PROVO PEAKS ELEMENTARY

SUCCESS FOR EVERY STUDENT:

THE PROVO WAY

School Improvement Plan 2018

EVERY STUDENT WILL END EACH SCHOOL YEAR HAVING MET OR EXCEEDED THE ESSENTIAL LEARNING STANDARDS, FULLY PREPARED FOR THE NEXT GRADE/COURSE.

INTRODUCTION

The students and educators of Provo City School District enjoy a legacy of commitment and caring in a community rich with diversity. The community has rallied to support the building of four new schools, and rebuilding five schools, in the past decade. This community support and interest in its schools has been a hallmark of Provo City.

GOALS

Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

Every student will end each school year having met or exceeded the

essential learning standards, fully prepared for the next grade/course.

Because, as emphasized by Connie Moss and Susan Brookhart in *Learning Targets*, "our beliefs are the best predictors of our actions in any situation," the district aim statement establishes our core belief and is the foundation of the actions we plan and take.

And, this belief predicts our actions –
- We have an improvement plan that focuses on student outcomes.
- We will execute our plan together.
- We will review and measure our performance.
- We will continuously improve teaching and learning.

Board of Education Goals

Our actions will focus on achieving five goals set by the board of education:

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.
5. 91% of students receiving a high school diploma.

Additionally, the district commits to the state goal of ensuring reading proficiency for students by the end of third grade.

PLAN

To accomplish our goals, we collaborate to set our priorities in this district improvement plan. As we implement this plan, we evaluate our impact and improve our actions as needed with a focus on student success.

The District Improvement Plan has two phases; each phase includes a goal in each of John Hattie's *Visible Learning* categories.

Category	Phase 1	Phase 2
Student	Active Learner	Student Expectations
Home	Active Parental Engagement	Positive Parental Communication
School	Instructional Leadership	Acceleration of Learning
Teacher	Teacher Clarity	Teacher Credibility
Curriculum	Repeated Readings	Vocabulary Programs
Teaching Approach	Feedback	Formative Assessment

SCHOOL PLANNING TEAM		
Include administration, teachers, staff members, parents and community members		
Principal Mark Burge	*Facilitator* Emily Wall	*TI Coordinator* David Hullinger
Teacher Natalie Jacobus	*Parent* Elizabeth Molinaro	*Parent* Adriana Reeve

SCHOOL DEMOGRAPHICS																
Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	35	70	59	58	63	78	82	93							
English Language Learners (enter # of students) 31% of EL		19%	27%	40%	48%	36%	22%	27%							

Ethnicity (enter %)	Caucasian 52%	African American 1%	Latino 38%	Asian 2%	Native American 3%	Pacific Islander 4%	Other 0%

Gender (enter %)	Male: 56 %			Female: 44%			
Low Socio-Economic (enter %)	68%						

TITLE I REQUIREMENTS

Title I Schools, please ensure the following required components are in your school plan:

Title I Requirements	Area(s) where this component is addressed in the School Improvement Plan
Schoolwide reform strategies	Instructional Leadership-Provide a variety of teacher driven learning opportunities for teachers to learn and grow through TLCs Active Learners- Decrease the amount of ODR's by 5% for the at risk students.
High quality professional development	Instructional Leadership- Increase teachers capacity and teacher collective efficacy through learning walks. Teacher Clarity- Teachers will receive and participate in professional development each month aimed at increasing achievement for ELL Teacher Clarity- Have a weekly professional development with paraprofessionals to build their capacity to better support our teachers and students.
Strategies to increase parental engagement	Parent Engagement- The school will host multiple parent grade level nights throughout the school year. Parent Engagement- Increase parent capacity through weekly social media posts on educational strategies to use at home. Parent Engagement- Increase parent participation at SEP conferences
Measures to include teachers in decisions regarding the use of academic assessments	Instructional Leadership-Provide a variety of teacher driven learning opportunities for teachers to learn and grow through TLCs
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.	Instructional Leadership- Instructional Assistants trained in a variety of interventions for students to receive interventions to meet their needs. Repeated Readings-Tailor reading interventions for students based on specific skills that they are lacking.
Coordination and integration of Federal, State, and local services and programs	At Provo Peaks, ALL students, regardless of ELL, special education, or other status, have access to the same services and programs. Funding from TItle I, Title III, Special Education, School Trust Lands, are used to help ALL students achieve academically and show growth through programs run during the school day.

