



PROVOST ELEMENTARY SCHOOL



SUCCESS FOR EVERY STUDENT:

THE PROVO WAY

School Improvement Plan 2019-20

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

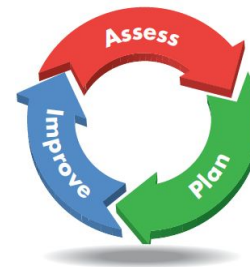
Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

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.

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SCHOOL PLANNING TEAM <i>Include administration, teachers, staff members, parents and community members</i>		
Principal Dr. Steve Oliverson	TI Coordinator Jeannette Moreira	Teacher Audrey Jepsen
Teacher Julieta Flores	Teacher Jill Day	Teacher
Parent Meagan DeLange	Parent Rut Astorga	Parent Christine Elgaen

SCHOOL DEMOGRAPHICS									
Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	Total
	n/a	71	59	63	68	65	66	69	461
English Language Learners (enter # of students) 25% EL	n/a	6	9	17	15	25	22	16	113

Ethnicity	<u>Caucasian</u> 61%	<u>African American</u> <1%	<u>Latino</u> 32%	<u>Asian</u> <1%	<u>Native American</u> <1%	<u>Pacific Islander</u> 5%	<u>Other</u> 0%
Gender	Male: 48% Female: 52 %						
Low Socio-Economic	58%						

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Are you a TSI School? X Yes No

If yes, please list the area(s) for Targeted Support: English Language Learners

; dUgUu; `UbW: M&S

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TITLE I REQUIREMENTS

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Title I Requirements	Identify & summarize the area(s) where this component is addressed in the School Improvement Plan
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Title III Requirements	Identify & summarize the area(s) where this component is addressed in the School Improvement Plan
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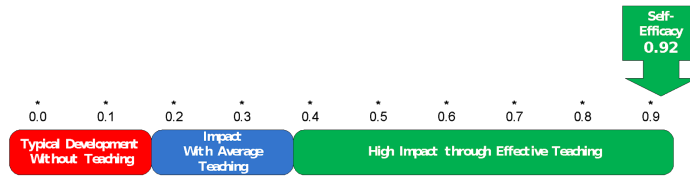
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1. ACTIVE LEARNER (SELF-EFFICACY)

