



# PROVO PEAKS ELEMENTARY FY24

School Improvement Plan FY24

**AIM: Provo Peaks will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.**

TSSA Plan & Goal(s)	Essential Implementation Components
<p>Use of funds to hire personnel to contribute to faculty and student success: kindergarten instructional assistant, physical education teacher, and Student Success Coach. The aim of hiring these individuals is to allow time for teachers to collaborate with one another, foster a positive culture of success, and to ensure the safety and well-being of students.</p>	<ul style="list-style-type: none"> <li>● Data collection through common assessments, Educator’s Handbook, Panorama, and state testing</li> <li>● Increased communication with parents regarding academic and social emotional behaviors</li> <li>● Set aside weekly time for teachers to collaborate</li> <li>● Monthly faculty meeting to discuss and analyze SEL data</li> <li>● Monthly faculty meeting on SEL strategies professional development</li> <li>● Weekly SST meetings with classroom teachers to discuss students with behavioral needs</li> <li>● Shared school rules and expectations communicated regularly amongst faculty, staff, and students</li> <li>● Emphasize the three rules: Be Safe, Be Respectful, and Be Responsible, through PBIS</li> <li>● Training of instructional assistants to support teachers through teaching small groups and interventions</li> <li>● Training of PE instructional assistant to teach students SEL skills</li> </ul>

Required Goal Areas	Goal(s)	Essential Implementation Components
<p><b>English Language Arts</b></p>	<p>Increase the percentage of students proficiency in grades K-6 reaching EOY benchmark or above benchmark from 65% in 2022-2023 to 68% in 2023-2024 on the Acadience Reading assessment.</p> <p>Increase the percentage of students in grades K-6 reaching typical, above typical or well above typical progress by 2% based on Acadience BOY to EOY scores on the Acadience Reading assessment to reach 80% of students making growth.</p> <p>Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE ELA assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities’ proficiency in</p>	<p><b>For all Content Area Goals:</b></p> <ul style="list-style-type: none"> <li>● Implement a Leadership Committee amongst administration, faculty, Student Success Coach, and Social Worker to address school-wide needs in Tier 1 instruction and PLCs (Active Learner) (Instructional Leadership Goal)</li> <li>● Master Schedule followed by all staff including</li> <li>● Use of 95% Core in Tier I in grades K-3 (Teacher Clarity) (Active Learner)</li> <li>● 95% multisyllable routine in grades 4-6 (Teacher Clarity) (Active Learner)</li> <li>● Professional development for teachers in grades 4-6 on MSR and implementation</li> <li>● Professional development for teachers and instructional assistants on intervention programs (Teacher Clarity)</li> <li>● Set progress monitoring expectations</li> <li>● Hold data review meetings with teachers every 5-6 weeks (Teacher Clarity)</li> <li>● Provide tiered instruction to students daily (Teacher Clarity) (Active Learner)</li> <li>● Provide systematic, explicit and evidence based interventions for students who are not meeting state standards (Teacher Clarity) (Active Learner)</li> <li>● Provide enrichment for students who are exceeding state standards (Teacher Clarity) (Active Learner)</li> <li>● Provide ML students with access to ESL tiered instruction as well as all other tiered instruction time (Teacher Clarity) (Active Learner)</li> <li>● LETRS Professional Development K-3, Facilitator, Title I coordinator, and Administrator; provide teachers support for grade-level course work time (Teacher Clarity)</li> </ul>

	<p>grades 3-6 reaching benchmark or above benchmark by 5%.</p>	<p><b>ELA Specific Components</b></p> <ul style="list-style-type: none"> <li>• LexiaCore5 used as supplemental reading support (Active Learner)</li> <li>• IXL used as supplemental reading support (Feedback) (Active Learner)</li> <li>• With support from teachers, students will set realistic goals to improve reading skills and track their progress through brief conferences with their teacher (Active Learner)</li> </ul> <p><b>ELA Professional Development Plan</b>  Teachers will participate in monthly PD where they are given opportunities to work with the Wonders program; specifically to coordinate the Wonders assessments with the RISE ELA assessment to increase rigor. Teachers will be given time to match the needs of their students with Wonders curriculum during weekly PLC discussions.</p>
<p><b>Mathematics</b></p>	<p>Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE Math assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities' proficiency in grades 3-6 reaching benchmark or above benchmark by 5%.</p> <p>Increase the percentage of students proficiency in grades K-6 at or above grade level at EOY by 5% in the 2023-2024 school year on the IntoMath Growth Measure Assessment.</p>	<p><b>MA Specific Components</b></p> <ul style="list-style-type: none"> <li>• Provide adequate time for teachers to review IntoMath Growth Measure assessment (Teacher Clarity)</li> <li>• Instructional Assistants trained and conduct Acadience Math benchmark testing three times yearly (Active Learner)</li> <li>• Program integrity with the district provided Tier 1 math program (Into Math) (Teacher Clarity) (Active Learner)</li> <li>• IXL used as supplemental support (Feedback) (Active Learner)</li> <li>• With support from teachers, students will set realistic goals to improve mathematical skills and track their progress through brief conferences with their teacher (Active Learner)</li> </ul> <p><b>MA Professional Development Plan:</b>  Teachers will participate in monthly PD where they are given opportunities to work with the IntoMath program; specifically to coordinate the IntoMath assessments with the Math RISE assessment to increase rigor. Teachers will be given time to match the needs of their students with the IntoMath curriculum during weekly PLC discussions.</p>
<p><b>Science and STEM</b></p>	<p>Increase the percentage of all students proficiency in grades 3-6 reaching benchmark or above benchmark by 3% on the RISE Science assessment; increase the percentage of ML students proficiency in grades 3-6 reaching benchmark or above benchmark by 5%; and increase the percentage of students with disabilities' proficiency in grades 3-6 reaching benchmark or above benchmark by 5%.</p>	<p><b>Science Specific Components</b></p> <ul style="list-style-type: none"> <li>• Use of materials and kits provided by the district to follow SEED storylines</li> </ul> <p><b>Science Professional Development Plan:</b>  Teachers will participate in district provided science PD on how to use SEED storylines. Collaboration amongst teachers during prep time will be used to integrate and combine classes and create common goals amongst teachers.</p>
<p><b>PBIS</b></p>	<p>Increase the number of teachers who are using and properly documenting student behaviors using Educator's Handbook regularly, and use Puma Paws effectively to encourage and recognize students' positive behavior.</p>	<p><b>PBIS Specific Components</b></p> <ul style="list-style-type: none"> <li>• Create a PBIS committee of teachers and Student Success Coach</li> <li>• Review school rules regularly with students</li> <li>• Use posters throughout the school to reinforce school rules</li> <li>• Track student behavior using Educators Handbook</li> <li>• Train faculty on how to use Educators Handbook in order to identify problem areas (Active Learner)</li> <li>• Student Success Team and Coach implemented for preventative measures</li> <li>• Review behavior data with teams during PLCs (Instructional Leadership Goal)</li> <li>• Continue to use Puma Paws for reinforcement of specific positive behaviors (Active Learner)</li> </ul> <p><b>PBIS Professional Development Plan:</b>  The school will develop a PBIS committee to determine the PD needs of the school. A monthly PBIS PD will be conducted by the school's PBIS committee. Teachers will participate in monthly PD to analyze SEL and</p>

