



PROVOST ELEMENTARY SCHOOL



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
<i>Student</i>	Active Learner	Student Expectations
<i>Home</i>	Active Parental Engagement	Positive Parental Communication
<i>School</i>	Instructional Leadership	Acceleration of Learning
<i>Teacher</i>	Teacher Clarity	Teacher Credibility
<i>Curriculum</i>	Repeated Readings	Vocabulary Programs
<i>Teaching Approach</i>	Feedback	Formative Assessment

SCHOOL PLANNING TEAM

Include administration, teachers, staff members, parents and community members

Principal Dr. Steve Oliverson	Facilitator	TI Coordinator Jeannette Moreira
Teacher Audrey Jepsen	Parent Ruth Astorga	Parent Jenny Peterson

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
		73	68	69	66	66	71	59							472
English Language Learners (enter # of students) **% of EL		1 - 1%	8 - 12%	11 - 16%	17 - 26%	20 - 30%	18 - 25%	14 - 24%							89
Ethnicity (enter %)	<u>Caucasian</u> 64%	<u>African American</u> .004%	<u>Latino</u> 30%	<u>Asian</u> .008%	<u>Native American</u> 1%	<u>Pacific Islander</u> 1%	<u>Other</u> 0%								
Gender (enter %)	Male: 49.6%							Female: 50.4 %							
Low Socio-Economic (enter %)	58%														

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
<i>Schoolwide reform strategies</i>	<i>Instructional Leadership, Active learners</i>
<i>High quality professional development</i>	<i>Teacher Clarity, Feedback, Instructional Leadership</i>
<i>Strategies to increase parental engagement</i>	<i>Active Parent Engagement</i>
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	<i>Active Learner, Repeated Readings, Feedback, Instructional Leadership</i>
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	<i>Active Learners</i>
<i>Coordination and integration of Federal, State, and local services and programs</i>	<i>Active Parent Engagement, Instructional Leadership</i>

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
<i>High quality professional development</i>	<i>Active Learners</i>
<i>Strategies to increase parental engagement</i>	<i>Parental Involvement</i>
<i>Student growth goals in English Language Development (USB E requires .4 overall proficiency growth for all students on WIDA ACCESS)</i>	<i>Active Learners</i>
<i>Student growth goal in ELA (SAGE/DIBELS)</i>	<i>Active Learners</i>

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
<i>ELA Plan/Goals</i>	<i>Active Learners, Repeated Readings, Instructional Leadership, Teacher Clarity</i>

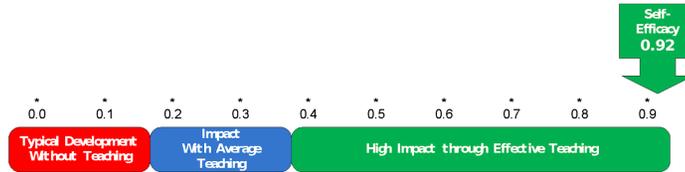
<i>MA Plan/Goals</i>	<i>Active Learners, Repeated Readings, Instructional Leadership, Teacher Clarity</i>
<i>PBIS Goals/Plan</i>	<i>Teacher Clarity</i>
<i>Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)</i>	<i>Active Parental Engagement, Instructional Leadership</i>

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.



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
Students will progress monitor their academic growth using the tools/resources that available from their tiered instructional strategies and programs with 90% participation.	DIBELS progress monitoring participation is 80% in compliance. Off grade level testing is less than 50%.	Training of off grade level DIBELS assessments and follow through need to be more consistent throughout the school year.	<p>Create trainings of DIBELS progress monitoring to all staff members that administer the assessments.</p> <p>Monitor teacher/class participation during data meeting discussions and weekly PLC meetings.</p> <p>Renew web programs...iReady and IXL that support skill based instruction. Students will use iReady on a regular basis to make goals and take assessments that are</p>	<p>Trainings completed by the end of the 2018.</p> <p>Monitoring should be done on a monthly basis or as needed.</p> <p>Renew of web programs at the beginning of the school year.</p> <p>Students are using programs in all grade levels by September 2018. Students are monitored on a weekly basis or as needed.</p>	Instructional assistant 4 Tech/Media specialist for trainings, Title 1 coordinator for monitoring and General and Special Education teachers	<p>\$50.00 for materials needed for trainings (copies, printer ink, etc.) 7503</p> <p>\$4000 Web based programs</p> <p>\$5000 for technology to serves as tools in the classroom to support tiered and differentiated instruction and to meet goals- account 7503</p>

