years school goals were set to reduce the number of students with F's.

With eTime, students are enabled to see immediate results by having a daily printout of grades and having access to their teachers during the school day. eTime has also assisted students who may need a little extra time to make up work, take tests, or need additional explanation for assignments that will in turn help achieve mastery of the subject matter.

The following is the data that collected showing the historical trends of students and percentages of those students who have failed. It is important to note that eTime began in 2008-2009.

**Whole school Data for Reducing the Number of Students with a Failing Grade:**

*% of students with an F*

2009: 11.3%

2010: 8.62%

**Decrease of 23.7%**

*% of grades that are Fs*

2009: 2.8%

2010: 2.28%

**Decrease of 18.6%**

# Desired Result for Student Learning | 2010

Grade Comparison Data

	02-'03	03-'04	04-'05	05-'06	06-'07	07-'08	08-'09	09-'10	Averages
<b>Quarter 1</b>									
7th -% of students with F's	11.30%	9.80%	8.90%	10.70%	15.70%	9.90%	5.40%	1.87%	8.87%
% of total grades that are F's	2.60%	2.30%	2.10%	2.20%	3.50%	2.00%	1.20%	0.20%	1.93%
8th - % of students with F's	11.60%	12.70%	12.40%	10.70%	15.10%	12.20%	9.30%	9.07%	11.64%
% of total grades that are F's	2.80%	3.30%	3.00%	2.80%	3%	2.50%	1.90%	2.00%	2.64%
9th - % of students with F's	8.30%	7.00%	10.20%	9.70%	8.70%	7.80%	8.10%	4.94%	8.06%
% of total grades that are F's	2.00%	1.90%	3.30%	2.50%	1.70%	2.50%	2.20%	1.00%	2.16%
<b>WHOLE SCHOOL % of students with F's</b>	10.30%	9.90%	10.50%	10.30%	14.60%	9.90%	7.70%	5.30%	9.74%
<b>WHOLE SCHOOL % of total grades that are F's</b>	2.50%	2.50%	2.60%	2.50%	2.70%	2.30%	1.80%	1.00%	2.20%
<b>Quarter 2</b>									
7th -% of students with F's	13.10%	15.20%	14.40%	14.00%	20.80%	13.20%	8.90%	5.18%	13.10%
% of total grades that are F's	3.10%	3.80%	3.30%	3.70%	4.90%	2.70%	2.20%	0.80%	3.06%
8th - % of students with F's	19.50%	19.40%	19.70%	15.20%	16.70%	19.90%	10.40%	11.38%	16.10%
% of total grades that are F's	5.80%	5.60%	6.20%	4.60%	4.30%	4.90%	2.40%	3.30%	4.47%
9th - % of students with F's	12.50%	11.10%	11.20%	14.50%	10.50%	10.90%	12.70%	7.53%	11.20%
% of total grades that are F's	3.00%	3.20%	4.20%	4.00%	2.30%	3.40%	3.30%	1.80%	3.17%
<b>WHOLE SCHOOL % of students with F's</b>	14.90%	15.30%	15.10%	14.60%	15.60%	14.50%	10.70%	8.02%	13.40%
<b>WHOLE SCHOOL % of total grades that are F's</b>	3.90%	4.20%	4.60%	4.10%	3.70%	3.60%	2.60%	2.00%	3.54%
<b>Quarter 3</b>									
7th -% of students with F's	14.90%	14.10%	5.90%	13.50%	17.50%	12.70%	6.60%	5.43%	10.82%
% of total grades that are F's	3.90%	3.80%	3%	3.60%	3.90%	2.60%	2.00%	0.80%	2.81%
8th - % of students with F's	18.80%	15.80%	17.40%	11.70%	17.90%	20.10%	10.50%	10.11%	14.78%
% of total grades that are F's	5.30%	4.60%	5.10%	3.10%	5.10%	4.60%	2.40%	2.65%	3.94%
9th - % of students with F's	11.70%	10.50%	11.60%	13.90%	10.50%	10.00%	11.30%	6.67%	10.64%
% of total grades that are F's	2.90%	3.00%	3.60%	3.50%	2.30%	2.60%	3.00%	1.70%	2.81%
<b>WHOLE SCHOOL % of students with F's</b>	15.10%	13.50%	11.30%	13.00%	15.00%	14.10%	9.50%	7.37%	11.97%
<b>WHOLE SCHOOL % of total grades that are F's</b>	4.00%	3.80%	3.60%	3.40%	3.70%	3.30%	2.20%	1.73%	3.63%
<b>Quarter 4</b>									
7th -% of students with F's	16.50%	16.60%	7.70%	17.30%	22.10%	17.00%	12.50%	8.20%	14.48%
% of total grades that are F's	4.70%	4.40%	2.70%	4.80%	4.90%	4.30%	3.20%	2.33%	3.82%
8th - % of students with F's	17.40%	15.20%	16.30%	15.80%	19.50%	19.90%	11.75%	12.67%	15.87%
% of total grades that are F's	5.10%	4.60%	5.60%	4.00%	5.60%	5.20%	3.40%	3.00%	4.49%
9th - % of students with F's	12.10%	11.50%	13%	12.00%	13.50%	10.70%	9.24%	8.82%	11.22%
% of total grades that are F's	2.90%	3.00%	3.70%	3.30%	3.20%	2.90%	2.30%	1.55%	2.85%
<b>WHOLE SCHOOL % of students with F's</b>	15.30%	14.40%	12%	14.90%	18.00%	15.70%	11.30%	8.62%	13.56%
<b>WHOLE SCHOOL % of total grades that are F's</b>	4.20%	4.00%	4.00%	4.00%	4.50%	4.20%	2.80%	2.28%	3.68%