Components addressed in TI District plan: Instruction by HQ teachers, Strategies to attract HQ teachers to high-needs schools, Preschool transition

TITLE III (ELL) REQUIREMENTS

All Schools, please ensure the following required components are in your school plan, specific to English Language Learners:

Title III Requirements	Area(s) where this component is addressed in the School Improvement Plan
High quality professional development	*Teacher Clarity*- Monthly ELL Professional development for teachers to implement EL strategies in the classroom.
Strategies to increase parental engagement	*Parent Engagement*- Parent nights will have Translators available and translation of instructions
Student growth goals in English Language Development (USBE requires .4 overall proficiency growth for all students on WiDA ACCESS)	*Instructional Leadership*- Instructional Assistant that is trained in a variety of EL interventions to best meet the needs of ELL students and give extra support to teachers with ELL students that are on a 1 or 2 proficiency level on the WIDA scale. *Instructional Leadership*- Provide a variety of EL interventions and supplement our ELL materials. .4 Proficiency growth for at least 85% of all EL students
Student growth goal in ELA (SAGE/DIBELS)	*Instructional Leadership*- Increase ELA proficiency for limited english proficiency students from 14.8% (SAGE) in 2018 to 20% (RISE) in 2019

OTHER ITEMS INCLUDED PLAN

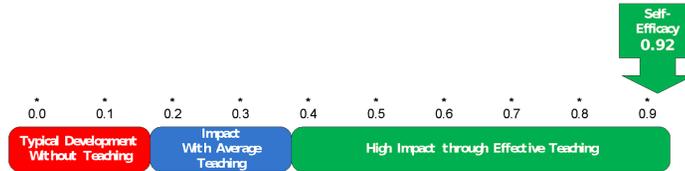All Schools, please ensure the following components are in your school plan.

Item	Area(s) this is addressed in the School Improvement Plan
ELA Plan/Goals	*Instructional Leadership*- 10% increase in students meeting composite benchmark in DIBELS from BOY to EOY.The school average for proficient students on DIBELS for BOY 2018 was: 60% *Instructional Leadership*- Increase ELA proficiency 5% from 49% (2018 SAGE) to 54% (2019 RISE)
MA Plan/Goals	*Active Learner*- 5% increase in students being proficient for the 2018-2019 RISE Math test results,
PBIS Goals/Plan	Active Learners- Decrease the amount of ODR's by 5% for the at risk students.
Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)	*Parent Engagement*- Parent nights will have Translators available and translation of instructions *Parent Engagement*- The school will host multiple parent grade level nights throughout the school year. *Parent Engagement*- Increase parent capacity through weekly social media posts on educational strategies to use at home *Teacher Clarity*- Monthly ELL Professional development for teachers to implement EL strategies in the classroom.

1. Active learner (self-efficacy)

Student Factors – PHASE 1

DEFINITION

Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.

Self-Efficacy 0.92

| 0.0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 |

Typical Development Without Teaching | Impact With Average Teaching | High Impact through Effective Teaching

EVIDENCE OF IMPLEMENTATION

- Students will demonstrate grit/perseverance/a growth mindset in their learning.
- Students demonstrate a belief that, with work, they can learn difficult concepts and skills.
- Students will know learning targets and success criteria and will seek feedback as they assess themselves in their learning.

| Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
5% increase in students being proficient for the 2018-2019 RISE Math test results,	The school average for proficient students on SAGE Math for 2018 was: 3rd: 36% 4th: 60% 5th: 52% 6th: 74% (SAGE Data)	Students lack opportunity to track math growth and work independently on math practice at their level. Teachers lack a formative assessment to use in order to set up classroom interventions for math. Creating daily formative assessments takes time from teacher's busy schedules. IXL allows teachers a way to daily give a formative assessment on the skills being taught in math.	1. Use of STAR Math as a screener 2. Renew IXL Math for schoolwide use to assess effectiveness of math instruction and to review and solidify what they learned in tier 1. Also to help decide intervention groups for students who have not learned the skill. Leadership team will review usage reports to ensure that this resource is being utilized.	1. 8/30/18 2.. 10/1/2018	Emily Wall Emily Wall	1. $4,865 (7503) 2. $3,825 (7503)

			Principal will train faculty how to incorporate IXL data into PLCs PD will be provided as needed for new teachers.			
Decrease the amount of ODR's by 10% for the at risk students.	According to our SWIS Data, our behavior incidents are greatest during the hours of 10:00-2:00. The school needs a way to track behavior in order to focus on greatest needs of intervention. In 2017-2018, there were 59 behavior incidents. We will aim for a 10% decrease in incidents of the at risk students.	School needs a system to track behavior issues.	Renew SWIS account	10/1/18	Mark Burge	$350 (7503)