			<p>adaptive to their skill level.</p> <p>Inventory of laptop computers and accessories (headphones, keyboard, etc.) that need to be replaced and/or additional needs due to increase of class sizes.</p>			
<p>EL students with proficiency levels of 1-3 will receive targeted EL instructional strategies during Tier 1 instruction across all grade levels to demonstrate required State growth via the end of the year WIDA Access scores.</p> <p>Growth on SAGE scores from FY17 to FY18 for our EL students decreased in the areas of : Language Arts and Math.</p> <p>Language Arts - 35.7% to 32.4%; and Math - 45.2% to 38%</p> <p>Science scores increased but 6th grade data is not included- 20.7% to 28.6%</p>	<p>Current EL data of our students indicates that 49% of these students are on levels 1-3 from the WIDA Access scores at the end of the school year.</p>	<p>Knowledge of Tier 1 resources to support EL students with instructional strategies targeted to their needs and data acquired.</p> <p>Further use of EL accommodations in the classroom.</p>	<p>Collect data of proficiency levels from WIDA Access scores at the end of last school year.</p> <p>Sorting and creating documents for teachers to use to help with instruction.</p> <p>Ongoing professional development for EL supervisor and teachers to support their teaching.</p> <p>Hire instructional assistant to support instruction either their language based programs or in the classroom</p>	<p>EL Data collected by September 2018.</p> <p>Sorting and documents created by end of September 2018.</p> <p>Ongoing PD for teachers and follow through of strategies and accommodations used in the classroom that support Tiered instruction throughout the school year. (monthly PD)</p>	<p>EL Supervisor</p> <p>General and Special Education teachers</p> <p>Instructional assistants</p>	<p>\$300 for materials needed for copying, printing, and supplies to include bilingual books, instructional materials from intervention programs, etc. - account 7612</p> <p>\$4677 for instructional 2 EL assistant from 7612</p> <p>\$200 PD for EL strategies</p>
<p>All students will participate in differentiated groups in order to meet their needs to master (90% accuracy</p>	<p>Last year's DIBELS end of the year data indicated that all grade levels met the Utah State growth measurements; but</p>	<p>Beginning of the year DIBELS data indicates that the majority of our newly enrolled students to our school are below grade</p>	<p>Collect and analyze data per grade level.</p> <p>Determine the needs of basic literacy skills across</p>	<p>Collecting and analyzing data of all grade levels completed by the end of September 2018.</p>	<p>Title 1 Coordinator</p> <p>General Ed and Special Ed teachers</p>	<p>\$1200 for purchasing materials for 95% program 7503</p>