**At-Risk Meetings**

Each week the At-Risk team meets to discuss students who are struggling in the school. The criteria has been set that any student below a 2.0 GPA is at risk of failing classes. The At-Risk team consists of the administration, counselors, and trackers. In the near future, the goal is to add a few teachers to the team to gain their insight.

The tracker runs data each week and prints a 2.0 list. This list ranges in student numbers each week. With the implementation of eTime, the number of students with a failing grade has been reduced significantly. The eTime system is not perfect, so the At-Risk committee meets with those students who are still not getting the help or support that they need.

The At-Risk committee divides up the list according to alphabet and arranges a meeting with each of the students on the list. The purpose of these meetings with an administrator or counselor is to provide a successful situation to promote success. In most cases progress is tracked from week to week, and goals are set to accomplish. As goals are met, students are rewarded. Parents of these students are also brought in on the discussions. If parents are available, they are invited to attend the goal setting meeting. If they are unable to attend, a short email is sent home describing the conversation.

**Guided Studies**

Those students who still need additional support are often invited to participate in Guided Studies programs. With the assistance of Trustland dollars an aide has been hired to work with a small group of students to provide support every other day for their success. This aide contacts teachers for missing work, contacts parents on progress, and tracks success. The goal of this Guided Studies program is to provide the one-on-one support that many of our students need to have success.

**P.U.S.H. Team**

The P.U.S.H. Program (Preserving Utah's Science and History) teams the Utah History, Science, and English State Core curriculum and uses both the school classroom and the community for authentic learning.

The P.U.S.H. Team consists of 110 seventh grade students who expand regular classroom learning by visiting sites of scientific and historical significance in the community, gathering the critical stories and information, and publishing their findings in an individual portfolio.

The P.U.S.H. Program emphasizes inquiry based, hands-on learning. As a result, students are excited about exploring new information and score significantly higher on their end of the year assessments.

**What has the P.U.S.H. Team done?**

P.U.S.H. students discover and tell many exciting stories as they venture into the community. They learned about Geneva Steel Plant and its impact on Utah from interviews with Senator Hatch, Congressman Cannon and numerous employees. They sponsored a Business Fair and formed partnerships with Utah businesses.

They discovered that even as twelve-year-olds they can make a difference in preserving the community environment. They met with local businesses and the Lindon and Pleasant Grove City Councils to encourage them to recycle. Because of their efforts, Pleasant Grove adopted a recycling program.



