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.
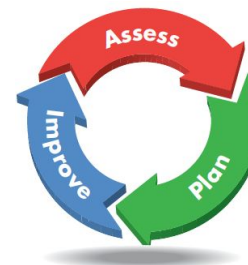
Board of Education Goals

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.

<table>
<tr><td colspan="3">SCHOOL PLANNING TEAM
Include administration, teachers, staff members, parents and community members</td></tr>
<tr><td>Principal
Dr. Steve Oliverson</td><td>TI Coordinator
Jeannette Moreira</td><td>Teacher
Audrey Jepsen</td></tr>
<tr><td>Teacher
Julieta Flores</td><td>Teacher
Jill Day</td><td>Teacher</td></tr>
<tr><td>Parent
Meagan DeLange</td><td>Parent
Rut Astorga</td><td>Parent
Christine Elgaaen</td></tr>
</table>

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

Are you a TSI School? ___X__ Yes _____ No

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

Goals at a Glance FY20

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	Teacher & students monitoring their progress and growth in literacy,	Teachers training and setting goals with students (student advocacy)
Mathematics	Teacher & students monitoring their progress and growth in Math, using iReady measurements	Teachers scheduling time for setting goals and monitoring progress
PBIS	Student engagement in participation of instructional day	Teachers implement and engage students by following through with scheduled plans
Diversity & Equity	All students are participating and given the opportunity to participate in differentiated instruction according to their needs	Parent Engagement, Teachers using effective strategies to meet the needs of students and follow up
English Learners	EL students demonstrating growth in WIDA Access by teachers using Tier 1 instructional EL strategies	Professional Development and data driven decision making based on data
Parent Engagement	Developing Parent Training classes to support students academically at home, providing Family nights that coincide with curriculum standards, Biweekly communication with parent/guardian via email and social media	Collaborating with staff to develop essential classes for parent training
School Selected Goals		

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

Title I Requirements	*Identify & summarize the area(s) where this component is addressed in the School Improvement Plan*
Schoolwide reform strategies	*Active learners - ELL focus on identifying needs of students by using WIDA Access Data, specifically in the level proficiencies of Writing and Speaking - EL Collaboration and Data meetings tracking EL progress of students*
High quality professional development	*Instructional Leadership - Developing Tier 1 skills of basic literacy components, Math and El strategies; Monitoring of Teacher Clarity and Feedback*
Strategies to increase parental engagement	*Parent Engagement - Communication (bilingual) on a frequent basis (biweekly). Teachers/staff contribute to email sent out to parents. Two methods of communication via email and school website/social media.*
Measures to include teachers in decisions regarding the use of academic assessments	*Feedback - observing effectiveness of feedback strategies*
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.	*Instructional Leadership and Active Learner - students participating in differentiated groups according to data that is collected and discussed in PLCs and grade level data meetings; school coach is also used as a resource to support classroom instruction*
Coordination and integration of Federal, State, and local services and programs	*Parent Engagement - communication with community members, PTA involvement of decision making, providing, volunteers, etc.*

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

All Schools, please ensure the following required components are in your school plan, specific to English Language Learners, make text purple in plan for EL

| *Title III Requirements*	*Identify & summarize the area(s) where this component is addressed in the School Improvement Plan*
High quality professional development	*Active learner - identifying effective EL strategies, given on a monthly basis and through focused collaboration meetings with all grade levels, school coach involved*
Strategies to increase parental engagement	*Parent Engagement- providing bilingual services and translation of materials, identifying staff member(s) to offer support and engagement of community members*
Student growth goals in English Language Development (ACCESS)	*Active Learners, Feedback, Teacher Clarity, Repeated Readings - all strategies to support EL language development in Tier 1 instruction and decision making according to EL proficiency levels*

Student growth goal (Core Instruction)	*Active Learners, Feedback, Teacher Clarity, Repeated Readings - all strategies to support EL language development in Tier 1 instruction and decision making according to EL proficiency levels*
Other based on school needs assessment (graduation, parent engagement, etc.)	*Targeted collaboration and observation/evaluation of classrooms to provide feedback on EL strategies.*

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.
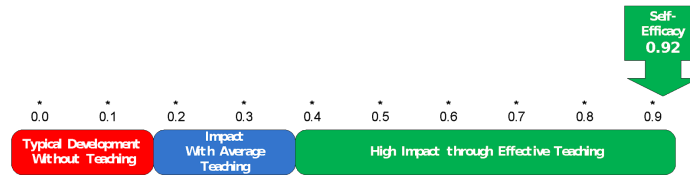
EVIDENCE OF IMPLEMENTATION