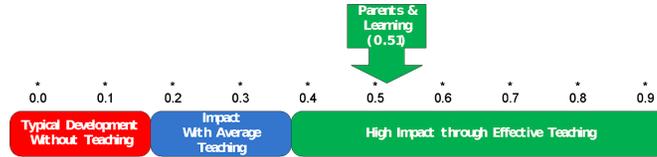
<p>for students who are identified as needing Tier 2 and 3 instruction) specific goals for literacy and math, as measured by formative assessments.</p>	<p>beginning of the school year scores for DIBELS indicates a need for students to receive tiered instruction in the areas of literacy (phonological awareness, phonics, fluency and comprehension).</p> <p>SAGE scores in the upper grades levels 3-6 show an average of 59.75% proficiency in Math.</p>	<p>level standards in their basic early literacy skills for grade levels K-6. Students that were previously enrolled in our school are demonstrating progress but their data continues to indicate continued instruction on a tiered level.</p> <p>Differentiated support by grade levels for instruction. Progress monitoring of math interventions can be refined, especially in the lower grade levels.</p>	<p>grade levels (holes and gaps in instruction)</p> <p>Create data/intervention documents to track progress and share with students.</p> <p>Progress monitor to use as a tool to guide instructional strategies in tiered instruction by skill level.</p> <p>Determine tiered groups of instruction and train instructional assistants to teach differentiated groups.</p>	<p>Differentiated groups should begin with some grade levels by mid September and all grade levels with differentiated groups by end of September 2018.</p> <p>Progress monitoring of Tier 3 students should be done throughout the school year on a weekly/biweekly basis. Formative assessments given at the end of the 4 week instructional schedule.</p>	<p>School Principal</p>	<p>\$900 for purchasing student interactive workbooks for Wonderworks. 7503</p> <p>\$500 for organizational supplies and training materials of intervention programs. 7503</p> <p>7501 - \$105,157 for instructional assistants</p>
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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
There will be an increase of parent and student participation in school activities by 10% as provided by the Title 1 family nights.	Attendance records last school year indicated that we had an average of 200 participants that attended our Title 1 family nights.	Some attendance slipped from the previous year due to inclement weather, but we would like to increase participation of families in our upper grades. Other forms of communication were not used as consistently as others.	Begin advertising family activities at least 3 weeks in advance and follow up with flyers and communication. Use other forms as communication such as emails or in teacher newsletters, etc.	Calendar of intended deadlines for advertising completed by October 2018. Collaborate with PTA on a monthly basis. Send out advertisement via emails at least 2 days prior to activity.	Title 1 Coordinator Content media specialist Technology specialist General Ed and Special Ed teachers	\$3,789 to account 7502 for family nights to include Science supplies, refreshments, parent/student resources, copies, giftcards, etc. These nights include Science, Back to School, Multicultural and Summer bridge nights.
Provost will double the amount of contacts we have with parents through social media.	Parent feedback from survey given in 2018. Parents specifically referred to an updated	Updated calendar is controlled by the District. Our media specialist will work with the District to	Our content media specialists will contact the District for updated information on maintaining our school website. She will also	This is an ongoing project throughout the school year. Our content media specialist will contact and	Content media specialist Technology specialist School Principal	\$150 for advertising - 7502 District funds media specialist

	school website with current activity dates, etc.	follow up on school website requests. There has been an increase by 10% the number of followers on our social media site on FB for both Provost School and PTA pages.	contact teachers as reminders to upcoming events to be posted as well as work with the school Principal for this information. The majority of our school activities will be photographed as much as possible and added onto our school's social media sites.	collaborate with our technology specialist to support with posting school information and activities in a timely manner.	School staff	
The school will provide bilingual communication for 80% of notifications for the purpose of meeting the needs of Spanish speaking parents.	There was discussion last year and through our parent and community survey, that there is an emphasis on communicating with Spanish speaking parents to help them become more involved in their children's education. Last school year, we provided Spanish speaking interpreters at all our major school activities (to include parent teacher conferences, family nights, etc.) 100% of our Spanish speaking parents that required interpreters were met.	Communication by grade levels has not been 100% translated into Spanish, to include flyers from the community, teachers, etc.	Identify the staff members that are comfortable and willing to interpret and/or translate communication into Spanish. Collaborate with the PTA for more parent volunteers at our activities that are bilingual. Communicate and collaborate with BYU interpreters organization.	Identification should be completed by October. Collaboration with PTA President and members should be ongoing throughout the school year for identified school activities. Collaboration with BYU will be done by October 2018 to notify them of our school dates and times.	School Administration T1 Coordinator GE teachers	\$338 to account 7612 for volunteer giftcards and supplies for flyers, etc.