Last year, the P.U.S.H. Team selected a person or organization whose story they felt compelled to tell. They wrote letters to them and then went onsite to conduct interviews and film the content. They created a documentary and presented it at the “Great Things About Utah” Film Festival. Officials from Thanksgiving Point, NuSkin Enterprises and Hale Center provided awards of special recognition. The event was front-page news in the Daily Herald.

**What is the Plan for 2010-11?**

This year P.U.S.H. students will research important businesses, influential people, and historical landmarks that have impacted Utah. After the research is completed, students will create a quality website that showcases the history, economic impact, and the profound influence these businesses, people, and landmarks have had on the state of Utah.

They will also create a plaque to commemorate and honor these entities. The plaques will be prominently displayed for all community members to view. This project will establish lasting community relationships and partnerships.

**School Goals**

One of the school goals this year was to implement a student rubric for Lifelong Learning. Research was showing that is that CRT data, GPA data, reading levels or current grades could be used to determine if students were becoming Lifelong Learners. However, it was discovered that it is imperative for students to self assess their progress. The student must not be left out of the Desired Result of Student Learning.

To assist in progress on this goal a student friendly rubric was designed so that students could use it to identify how they were doing in their process of becoming Lifelong Learners. The rubric was given to each student at the start of the school year. The goal was to embed this DRSL into discussions in classrooms and conversations. When the At-Risk committee meets with students, it will begin using the rubric to assist students in identifying Lifelong Learner characteristics, according to the rubric.

# Lifelong Learning

	Lifelong Learner	Learner	Developing Learner
Refines Skills and knowledge by acquiring a variety of higher level thinking skills.	<ol style="list-style-type: none"> <li>1. Uses eTime effectively, arrives on time and is ready to work.</li> <li>2. Student knows how to find and use resources for their learning, is enthusiastic about learning and takes ownership for learning.</li> <li>3. Completes tasks in a variety of different ways and applies learning to something in their life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses eTime, but chooses to avoid classes that need to be made up</li> <li>2. Student begins to seek out resources and to asks questions about learning</li> <li>3. Follows basic directions to complete a task, is given step by step instructions by the teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Avoids eTime, has failing grades</li> <li>2. Student works on learning but must be directed, sometimes told what needs to be done.</li> <li>3. Follows basic directions to complete a task, is given step by step instructions by the teacher.</li> </ol>
Sets high standards for self improvement and learning.	<ol style="list-style-type: none"> <li>1. Student is self motivated to accomplish tasks that create learning.</li> <li>2. Student strives to achieve the highest grade possible.</li> <li>3. Student sets long term goals, and establishes positive behavior in class that leads to success.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student is externally motivated by rewards for learning.</li> <li>2. Student is satisfied with simply passing the class.</li> <li>3. Student sets goals and begins to achieve some of them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student needs motivation and additional instruction for learning.</li> <li>2. Student is not concerned about the class grades.</li> <li>3. Student is taught how to set goals for the near future.</li> </ol>
Organizes resources of information, technology and time to achieve success.	<ol style="list-style-type: none"> <li>1. Student reviews Skyward regularly checking grades and assignments.</li> <li>2. Student prioritizes work and takes pride in work, thinks ahead, and seeks additional knowledge.</li> <li>3. Student is consistent in organizing time outside of school to complete assignments.</li> <li>4. Student independently uses planner realizing that success comes from being organized</li> </ol>	<ol style="list-style-type: none"> <li>1. Student reviews Skyward checking up on grades.</li> <li>2. Student turns in assignments whether they are complete or not.</li> <li>3. Student is inconsistent in the time they spend outside of school for assignments.</li> <li>4. Student writes in planner but does not use it consistently for long term planning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student rarely checks on grades or assignments that need completion.</li> <li>2. Students will miss turning in assignments and some assignments will be late and incomplete.</li> <li>3. Student does not organize time outside of school for completion of assignments.</li> <li>4. Student does not use planner to plan for school success.</li> </ol>

## **Implementing Effective Communication**

### **Department Level:**

#### **Counseling Department:**

- The counseling department teaches effective communication skills in their 7<sup>th</sup> grade CTE presentations and in small group lessons, such as Why Try

#### **CTE:**

- We are working on school websites for each of us that is student friendly and easy to use. Parent teacher conference, UEN, U-tips

#### **Fine Arts:**

- We work with not only verbal, but non-verbal communication. Students learn to work with a group as well as individually. Students learn to speak, perform and display their art in public. They learn ways music, performance, body language, and visual images can communicate ideas and feelings.