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
<p>abOR[a' d WY] _\T_R'' Z \[V\ _aJRV_NPNORZ VP T_d aJ'b' V' T'aJR' a\Y 'R' \b_PR' aJNa' NcNMNOYR_S_VZ 'aJRV_aR_RO' V' a_bPaX[NY' a_NaRTVR' N[O] _\T_NZ ' d V\U' b' Oe'] N_aPV] NaX[#</p>	<p>PNOVR[PR&RNOV[T'] _\T_R'' Z \[V\ _V[T'] N_aPV] NaX[V Yxè V' P.VZ] W[PR# SST_NOR' YRcRYaR' a[T V UÖè #</p>	<p>! \[V\ _V[T \S\$ _\T_R'' Z \[V\ _V[T] N_aPV] NaX[' [RRO' a\ ORPV[' V aR[aN[O' RcNbNaROQ' ' NOZ V[V_a_NaX[#</p> <p>(RNPUR_ ' d WY] _\T_R'' Z \[V\ _N[O V] ba'aJRV_' ONaV\ [aJRT_NOR'YcRY' ONaV' URRa'a\ 'RcVrd' Ob_V[T'ONaVZ RRa[T' j RaP#</p> <p>&R[Rd' d RO'] _\T_NZ ' #&RNOF' N[Oè z' aJNa' b]] _a' XWYON RO' V' a_bPaX[# abOR[a' d WY b' R'V&RNOF' S_ O_aJ! N\U' N[Ož V&R_NPF; \[' N_RTbYN' ON V' a' Z NXRT\ NY' N[O' aXRN' ' R' ' Z R[a' aJNaN_R' NON] aèR'a\ aJRV_ ' XWY YRcRY#</p>	<p>(RNPUR_ ' d WY] _\T_R'' Z \[V\ _N[O V] ba'aJRV_' ONaV\ [aJRT_NOR'YcRY' ONaV' URRa'a\ 'RcVrd' Ob_V[T'ONaVZ RRa[T' j RaP#</p> <p>&R[Rd' d RO'] _\T_NZ ' #&RNOF' N[Oè z' aJNa' b]] _a' XWYON RO' V' a_bPaX[# abOR[a' d WY b' R'V&RNOF' S_ O_aJ! N\U' N[Ož V&R_NPF; \[' N_RTbYN' ON V' a' Z NXRT\ NY' N[O' aXRN' ' R' ' Z R[a' aJNaN_R' NON] aèR'a\ aJRV_ ' XWY YRcRY#</p>	<p>(_N[V[T' N_R\ [T V[T S_ ' ' PNOVR[PR&RNOV[T' NOZ V[V_a_NaX[' N[O b' V[T'] NaJd N' \S] _\T_R'' aJ_bTUN' ba'aJR' PUN Y fRN_#</p> <p>(_NPX[T] _\T_R'' Z \[V\ _V[T' d WYOR O\ [R' V[' NZ \[aJY' ON V S_ NY T_NOR'YcRY #</p> <p>&R[Rd NY\ Sd RO] _\T_NZ '' Na'aJR' ORTV[[V[T \S aJR' ' PUN Y fRN_#</p>	<p>' OZ V[V_a_NaX[' N[O(V&R O' P\ \ O\ Na\ ' (R' a[T' , \ \ O\ Na\ ' d WYZ \[V\ _] _\T_R'' Z \[V\ _V[T#</p> <p>' PUN Y P\ NPU' d WY' b]] _a' aJR' a_N[V[T' \[' V&RNOF' N[O d _X[T' d V\U' aRNPUR_ ' a\ P_RNaR' PURObYR' S_ \$! #</p> <p>' abOR[a' d WY a_NPX' aJRV_ '] _\T_R'' #</p> <p>(RNPUR_ ' d WY] _\T_R'' Z \[V\ _#</p>	<p>Í ÚÖÖÖ_R[Rd NY\ S+ RO' ON RO] _\T_NZ ' °V&RNOF;' è ž> j NPP\ b[a ÚÚÖÖ'</p>