POSSIBLE HELP//IDENTIFY TYPE OF GOALS -- TYPE 1: PARENTING; TYPE 2: COMMUNICATING; TYPE 3: VOLUNTEERING; TYPE 4 LEARNING AT HOME; TYPE 5 DECISION MAKING; TYPE 6: COLLABORATING WITH COMMUNITY

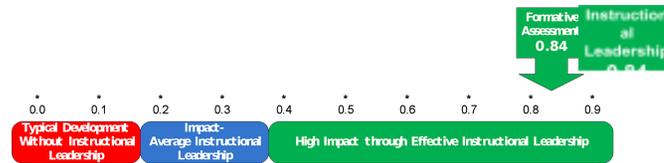
****ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

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
Teachers will participate in grade level meetings to collaborate and offer training/professional development of basic literacy skills, EL strategies and best instructional practices on a monthly basis.	Based on the educational history of the DIBELS assessments and the SAGE results, data indicates that basic literacy skills are not mastered in our lower grade levels. Every grade level has at least 3% of their student population that are working on Tier 3 instruction due to these deficits. Teacher survey in 2018 also indicated that the majority of the teachers wanted to have training	For the past 2 years, the District coach has not been as readily available to support our new teachers. They met at least once every two month for a brief period of time. General professional developments given in the past year were helpful (according to the teacher survey), but not specific and/or catered to their grade level.	Hire a Coach from within our school staff. They must receive training by the District. School coach coordinates and schedules days and times throughout each month to meet with grade levels. Ongoing communication with the staff will assist in determining the needs of the teachers in the	Hire a coach before the school year begins in August 2018. Collaborate with school coach to schedule days and times for grade level meetings. Prepare and receive feedback from PD trainings. Use data and research to teach about best practices within the classroom.	School Coach School Principal General and Special education teachers Title 1 Coordinator	\$600 for substitutes from District account from T&L department - 5805

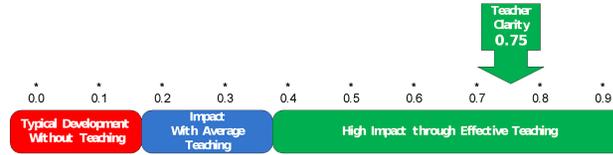
	based on the need of their grade levels that involved behavior and instructional best practices.		classrooms this school year.			
Teachers will use a uniform lesson plan template to refine their Tier 1 instruction for literacy and Math as identified in our needs and assessment plan; specifically in the areas of thinking strategies and collective formative feedback during Tier 1 instruction	According to DIBELS data based on Pathways of progress from the end of the year assessments, grade levels K-1 and grade levels 4-6 demonstrated that an average of 34% of K-1 students made below level progress and an average of 29% of 4-6 students made below level progress in their basic literacy skills on their grade level. This includes students who were not only struggling students but students that were well above grade level.	District and school focus on teacher efficacy, clarity and formative assessments have help us to look more closely at Tier 1 instruction. New first year teachers this school year need guidance in Tier 1 implementation.	Classroom observations of Tier 1 instruction. Review of lesson plans from informal and formal evaluations on Tier 1 instruction related to the Big 8 strategies. Discussion with grade levels during PLCs and collaboration meetings..	Initial observations of all Tier 1 instruction completed by the end of October. Evaluations completed by the school Principal throughout the school year with feedback for improvement on lesson plans and instructional strategies.. Ongoing grade level meetings throughout the year to improve and refine Tier 1 instruction based on collected data.	School Principal Title 1 coordinator School Coach/Mentor General and Special Education teachers	\$400 for supplies from account 7504 for resources of Tier 1 instruction (copies, print, binders, etc.)

4. TEACHER CLARITY

TEACHER FACTORS – PHASE 1

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
Teacher will participate in quarterly professional development and/or data meetings with the administrative team to discuss to focus on implementing and setting goals to use formative assessments to guide literacy and math instruction for all at risk students.	Last school year, teachers received PD on formative assessments. Some grade levels put it into practice. This year there was a need to implement formative assessments on a regular, planned basis in order for students to track their own progress.	Second year of implementation of formative assessments across grade levels. This is a goal that continues throughout this school year.	Collaborate with school administration team and school coach/mentor in order to implement formative assessment practices. Observe in classrooms and in PLCS how these formative assessments are created and used throughout the school year.	Collaboration on initial professional development plans is completed by the end of September. Observations in the classroom completed throughout the school year with feedback and follow through.	School Principal School Coach/mentor General Ed and Special Ed teachers	\$200 PD supplies from account 7504. \$600 for professional development conferences, workshops, etc. from account 7504.
Teachers will participate in professional development and/or collaboration meetings to	We need to increase our positive reinforcement	Need for additional behavioral strategies to	Present goal and data in faculty meetings in September 2018.	Ongoing year long teacher evaluations of Tier 1 and	School Principal	NA