2. ACTIVE PARENT ENGAGEMENT

HOME FACTORS – PHASE 1

DEFINITION

Parents actively engaged in their child's learning at school and at home.
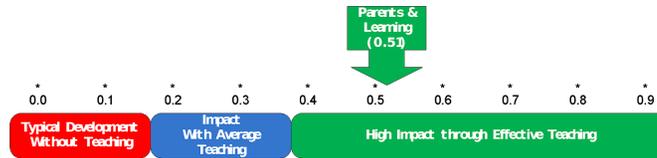
EVIDENCE OF IMPLEMENTATION

- Parents create a home environment that promotes and supports education.
- Parents have high expectations for their child's learning.
- Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child's learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Increase parent capacity through weekly social media posts on educational strategies to use at home. 36 weekly social media posts that will occur throughout the year.	Social media is an accepted and easy form of communication with the community that will allow parents to be more connected with the school and their students.	Parents may want to help but not have the skills or knowledge of how they can help.	36 weekly social media posts that will occur throughout the year. Leadership team will make assignments for who will be in charge of the social media post for each week.	Weekly assignments will be given to teams throughout the year.	Rebecca Frost (content manager) and leadership team.	Content Manager Stipend from account 0570 (3 hrs per week)
90% Attendance at SEP conferences	Increase parent involvement by making it convenient for parents to schedule parent conferences.	Require an effective and efficient system to schedule SEP meetings.	Purchase Canyon Creek as a user- friendly program for both parents and teachers to manage and encourage attendance.	Purchase by 9/2018	Emily Wall	7502- $404
Create a culture of parent involvement with the classroom by hosting grade	Help parents incorporate the strategies and methods	-Lack of involvement between classroom and home in all grade levels	Frequent educational activities in the classroom involving parent	Parent Night per grade level during the school year. Can	Grade Levels teams and David Hullinger	7502-$250 per activity for each grade level including Preschool and SpEd

level parent nights and having at least 75% attendance for K-6 parents.	used at school as they work with their students at home.	-Parents new to the U.S. Educational system and lack of educational capital	participation in the form of Grade Level Parent Nights Meet with grade level teams and assess what skill the team wants parents to acquire and plan an activity to meet that need. Invite parents to attend and send letters home with different options of when to hold the parent meeting. Schedule the meeting for the option that the majority chooses to ensure higher turnout. Order any supplies needed for the activity. Advertise events through notes and social media. Offer incentives to families that post pictures on our social media that are engaging in the new skill they learned during the activity.	be in the evening or during the school day		$250 x 9= $2,250
All grade level parent involvement activities will have spanish translators available and spanish instructions if needed.	Providing parents with translation allows non english speaking parents to take the strategies that are taught and use them at home to assist their children	Language barrier-- Parents primary language is not English. Instructions that are only given in English cannot be understood or used by ELL parents	Incorporate translation planning as part of the Parent involvement planning process. Prior to each engagement activity, contact BYU translation department to schedule a translator.	Recurring throughout the year.	David Hullinger	Volunteers $0
Through the home reading program, Increase the amount of reading for K-3 students with parents at home measured through weekly parent logs. Baseline data was not kept	Increase the number of books that students have access to in the home. In 2017-2018 there were about 600 books sent home per week. This year we	Parents and students need an incentive to participate in the Home Reading program.	Purchase books from Scholastic for students to earn by completing Home Reading with parents.	October 2018	Leadership team, librarian and PTA	7502- $1000

| in 2017-2018. We want 75% of K-3 students to participate in this program this school year.	want to up that number to 1,200 by including students in special education.				

**ELL - Identify specific strategies for parents of english language learners

3. INSTRUCTIONAL LEADERSHIP

SCHOOL FACTORS – PHASE 1

DEFINITION

Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.
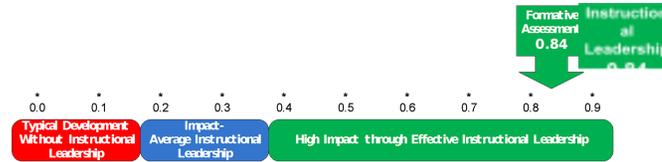
EVIDENCE OF IMPLEMENTATION

- Administrators make instructional decisions based on student achievement data.
- Administrators demonstrate strong pedagogical skills and knowledge.
- Administrators focus their schools on student learning by measuring learning, providing coaching and clinical supervision, and communicating goals and progress.

| Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Increase teachers capacity and teacher collective efficacy through learning walks	Need opportunities for teachers to increase their teaching capacity by observing master teachers.	Lack of opportunity for teachers to observe master teachers.	Each teacher will perform 2 learning walks and debrief with someone on the leadership team or school coach.	1 time before December and 1 time before May.	Jessica Lohser & Mark Burge	Professional Development Fund from Karen Brock
5% increase in students being proficient for the 2018-2019 RISE ELA test results, compared to the previous year 10% increase in students meeting composite benchmark in DIBELS from BOY to EOY	The school average for proficient students on SAGE English Language Arts for 2018 was: 3rd: 21%, 4th: 54%, 5th: 52%, 6th: 66% School Overall: 49% (SAGE Data)	Students have varying levels of needs. In order to meet the needs of all students, it requires more man power so teachers have the ability to intervene will all students.	Hire and train highly qualified paras to assist teachers in district approved intervention programs. Monitor students progress to ensure they are responding to intervention review students progress monthly and adjust	9/11/18	David Hullinger	7501- $134,278 Title I Paraprofessionals Title III Account- $11,000 EL Paraprofessional

Increase ELA proficiency for limited english proficiency students from 14.8% (SAGE) in 2018 to 20% (RISE) in 2019	The school average for proficient students on DIBELS for BOY 2018 was: 60%		interventions when needed. Hire and train 1 ELL paraprofessional to assist teachers in language intervention.			
Provide a variety of EL interventions so 80% of EL students will achieve at least a .4 proficiency growth on WIDA ACCESS	For tiered instruction, our school uses Wonders for ELL, Wonders Newcomer and Nat Geo. These programs are effective, but lack manipulatives and are not sufficient for our most struggling ELL students. We need to purchase manipulatives to supplement our ELL materials.	We do not have any manipulatives to use with the students who are learning English for the first time. We have picture cards to help these new students with naming items, but the students often still don't grasp what the item is.	Purchase Alphabet Sounds Teaching Tubs, a set of small containers with manipulatives in each tub to match each letter of the alphabet Purchase English Alphabet books, to help in teaching the very basics for students who know very little or no English.	10/1/18	David Hullinger	7612 account Alphabet Sounds Teaching Tubs- $149 English Alphabet books $60
TLC. Provide a variety of teacher driven learning opportunities for teachers to learn and grow.	Teachers need opportunities to increase their capacity in Classroom Management, Math, Reading, etc..	Teachers lack opportunities to gain specific training or knowledge in a variety of areas.	Purchase books for book study, classroom management training, etc.	10/1/18	Leadership team and grade level teams	7504- Up to $2000 based on needs

4. TEACHER CLARITY

DEFINITION

Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.
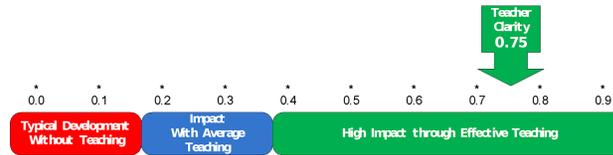
EVIDENCE OF IMPLEMENTATION

- Teachers post, share, and embed learning targets with success criteria in daily lessons to promote self-regulated learners.
- Teachers assess students and give targeted feedback based on success criteria.
- Teachers elicit and apply student feedback to improve instruction.
- Teachers foster student ownership of learning.
-

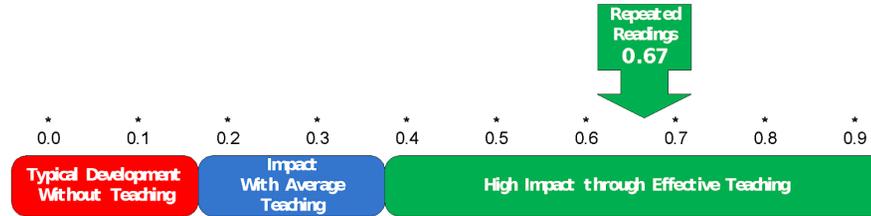| Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Teachers will post and share learning targets & success criteria in daily lessons.	According to Hattie, teacher clarity has an effect size of .75. Learning targets and success criteria are components of teacher clarity.	Students lack ownership of learning when they don't have learning targets and success criteria.	Teachers will post at least 1 learning target/ success criteria for each subject taught during the day. Leadership team will build the capacity of teachers that are not implementing learning targets and success criteria or those that are doing so ineffectively.	Leadership team will check for posted learning targets/ success criteria during drop in observations.	Leadership team	$0
Teachers will receive and participate in professional development each month aimed at increasing achievement for ELL	English Language Learners may have a more difficult time accessing their grade level curriculum. Teachers need to have their capacity	Having a another language spoken in the home that may affect their academic abilities.	Survey the faculty on needs and then plan corresponding professional development.	Monthly	David Hullinger	7504 or title 3-$500 Professional Development Supplies.