#### **Language Arts:**

- Assignments that correlate with the writing strand
- Assignments that require in-class collaboration

#### **Math:**

- We require students to show work, take notes and explain how they solved a problem to the class or on test.

#### **Physical Education:**

- Effective, positive interactions emphasized through entire school community
- Feedback between students
- Feedback Teacher to Students
- Using school technology for teacher to parent communication
- Team building activities
- Cooperative games
- Parent teacher conferences (individual personal progress reports)

#### **Science:**

- Websites, e-mail, lab write-ups

#### **Social Studies:**

- PUSH, emails, presentations, iMovie, PowerPoint, web pages, writing prompts.

#### **Special Education:**

- Individualization (teaching written language, computer skills)

**World Languages:**

- Speaking assignments and activities emailed to other students in the language

**School Wide Implementation**

One area in which provisions have been used to demonstrate effective communication is to showcase student work for others to see. New cabinets were designed and installed in which student work will be displayed in a high traffic area. When work is completed on a high level, or on a best work level students need to be proud and showcase their talents.

**Implementing Responsible Citizenship**

**Department Level:**

**Counseling Department:**

- The counseling department advocates for individual students and their differences in culture, beliefs, values and social structures.

**CTE:**

- Live on less than earned, behavior sheets, self clean up, and points off for poor clean up.

**Fine Arts:**

- Students are given leadership opportunities, become balanced individuals, take initiative, and develop a desire to succeed. Students appreciate and respect individual differences and alternative points of view. They improve their ability to express an opinion on issues while listening to and respecting the views of others. They develop a commitment to caring, fairness, responsibility, and compassion. They develop an awareness of the mutual benefits of sharing, cooperation, and compromise.

**Language Arts:**

- Expectation of responsible behavior in the classroom.

**Math:**

- In academics, ethics and behavior, we have high expectations for our students.

**Physical Education:**

- Compliance to rules (class, school, game).
- Citizenship grades based on honesty.
- No referees honor system emphasized.
- Good sportsmanship and respect for opponents emphasized.

**Science:**

- Safety rules – respect for others, respecting deadlines.

**Social Studies:**

- Constitution Week, issues, tolerance, volunteer work.

**Special Education:**

- Respect for peers/school property/faculty.

**World Languages:**

- Classroom management, honesty with homework, respect for others, tolerance for other cultures, and responsibility.

**School Wide Implementation**

- Each Monday the Pledge of Allegiance will be recited by the student body. For some reason, this had not been happening in the past. Many suggestions for this implementation came from staff and patrons.
- Veterans Day Assembly- With the cooperation of the PTSA collaboration will take place for an assembly to honor America's Veterans. A lot of feedback and excitement for this assembly exists. Some of the initial thoughts are to demonstrate living monuments with students actors, invite and honor local veterans, honor students and families at Oak Canyon who currently have a loved one on active duty.
- Another area that is creating significant data to use and measure student performance is the implementation of the new tardy program. It has been expressed in each classroom to every student that being responsible, also means showing up on time and being respectful. This tardy program has helped reduce the number of tardies by an observable difference.

## Desired Results for Student Learning (DRSL)

### **Lifelong Learning**

**Definition:** A lifelong learner has gained basic knowledge and developed the individual learning skills that support continuous education.

- Refines skills and knowledge by acquiring a variety of higher level thinking skills.
- Sets high standards for self improvement and learning.
- Organizes resources of information, technology and time, to achieve success.

### **Effective Communication**

**Definition:** An effective communicator successfully listens, interacts, and responds to others.

- Communicates effectively and respectfully through verbal and nonverbal forms,
- Collaborates, respecting individual differences and resolving conflicts as they arise.

### **Responsible Citizenship**

**Definition:** A responsible citizen participates appropriately in the local and world community to promote personal and public good.

- Respects differences in culture, beliefs, values and social structures.
- Interacts positively with teachers and peers.
- Maintains personal accountability for individual decisions and actions.