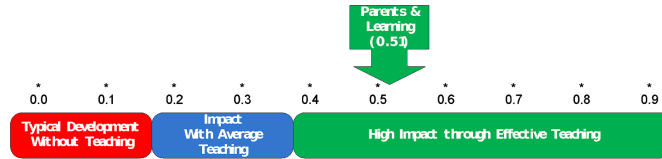
<p>žVĀR_NPF`N[Q! NāU` N`R`Z R[a`ā`</p>	<p>°] U\[\ \Y\T\PM\Nd N_R[R`j`] U\[\ VP`j`SbR[PF`N[Q` P\Z] _RUR[`W[ā` &Ē`i` P\`R` V[`aJRb]] R` T_NOR`YRcRY`ØXU`U\`d`N[` NcR_NTR`\SÚp`ēje`] _\SPAR[PF`V[! NāU`N[Q` ÚYpē`] _\SPAR[PF`V[` žN[TbNTR` _a`ā`</p>	<p>] _\T_R` `Ob`aJR\`ONāN` P\[\ a[bR` `ā\ V[Q\PNāR` P\[\ a[bRQV[`a_bPaX[\[`N` āR_RQ`YRcRY`ā` ` VSSR_R[āNāRQ` b]] _aOf` T_NOR`YRcRY` S_` V[`a_bPaX[`ā\$ _\T_R` `` Z \[\ Vā_V[T`SZ` NāU` V[āR_cR[āX[`PN[`OR` _RS[RQ; R] RPNMf V[`aJR` Y\`d`R`_T_NOR`YRcRY` ā`</p>	<p>] _\T_R` `N[Q` UN_R`d` VāU` `ābOR[a`ā` \$_\T_R` `Z \[\ Vā_ā\ b`R`N` Nā\`Yā\`TbVOR` V[`a_bPaX[NY` a_NāRTVR` V[` āR_RQV[`a_bPaX[`Of` XWY` YRcRY`ā` Rāb] `` PURQbYR`S_` N`R`Z`R[ā` \`SāR_RQ` V[`a_bPaX[ā` i`cNāNāR`RSSRPačR[R` \`S` āR_RQV[`a_bPaX[\[`N` P\[\ `V`āR[āON`V`ā(RNPUR` a_NPX`āJ_bTU] _\T_R` `` Z \[\ Vā_V[T`N[Q`R] _ā[T` Ob_V[T`\$ž` `` N[Q`T_NOR` YRcRYQ\`āN`Z` RRa[T` ā`</p>	<p>T_b] `Of`R[Q`\S` `R[āRZ` OR`_x`Øb`ā` \$_\T_R` `Z \[\ Vā_V[T`\S` (VR`_x`_`Ø`ābOR[ā`d`WYOR` Q\[\ RāJ_bTU\`bāāJR` `PU\`Yf`RN`N` QRāR_Z`V[RQ` Of`aJR_V`N`R`Z`R[ā` `PURQbYR`ā` `OZ`V[V`a_NāX[Z \[\ Vā_`] _\T_R` `Z \[\ Vā_V[T`N[Q` Q\`Nā\`SāR_RQV[`a_bPaX[ā` `YMO\`NāX[`d`VāU` V[`a_bPaX[NYN` V`āN[ā` N[Q\[\ T`V[T`a_NM[V[T`\S` RSSRPačR`V[`a_bPaX[NY`] _NPaPR` ā`</p>		<p>Z`NāR_WY` \`SV[āR_cR[āX[`] _\T_NZ` `āUÚØØ` UÚØØ`āI` ØØY`p`ØØ` `S_V[`a_bPaX[NY` N`V`āN[ā`</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.