students. 75% of teachers will incorporate the new strategies learned into their pedagogy.	built so they can differentiate instruction for this population.					
Have a weekly 30 min professional development meeting with paraprofessionals to build their capacity to better support our teachers and students.	Paraprofessionals need a weekly opportunity to meet with school leadership to review school goals and provide needed training for them to be highly effective in their work with students.	Paraprofessionals do not participate in the same professional development as teachers do, but still need opportunities to better their practice.	Build para professional development into the master schedule each week on Fridays at 1:00	9/1/18	David Hullinger	$0

5. REPEATED READINGS

CURRICULUM FACTORS – PHASE 1

DEFINITION

Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.

Repeated
Readings
0.67

| * | * | * | * | * | * | * | * | * | * |
| 0.0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 |

Typical Development Without Teaching

Impact With Average Teaching

High Impact through Effective Teaching

EVIDENCE OF IMPLEMENTATION

● Elementary ELA curricular materials include texts for repeated readings and guidance to teachers on their use.
● Elementary ELA curricular materials guide teachers in knowing how and when to use the repeated reading method.
● Supplementary and intervention ELA curricula, for struggling readers, includes repeated reading to build student fluency.

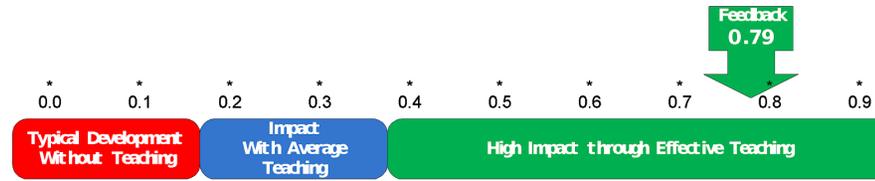| Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Tailor reading interventions for students based on specific skills that they are lacking.	Over the past couple years, our school is becoming more proficient with the 95% reading group intervention program. We are now able to create at least 36 intervention groups that are smaller in size that are tailored to the specific skills lacking for our struggling readers. We have structured our master schedule to have the	We do not have enough 95% kits to realize our vision of having a greater number of intervention groups that are smaller in size and tailored to students specific needs.	Continue to train teachers and paraprofessionals on correct use of intervention materials. Purchase the following additional 95% group kits Phonological Awareness Kit Basic Phonics Chip Kit Advanced Phonics Chip Kit	10/1/18	David Hullinger	7503- $165 Phonological Awareness Kit 7503-$140 Basic Phonics Chip Kit 7503-$140 Advanced Phonics Chip Kit

	manpower to accommodate these groups, but we don't have enough supplies.					

6. FEEDBACK

TEACHING APPROACH FACTORS – PHASE 1

DEFINITION

Feedback is timely information about the performance of a task, given from one person to another. Teachers give feedback to students, students give feedback to teachers, and teachers train students to give peer feedback.

Feedback
0.79

| 0.0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 |

Typical Development Without Teaching

Impact With Average Teaching

High Impact through Effective Teaching

EVIDENCE OF IMPLEMENTATION

- Teachers provide timely feedback to students throughout the learning process.
- Teachers seek feedback from students to improve instruction.
- Teachers and students base feedback on success criteria.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Teachers will use stakeholder survey and one additional survey during the year to receive feedback about instruction.	Teachers need a way to gage how well they are reaching students.	Teachers lack opportunities to receive feedback from students on a regular basis.	Give surveys to students 2 times during the year.	Winter & Spring	David Hullinger	$0
Increase DIBELS composite benchmark score by 10%.	DIBESL EOY Composite score for 12-13 was 60%,	The overall scores in proficiency has been decreasing over the last 3 years. We want to set a	Teachers will set classroom goals and students will set individual goals to increase their DIBELS	Teachers will speak with students weekly during progress monitoring to discuss progress. Teachers will meet as	Leadership Team	$2,000 (7503)

	13-14 was 64%, 14-15 was 73%, 15-16 was 71%, 16-17 was 68%, and 17-18 was 61%. We need to move the composite score for 18-19 to be at least 71% proficient in EOY.	goal to have 71% proficient in EOY	proficiency. The data will be shared with parents and SEPs in Nov and Feb. K-6 Students can earn prizes for increases in DIBELS proficiency.	teams weekly to discuss results of progress monitoring.	