- 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.	Acadience Reading progress monitoring participation is 82% in compliance. Off grade level testing is 50%.	Monitoring of Progress monitoring participation needs to be consistent and evaluated by administration. Teachers need a refresher on using Pathways of Progress to support interpretation of goals and growth. Follow up on trainings of off grade level testing needs to be implemented.	Teachers will progress monitor and input their data on the grade level data sheet to review during data meetings, etc. Renew web programs...iReady and IXL that support skill based instruction. Students will use iReady for both Math and Literacy, on a regular basis to make goals and take assessments that are adaptive to their skill level.	Trainings are ongoing for Acadience Reading administration and using pathways of progress throughout the school year. Tracking progress monitoring will be done on a monthly basis for all grade levels. Renewal of web programs at the beginning of the school year.	Administration and Title 1 coordinator/Testing Coordinator will monitor progress monitoring. School coach will support the trainings on iReady and working with teachers to create schedules for PM. Students will track their progress. Teachers will progress monitor.	$5000 renewal of Web based programs (iReady, IXL), account 7503

|						
		Training on iReady goal setting and scheduling needs to be taught to all grade levels for both Literacy and Math instruction.		Scheduling of progress monitoring of both A.Reading and iReady Literacy and Math goals will be completed by the end of September 2019.		
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. Growth on SAGE/RISE scores from FY18 to FY19 for our EL students decreased in the areas of Language Arts and Math. Language Arts - 32.4% to 20.5%; and Math - 38% to 18%	Current EL data of our students indicates that 54% of these students are on levels 1-3 from the WIDA Access scores at the end of the school year.	Teacher knowledge of targeted instructional strategies for EL students on specific proficiency levels. Focused training on instructional strategies for EL students.	Create binders of all information about current EL students in each classroom. Train teachers on how to use WIDA ACCESS data to support instructional practices. Allow time during collaboration and/or professional development to discuss effective strategies and progress of EL students Hire instructional assistant to work with pull out groups for EL students for language development	EL Binder completed with info on each identified EL students by end of August. Monthly EL PDs focusing on Writing and Speaking language development of all EL students. Ongoing Collaboration meetings focusing on targeted EL students and instructional strategies.	EL Supervisor General and Special Education teachers Instructional assistants District/School Coach	Materials for documents, PD, etc. - $200 from 7503 $4363 for instructional 2 EL assistant from 7612 $875 In the USA Teacher Resource Kit- account 7612
All students will participate in differentiated groups in order to meet their needs to master specific goals for literacy and math, as measured by formative assessments. 75% of students will demonstrate 1 year's growth as measured by iReady	Last year's DIBELS end of the year data indicated that all grade levels met the Utah State growth measurements; but beginning of the school year scores for DIBELS indicates a need for identified students to receive tiered instruction in the areas of literacy	Beginning of the year DIBELS data indicates that the majority of our newly enrolled students to our school are below grade level standards in their basic early literacy skills for grade levels K-6. Students that were previously enrolled in our school are demonstrating	Collect and analyze data per grade level. Determine the needs of basic literacy skills across grade levels (holes and gaps in instruction) Create data/intervention documents to track	Collecting and analyzing data of all grade levels completed by the end of 1st quarter Differentiated groups should begin with some grade levels by mid September and all grade levels with differentiated	Title 1 Coordinator General Ed and Special Ed teachers School Principal Instructional assistants	$600 for purchasing materials for 95% program 7503 $700 for purchasing student interactive workbooks for Wonderworks. 7503 $400 for organizational supplies and training

Literacy and Math assessments.	(phonological awareness, phonics, fluency and comprehension).

RISE scores in the upper grades levels 3-6 show an average of 59.4% proficiency in Math and 589% proficiency in Language Arts. | progress but their data continues to indicate continued instruction on a tiered level.

Differentiated support by grade levels for instruction. Progress monitoring of math interventions can be refined, especially in the lower grade levels. | progress and share with students.

Progress monitor to use as a tool to guide instructional strategies in tiered instruction by skill level. Set up schedule for assessments of tiered instruction.

Evaluate effectiveness of tiered instruction on a consistent basis. Teachers track through progress monitoring and reporting during PLCs and grade level data meetings. | groups by end of September 2019.