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~ RcRY] `N[O] `N[`NaYRN`aU` \$N_R [a [VTUa` `a\] _cVOR` a_N [V [T \ [`Ud `a` `b]] \ `a` `abOR [a` `NaUVZ R'Of T_NOR` YRcRY `a\ V [PibOR! `NaU'N [Q` zVR_NP f `XWY` cV [`P [W [PaX [`d V\U`aJR`] `N [RO/NZ` Wf [VTUa` `a\` ORcRY] `XWY` V [`P [PR [P [b` b`R`_R`_RNOQ` T`PUNYR [TR` N [OT_NOR`YRcRY [VTUa`	f\`VZ Rd _X`_RPA`O` S_\Z` T_NOR`YRcRY` V [QVPNaR` ORad RR [`U`U`U`U`è `SaUR` `abOR [a` `N`R`P`Z] YRa [T` UVZ Rd _X` [`N`d` RRYf` ON`V`# [RPO`aNY`RPA`O` S_\Z`] N_R [a` a`RNPUR` P [SR_R [PR` V [QVPNaR` `aJNa`] N_R [a` `N`R`N`XV [T`Ud `a\` URY] `aJR`_ `abOR [a`NaUVZ`R` R] RPWf S_\`aJ` `R` `abOR [a` `aJNa`N`R` `a`bTTY [T`#`	\$N_R [a` `N`R [\`a`a`N [RO [`Ud `a\` URY] `aJR`_ `abOR [a` NaUVZ`R`d` V\U`NPNORZ`VP` d _X`#`b`_`PU` \YUN [\`a` \SSR`RO`] RP\`P] N_R [a` [VTUa` `a\` NOQ`R` `aJ` V` `bR`#`	`X`S`_V [] baS_\Z` `aJR` `aNS` \ [`XWY` `aJNa`N`R`R` `R [aNY` S_\`RNPUT_NOR`YRcRY`aJNa` PN [`OR] `NPa`PRO`NaUVZ`R`#` EOR [aS` T_NOR`YRcRY` `aJNa` N`R`d` W [T`N [Q`NOR`a\` a`RNPUN`] N_R [a` `XWY` a_N [V [T`PMN` `#` `PUR`Cb`YR`] N_R [a`PN` `R` #` `C`c`R`aV`R`aJR`R`] N_R [a` PN` `R` `c`W`Na`YRN`a`x` O`SSR`R [a`P`Z`Z`b [V`N`aX [`Z` R`aJ`Q` #`]`RNV`a\` `a`NSNO`ba] N_R [a` a_N [V [T`PMN` `R` `N [OTNaUR` V [] ba \ [`XWY` ; `aJR`S_\` a` ^`b`N`aR`_ `SaUR`f`RN`#` EOR [aS` `a`NS` T_NOR`YRcRY` `aJNa`PN [`a`RNPUN`PN` `#` `C`c`R`aV`R`N [O` `Ra`b] `PN` `R` `aJ`_ `b`T`U`\`ba`aJR` `PU` \Yf`RN`#` `PU` \Y`P`a`NPU`d` WY` P`Y`NO`_ `Na`R`d` V\U` `a`NS`a\` ORcRY] `aJR`R`PN` `R` #`	'PU` \Y`_ `NPU` (`VaR`O`_ ` \ `O [Na`_` fIR [R`NY [Q`N [O`] RPWY [O` a`RNPUR`_`	í`O`O`U`a`a`N`S`_] N_R [a` a_N [V [T`PMN` `R` `°`Na`YRN`a`U`; NPP\`b [a`U`U`O`x` í`x`U`U`O`S`_ `S`V` Wf [VTUa` `°` U`; NPP\`b [a`U`U`O`x`