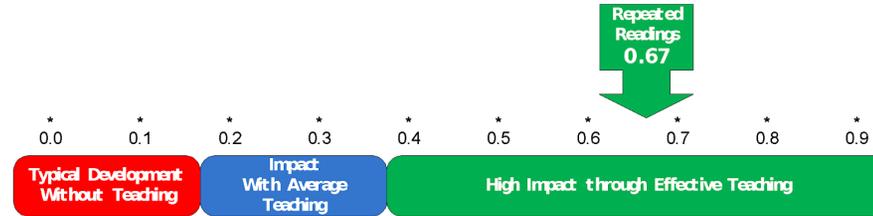
<p>begin implementing the use of Tier 1 and Tier 2 supports of PBIS .</p>	<p>rates as identified in teacher evaluations.</p> <p>New behavior strategy for higher risk students.</p>	<p>engage students positively in classrooms.</p>	<p>Train in the 10 x 2 technique to faculty in October 2018.</p> <p>Follow up collaboration and/or PD meetings throughout the school year.</p>	<p>Tier 2 supports that include:</p> <p>Tier 1: Each classroom teacher will give at least 3 positive reinforcements for every 1 negative reinforcement.</p> <p>Tier 2 PBIS. Teachers will utilize a 10x2 engagement system for higher risk students.</p> <p>All teachers implementing supports by the end of 2018.</p>	<p>General Education and Special Education teachers</p> <p>School Coach/Mentor</p> <p>District Behavioral Specialist</p>	
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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.



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
Upper grade level teachers will participate in trainings focused on improving reading fluency on grade level and on independent reading level as indicated by DIBELS and/or iReady data.	DIBELS data for grade levels 3- 6 indicates that students are struggling with their proficiency in fluency skills. These are students that have grade level accuracy in their timed reading, but below grade level mastery in their words per minute when reading a passage.	lack of reading enrichment in early childhood years -strategies for teachers	training of QuickReads and tier 2 strategies in Wonders program Review Dibels data for BOY/MOY/EOY and PM during PLCs and/or data meetings	training completed by end of November 2018 And an implementation of repeated reading strategies by the end of October 2018 that is observed. Review of data during weekly PLCs and Grade level meetings	Teachers Title 1 coordinator School Principal School Coach/Mentor	\$700 for book supplies to increase a teacher's library of various genres from account 7503.

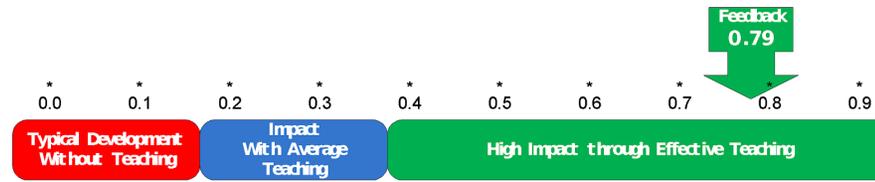
	<p>Our 3rd grade level implemented Duet reading into their daily curriculum and results from Dibels indicated that only 9% of their students performed below grade as measured by their pathway of progress data. Teachers expressed interest in implementing these strategies in their classrooms.</p>					
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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.



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 participated in PLCs to discuss strategies and implementation of feedback strategies.	Our focus on feedback was addressed from our PD training with whole faculty the last 2 school years. There is a continued need for reinforcement of this practice as evidenced by teacher evaluations.	Hattie identified feedback as one of the strategies with the highest impact on student gains. Therefore, our school focused on this characteristic to improve academic achievement in the classroom.	Monthly follow-up with faculty Teacher observations with emphasis on feedback.	Throughout the school year we will have follow ups and observations in all teacher classrooms.	School Principal General Ed and Special Ed teachers	\$400 for school substitutes as needed for teacher/classroom observations across the District from 7504.