Progress monitoring of Tier 2 & 3 students will be done throughout the school year as determined by their assessment schedule.

Administration monitors progress monitoring and data of tiered instruction. Collaboration with instructional assistants and ongoing training of effective instructional practices. | | materials of intervention programs. 7503

7501 - $108,910

 for instructional assistants |

2. ACTIVE PARENT ENGAGEMENT

HOME FACTORS – PHASE 1

DEFINITION

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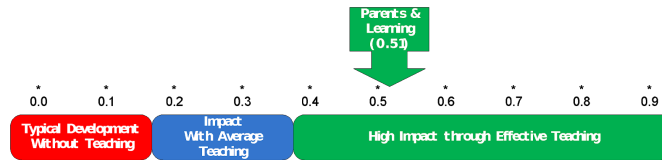
EVIDENCE OF IMPLEMENTATION

- 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
Develop and plan at least 5 Parent nights to provide training on how to support students at home by grade levels to include Math and Literacy skills; in conjunction with other planned Family nights to develop skills in science, culture, reading challenges and grade level night.	Homework records from grade levels indicate between 55-65% of the students are completing homework on a weekly basis. Anecdotal records from parent/teacher conferences indicates that parents are asking how to help their student at home, especially for those students that are struggling.	Parents are not trained on how to help their student at home with academic work.. Our school has not offered specific parent nights to address this issue.	Ask for input from the staff on skills that are essential for each grade level that can be practiced at home. Identify grade levels that are willing and able to teach a parent skills training class. Schedule parent classes. Advertise these parent classes via at least 2 different communication methods.	Speak to staff about parent training classes and gather input on skills, the first quarter of the year. Identify staff/grade levels that can teach a class. Advertise and set up classes throughout the school year. School coach will collaborate with staff to develop these classes.	School Coach Title 1 Coordinator General Ed and Special Ed teachers	$1135 total for parent training classes (at least 5), account 7502 $2450 for family nights (4), account 7502

Provost will send out biweekly communication via email to parents, indicating school activities, volunteer opportunities and important reminders and information about the school.	Parent feedback from District survey showed a relative weakness in frequent communication from School and teachers	Content media specialist and/or tech specialist will update the school's website and Facebook page with upcoming events and announcements. A biweekly email will be sent out to all parents with Spanish translation. throughout the school year.	Content media specialist will collaborate with Administration to develop biweekly emails. They will also receive input from the faculty for upcoming events and announcements that are pertinent to school activities. Spanish translation will be done by staff member.	This is an ongoing project throughout the school year. Our content media specialist will collaborate on a weekly basis with the appropriate staff to develop biweekly emails. This will be reoccuring throughout the school year.	Content media specialist Technology specialist School Principal Content media specialist Faculty members as appropriate	District funds media specialist $300 Advertising - account 7502
The school will provide bilingual communication for 85% of notifications for the purpose of meeting the needs of Spanish speaking parents.	Attendance records from parent teacher conferences, identified parent/guardian that needed Spanish speaking interpreters and/or translation. Each classroom had an average of 3-4 families that needed interpretation. Parent teacher conferences has 85% of the parents/guardians that attended.	Specifically, email communication between teacher and parent/guardian that speak Spanish are not consistently being translated for effective communication.	Collaborate with the PTA for more parent volunteers at our activities that are bilingual. Communicate and collaborate with BYU interpreters organization. Give hours available for translation/interpretation services to an instructional assistant.	Collaboration with PTA President and members should be ongoing throughout the school year for identified school activities. Notify BYU interpreters of SEP conferences and ask for Spanish speaking volunteers in September. Identify instructional assistant that is able to interpret/translate as needed in August.	School Administration T1 Coordinator GE teachers	$300 giftcards for volunteer translators/interpreters, account 7502

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
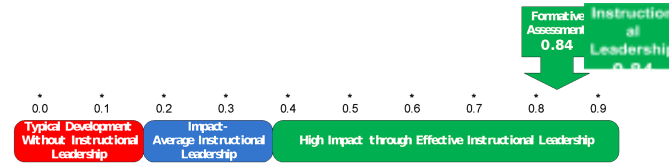
ELL - Identify specific strategies for parents of english language learners