<p>\$_c\`ad WY`R[Q\ba` Ovd RXYf PZ Z b[VPaX[] cWRZ NYa] N_R[a] V[QPNa[T` PU\YNPaCvAR] c\vb[aRR_\] _ab[VAR` N[OVZ] _aN[a_RZ V[OR` N[OV S_Z NaX[NO\baaUR` `PU\Y`</p>	<p>\$N_R[aSRROONPX_S_Z` ` Va_VPa` b_cRf` U\ d RON` _RNaCvR d RNX[R` V` S_R`bR[aPZ Z b[VPaX[] S_Z` " PU\YN[OaRNPUR`</p>	<p>_\[aR[aZ ROW`] RPWW`a` N[O` _aRPU`] RPWW`ad WY` b[ONaR`aUR` PU\Y` d RO` VAR`N[O/ NPRO\X`] NTR`d Vb[] PZ V[T` RcR[a` N[O` N[\b[PRZ R[a` #` * Ovd RXYf RZ NYd WYOR` `R[a\baa` NY] N_R[a` d Vb` `] N[V U`a_N[` YNaX[#` aJ_bTUVbaaUR` PU\Y` fRN`#`</p>	<p>_\[aR[aZ ROW`] RPWW`a` d WYPA_YNO\`NaR`d Vb` ` OZ V[Va_NaX[`a\ ORcRY`] Ovd RXYf RZ NY` #` (URf`d WY` NY` _RPRvR V[] baS_Z` `aUR` SNPbYf S_b] PZ V[T` RcR[a` N[O` N[\b[PRZ R[a` `aJNaN_R`] R_a[R[a`a` PU\Y` NPaCvAR` #` `] N[V U`a_N[` YNaX[`d WYOR` O[ROF` `aSSZ RZ OR`#`</p>	<p>(UV` V` N[\[T\ V[T`] _VWPa` aJ_bTUVbaaUR` PU\Y` fRN`#` #b_Pa[aR[aZ ROW` `] RPWW`ad WYPA_YNO\`NaR` \[`Nd RXYf ON` V`d Vb`aUR` N[] _] _NaR` `aSSa` ORcRY` Ovd RXYf RZ NY` #` (UV`d WYOR`_R\PPb_V[T` aJ_bTUVbaaUR` PU\Y` fRN`#`</p>	<p>_\[aR[aZ ROW`] RPWW`a` (RPU[\Y Tf`] RPWW`a` ` PU\Y`\$`_ P[NY` _\[aR[aZ ROW`] RPWW`a` / NPbYf` Z RZ OR` `N` N[] _] _NaR`</p>	<p>` Va_VPaSb[O` Z ROW` `] RPWW`a` [000` O`cR_aV V[T` YNPa b[a` U00x` .</p>
<p>(UR` PU\Y`d WY`] _cVOR` Ow[TbNYPaZ Z b[VPaX[] S_`YUe` \S[`a\SPNaX[` S_` aUR` b] \` R\ S` RPa[T`aUR` [RRO` \S`] N[V U`] RNX[T`] N_R[a` #`</p>	<p>` aR[ON[PR`_RPa`_O` S_Z`] N_R[a`RNPUR` P[SR_R[PR`] VOR[aSRO`] N_R[a` TbN_ON[`aJNa` [RRORO`] N[V U`] RNX[T` V_ aR] _RaR` `N[O` _` a_N[` YNaX[#` NPu` PN` _ _ _ UNON[` NcR`_NTR` \S0XU`SvZ` VWR` `aJNa[RRORO` V_ aR] _RaNaX[#` \$N_R[a`RNPUR` P[SR_R[PR` UN` YUe` \S` aUR` N_R[a` `TbN_ON[` `aJNa` NaR[ORQ`#`</p>	<p>`] RPASPNMf` RZ NY` PZ Z b[VPaX[] ORad RR[` aRNPUR`_N[O`] N_R[a` TbN_ON[`aJNa` `] RNX`] N[V U`_R[`a` P[` V aR[aR` ORM` T` a_N[` YNaR`_S`_RSSRPaCvR` PZ Z b[VPaX[] #`</p>	<p>_\YNO\`NaR`d Vb`aUR`\$(` S_`Z`_R] N_R[ac\vb[aRR` Na\`b`_NPaCvAR` `aJNaN_R` Ow[TbN`#` _\Z Z b[VPaR`N[O` P\YNO\`NaR`d Vb` -)` V_ aR] _RaR` _`_TN[VgNaX[#` fivRUVb` `NcNMNOIRS_` a_N[` YNaX[` V_ aR] _RaNaX[` `R_cVPR` `a\ N[V` `a_bPaX[NY` N` V aN[a#`</p>	<p>_\YNO\`NaX[`d Vb`\$(` \$`_R` VOR[aN[OZ RZ OR` ` U`b`YOR[\ T\ V[T` aJ_bTUVbaaUR` PU\Y`fRN` S_`_VOR[aSRO` PU\Y` NPaCvAR` #` " `a\SF` -)` V_ aR] _RaR` \S` ` i` \$`P[SR_R[PR` N[ON`X` S_`] N[V U`] RNX[T` c\vb[aRR` V[` R] aRZ OR`#` tOR[a\SF` V` `a_bPaX[NY` N` V aN[a`aJNaV` NOR`aV` V_ aR] _Ra` a_N[` YNaR`N` [RRORO` V` `bTb` a#`</p>	<p>` PU\Y` OZ V[Va_NaX[] (O` _ _ O[Na` fiv` aRNPUR`#`</p>	<p>[000TV&PN_O` S_` c\vb[aRR` a_N[` YNa` ` V_ aR] _RaR`] NPa b[aU00x`</p>