		behavioral data. Teachers will participate in regular PD, as a whole and one-on-one, to ensure proper documentation is taking place.
<b>Multilingual Learners</b>	<p>Increase the percentage of students identified as ML in grades K-6 who met their individual growth scores by 20%.</p> <p>Parent Engagement needs for ELs (see below)</p>	<p><b>ML Specific Components</b></p> <ul style="list-style-type: none"> <li>• Updated data on currently enrolled ML students provided to teachers at least monthly</li> <li>• Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels in their first language</li> <li>• Teachers and instructional assistants will provide tiered instruction to meet the needs of all ML students who are WIDA levels 1-5 using a combination of in class and pull out programs to serve students based on need (Teacher Clarity) (Active Learner)</li> <li>• Learning walks opportunities given to teachers with Title III Supervisor to observe and implement ML strategies (Instructional Leadership Goal) (Teacher Clarity) (Feedback)</li> <li>• Administration will perform drop ins to assess how strategies from monthly ML PD are being implemented and follow up as needed (Instructional Leadership Goal) (Teacher Clarity) (Feedback) (Active Learner)</li> </ul> <p><b>ML Professional Development Plan:</b> Teachers will participate in monthly ML PD for 60 minutes. Each month, new skills and strategies will be given to teachers to enhance the learning for ML students. Teachers will be asked to share and implement new strategies. Teachers will be given time to discuss the needs of their ML students during weekly PLC discussions.</p>
<b>Parent Engagement</b>	<p>The school will have the following:</p> <ul style="list-style-type: none"> <li>• Survey to determine parent needs</li> <li>• Parent Teacher Conferences</li> <li>• School-Wide Family &amp; Community Night</li> <li>• Grade and school-wide parent engagement events periodically throughout the year</li> <li>• Family Reads Program</li> <li>• School Community Council</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising to all parents</li> <li>• Translation for parents as needed</li> <li>• Teachers will be asked to give specific resources/activities that parents can use at home along with translated versions as needed during a school-wide community event</li> <li>• Provide support to grade levels as needed for planning, purchasing, and any organizational factors</li> <li>• Provide opportunities to get books in students' homes including native and second language books</li> <li>• Families will be given opportunities to participate in Family Reads activities, books will be provided in native language if available</li> </ul>
<b>Professional Development</b> <i>(not included above)</i>	<p>Increase teacher capacity, collaboration, and collective efficacy through multiple methods of professional development.</p>	<ul style="list-style-type: none"> <li>• Specific professional development days and times set aside according to district calendar (Teacher Clarity)</li> <li>• Monthly new teacher meetings with Facilitator (Instructional Leadership Goal) (Feedback) (Active Learner)</li> <li>• Learning walks for new teachers and interns with Facilitator (Instructional Leadership Goal) (Teacher Clarity) (Feedback) (Active Learner)</li> </ul>

**Summary of meetings/process in team planning:**

Preliminary work for the School Improvement Plan (SIP) was completed during the months of March, April, May & June in School Community Council (SCC) meetings, Student Success Team (SST) meetings, and Leadership Meetings. The bulk of the School Improvement Plan was created during the summer meetings in the following steps:

- Completing a Needs Assessment
- Creating a Year-Long School Professional Development Plan
- Writing a School Improvement Plan with Goals for 2023-24

Following these days, school leadership reviewed and revised the SIP and then turned it into district administrators for feedback, with the final draft complete August 31, 2023. The team members involved in the planning are listed below.

**Team Members Involved in Planning**

Mark Burge Principal	Dallas Brooks Title 1 Coordinator	Leilani Nauta Facilitator	Kathy Mesenbrink Teacher	Ana Ramos Parent	Lacie Hasting Parent
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