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

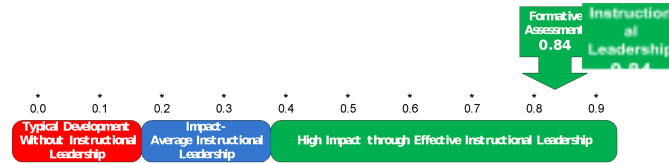
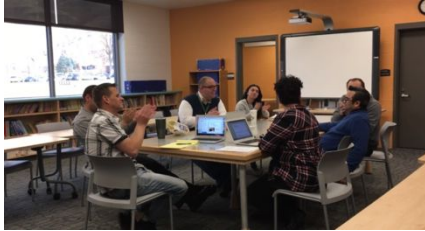
****ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

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
(RNPUR_ d WY] N_aP] N&R V_ T_NOR YRcRYZ RRa[T_ aV_ P_YNOV_N&R N_ O^SSR_ a_N[V_ T_]_ \SR_ W[NY ORcRY] Z R[a\SON VP Y&R_NPF_ XWY j! N&U N[O i z_ a_N&RTV_ N[OOR a_ V_ a_bPaX[NY] _NP&PR_ \[NZ \[aJY ON V #_	" N RQV[aJR RObPN&X[NY UV a_f \ SaJR_ E_ i z_ N_ R_ Z R[a_ N[O aJR & E_ i_ _R_ b_ b_ j_ ON&NV_ OVP&R_ aJR_ S_YXd V_ TE " N VPY&R_NPF_ XWY_ YZ V_ OR_TN_aR[OIQ[\a_ Z RRaRe] RPaROT_d aJ_ oUp&e_ j_ T_NOR O^O_ Z RRa[T_]_ \SPaR[PF ORYd_ YOb_ # &E_ i_ #cR_NYT_ \d aJ_S_ T_NOR_ O^O V_ Y&R_NPF V_ UOb_ #cR_NYT_ \d aJ_S_ T_NOR_ O^O V_ ! N&U V_	\$_ _ T_ R_ " Z \[\a_ V_]_ T_ _ S_ " abOR[aT_ \d aJ_S_ _ ON_ VP_ Y&R_NPF_ XWY_ V_ aJR_ f\ b[TR_ T_NOR_ N[O T_NOR_ YRcRY_ aN[ON_ O_ V_ aJR_ b]] R_ T_NOR_ UN_ [\aORR_ b[\a_ Z_ _ NP_ _ T_NOR_ YRcRY_ #	(N_ TRaP_YNOV_ N&X[Z RRa[T_ a_ OV_Pb_ " aJR_ b_ R\SON&N[O_RSRPa&R_ aRNPUV_ T_ a_N&RTV_ S_ i z_ " abOR[a_ N[O S_ " abOR[a_ aJNa_N_R_ a_bTTY_ T_ # " PUV_YPNPUd W\O_ R_cR_ V_ PN_ _ _ Z_ " N[O_ P_YNOV_ N&Rd V&U_ NOZ_ V_ V_a_N&X[a_ OV_Pb_ " N[O V_] YRZ_ R[a_RSRPa&R_ aRNPUV_ T_ a_N&RTV_ V_ " VOR[a_SRO_PN_ _ _ Z_ #	_ _ YNOV_ N&Rd V&U_ PUV_Y_ P_XNPUNaJRORTV_ [V_ T_ _ S_ aJRFRN_ a_ OV_Pb_ " T_ _ NY_ " N[O_ R_cVrd_ ON&N_ #)_ " RON&N[O_ R_ RN_PU_ a_ aRNPUNO\baOR_ a] _NP&PR_ d V&U_ aJRPNW_ _ _ Z_ # " R_cRY_ N[i z_ \$_ _ SR_ W[NYORcRY] Z R[a_] W[V_ P_YNOV_ N&X[d V&U_ i z_ b] R_cV_ _ j_ " PUV_Y_ P_XNPUN[O_ S_ V_ P] NYNaJRORTV_ [V_ T_ _ SaJR_ PUV_Y_ FRN_ #	" PUV_Y_ _ NPU_ " PUV_Y_ S_ V_ P] NY_ fiR[R_NYN[O_] RPNW_ RObPN&X[aRNPUR_ " (V&R_ O_ _ _ OV_ N&X_	I O^O V_ a_bPaX[NY_ Z N&R_WY_ ON_ VP_Y&R_NPF_ " XWY_ j NPP&b[a_U^O^U_ " I O^O \$_ _ SR_ W[NY_ ORcRY] Z R[a_ \]] _ ab[V&R_ j_ NPP&b[a_ U^O^U_ " I O^O_ bO_ a\baR_ j_ NPP&b[a_ U^O^U_ "

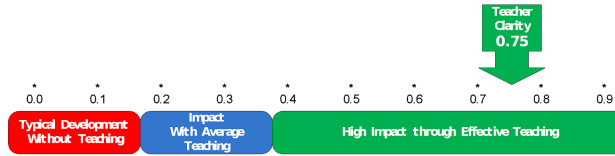
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4. TEACHER CLARITY

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.

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(RNPUR`d WY] N_aP] NaRV` ^bN_aR_Yf] _\SR` W[NY ORcRY\ Z R[aN[Q` _ONaN` Z RRaV` T` d VU`aJR` NOZ V[Va_NaCR`aRNZ `a` QV`Pb` `a` S`Pb` \[` VZ] YRZ R[aM` T`N[Q` RaM` T` T\NY `a` b` R`S\`Z NaCR` N` R` Z R[a` a` TbVOR` Y&R`NPF` N[QZ NaU` V[`a_bPaX[S_\`NY VOR[aSRO` abOR[a` aJNaN`R` Na_V`X`	(RNPUR` UNcR` RPR`cRO] _\SR` W[NYORcRY\ Z R[a` V[aJR] N` a`FRN` \[` a`RNPUR` PN`_Yf`# (URf` UNcR`UNQ`YN` a` FRN`_aV` VZ] YRZ R[a`aJV`] _\NPaPR`#` YN` ` _\VZ ` \O`R`cNaX[` S_\`Z `YN` a` FRN`_U` QPN`a`JNaD`R[RRO` a` P`V[aM` bR`d` _XV` T` \[` aN`_TRaM` T`V[` a_bPaX[` a` cR`f`) RP`SP[RRO` \S ` abOR[a` j`d` UVP`V` P`bOR` YN[TbNTR`ORcRY\ Z R[a` °YN[TbNTR`aN`_TRa` »`	\[aM` bNaX[\S] _\NPaPR` N[Q] _\SR` W[NY ORcRY\ Z R[a`UNcRYRO`b` ` a` aJV [Rea` aR] `#`	_YNO\`_NaR`d` VU` PUV`Y NOZ V[Va_NaX[` a`RNZ` N[Q ` PUV`YP`NPU`V[` _\OR`_aV` VZ] YRZ R[a`S_\`Z NaCR` N` R` Z R[a] _\NPaPR` #` #`O`R`cRV[PN` _\VZ ` N[Q` S`Y`d` b] \[` R`cN`bNaX[` ` N[Q`V` R`SR`PaCR[R` `#`	#[T\`V[T`PN` _\VZ ` \O`R`cNaX[` N[Q` Z \[V\`V` T` \SN` R` ` Z R[a` N[Q`_R` b`Y` aJ`_bTU`baaJR` ` PUV`Yf`FRN`#`	` PUV`Y`S_\` P] NY` ` PUV`Y` \NPU` Z R[a`_` fIR[R`_NY` ON[Q`] RP`NY` Q` a`RNPUR`_`	I`xOO`\$` ` b]] YR` S_\`Z ` NPPa,b[a`U`O`U`#`

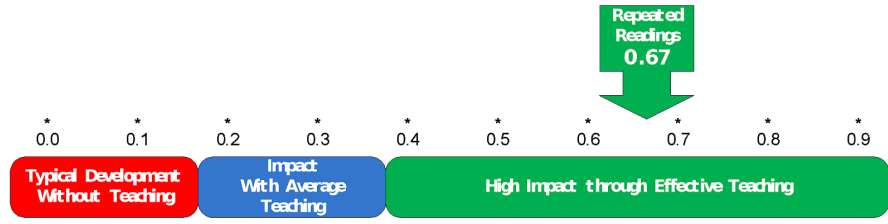
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5. REPEATED READINGS

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.

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Ó aN[Q×[QT_NOR'YrcRY' d VYORTV['b' V[T'' fNO' N[Q' _ (VR_×+ \[QR_ ' _RNO[T' N' N' b_PR\ S _RNO[T' SbR[Pf] _NPaPR; \['N_RTbYN_ON V N[Q' 'PURQbyROV[a' aJRV_QNF#	' E' i z' ON&N'S_ T_NOR' Ó N[Q×N_R'aZ RO_RNO[T' # Ó aT_NOR'd _X' \[' SbR[Pf ' \S' U_acVd RY] N&R_] ' j' ObaOf aJRR[Q\ SaJR'FRN_ : aJRF_NLR_RNO[T' N' NTR' \[T_NOR'YrcRY# N&N' 'Uvd' 'Na_R[Q\ SÓ' a' T_NOR_] R_S_Z V[T'Yd R_ : aJN[aJUR'ORTV[[V[T\ SaJR' FRN_d UR['N' SbR[Pf'] N' NTR' V' N' R' RO'Of aJUR' Z VOONR\ SaUR'FRN_#×[Q'	žNPX\SO\X' NcNMNOYR NP_\ '_RNO[T'YrcRY' S_] _NPaPR\ \ 'NONMf' ON V # ' /VbR[Pf] _NPaPRV [\a' 'PURQbyROV[a' aJRV_ : Y&R_NPf OX'PX\ ['N' P\ [' V aR[aON V #	&RcVRd ' E' i z' ON&N'a\ 'VOR[aR' ' abOR[a' aJNa[RRO' SbR[Pf] _NPaPRN[Q' V[aR_cR[aX[# ' \[a[bR'a_N[V[T\ ' fNO' Z RaU\QN[Q' _ + \[QR_ ' (VR_×SbR[Pf] N' NTR' #	EZ] YRZ R[aV&X[\SSbR[Pf'] _NPaPR' fNO_(VR_×' + \[QR_ »'Of aJRR[Q\ S Ó' a^bN_aR_# /bYYZ] YRZ R[aV&X['Of' ORTV[[V[T\ S×[Q' ^bN_aR_#	(RNPUR_ ' (V&R'ÓPA\ _OM' Na_ ' PU\ \Y\$ _V[P] NY ' PU\ \Y, \NPU' ' abOR[a' '	I ØÓÓ'S_ _V[' a_bPaX[NY Z N&R_WY ' 'b]] YR' j' NPPAb[a'UÚÓÚ'

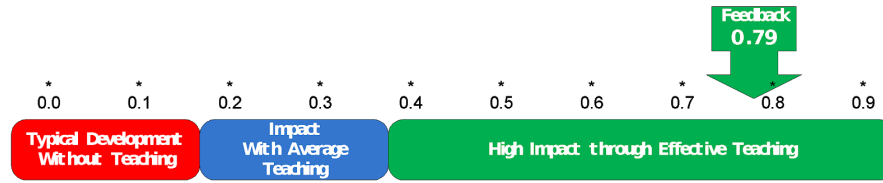
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6. FEEDBACK

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.

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(RNPUR_`d WYOR\O`R_cRO \[N_\`aNAX[`PURObYRa` RcNbNaX[`SRROONPX` `a_NaRTVR` N[Q` VZ] YRZ R[aNaX[`aUNaURF` UNcR`RPRcRO`a_N[V`T` S_\Z `aUR] N`a×fRN_` ¢	' PURObYR`S`YAd`b] \[`SRROONPX`a_N[V[T`aUNaId`N` TvcR[`NaNaNY`SÜ`aZ`R` V[`aUR] N`aad`fRN_` V` [RRORO`a`VOR[aUf`RSSRPaC`R` VZ] YRZ R[aNaX[¢	, \[a[bRO] _NPaPR`S SRROONPX`a_NaRTVR`aUNa`aRNPUR_`UNcRORR[`S`Pb` V[T` \[`S_\`aUR] N`a` ad`fRN_` ¢	' PURObYR`S\VO`R_cNaX[`` a\`RcNbNaX[`SRROONPX` `a_NaRTVR` N[Q` RSSRPaC`R[R` ¢	' PURObYR`PaZ] YRaRO`Of`aUR` R[Q`\SaUR`Ö`a^`bN`aR_` ¢ #`O`R_cR`RcNbNaR`RNPUN` PN`_\`VZ` \[`b`R`AS` SRROONPX`a_NaRTVR` °V[` `PURObYRO`aZ` RW[Rb`	' PU\`Y\$`V[P] NY` fir[R_NYi` QN[Q`] RPaNYi` Q` aRNPUR_`	