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, Math and EL strategies and best instructional practices on a monthly basis.	Based on the educational history of the DIBELs assessments and the RISE results, data indicates the following: Basic literacy skills -Kindergarten did not meet expected growth (49.2%), grade 1-3 meeting proficiency below 80%. RISE - Overall growth for grades 3-6 in literacy is 41.9%. Overall growth for grades 3-6 in Math is	Progress monitoring of student growth for basic literacy skills in the younger grades and grade level standards in the upper grades has not been uniform across grade levels.	Target collaboration meetings to discuss the use of data and effective teaching strategies for EL students and for students that are struggling. School coach will observe in classrooms and collaborate with administration to discuss and implement effective teaching strategies in identified classrooms.	Collaborate with school coach at the beginning of the year to discuss goals and review data. Use data and research to teach about best practices within the classroom. Develop an EL Professional development plan in collaboration with EL supervisor, school coach and Principal at the beginning of the school year.	School Coach School Principal General and Special education teachers Title 1 Coordinator	$300 instructional materials basic literacy skills, account 7504 $600 Professional development opportunities, account 7504 $350 substitutes, account 7504

	47.6% ELL student growth on proficiency is 20% or less for both Literacy and Math skills.					

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.
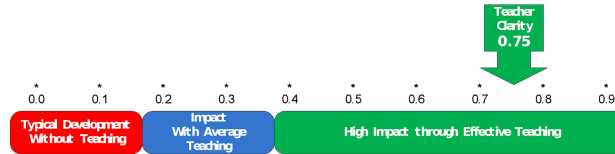
EVIDENCE OF IMPLEMENTATION

- 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 identified students that are at risk.	Teachers have received professional development in the past year on teacher clarity. They have had last year to implement this practice. Classroom observations from last year indicate that we need to continue working on targeting instruction to very specific needs of students, which include language development (language targets)	Continuation of practice and professional development have led us to this next step.	Collaborate with school administration team and school coach in order to implement formative assessment practices.

Observe in classrooms and follow up on evaluations and its effectiveness. | Ongoing classroom observations and monitoring of assessments and results throughout the school year. | School Principal

School Coach/mentor

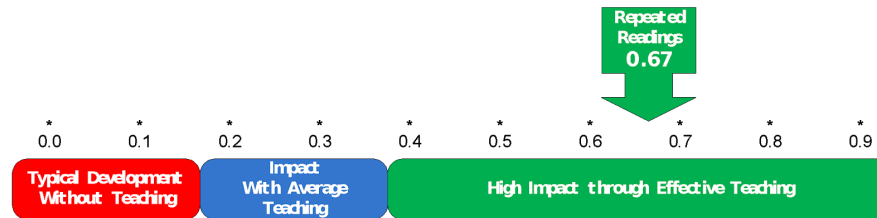General Ed and Special Ed teachers | $200 PD supplies from account 7504. |

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
1st and 2nd grade levels will begin using Dyad and/or Tier 2 Wonders reading as a source of reading fluency practice, on a regular basis and scheduled into their day.	DIBELS data for grades 1 and 2 are timed readings. 1st grade works on fluency of short vowel patterns, but by the end of the year they are reading passages on grade level. Data shows a trend of 1st graders performing lower than the beginning of the year when a fluency passage is assessed by the middle of the year. 2nd	Lack of books available across reading levels for practice on a daily basis.

Fluency practice is not scheduled into their literacy block on a consistent basis. | Review DIBELs data to identify students that need fluency practice and intervention.

Continue training on Dyad method and/or Wonders Tier 2 fluency passages.

Monitor progress throughout the school year. | Implementation of fluency practice (Dyad or Tier 2 Wonders) by the end of 1st quarter.

Full implementation by beginning of 2nd quarter. | Teachers

Title 1 coordinator

School Principal

School Coach

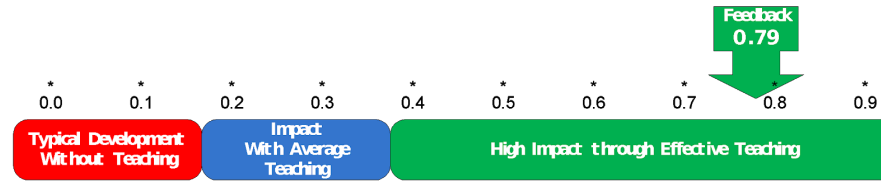Students | $300 for instructional materials/supplies, account 7504 |

	grade data shows students are struggling with accuracy, about 15% of the grade level.					

6. FEEDBACK

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 be observed on a rotation schedule to evaluation feedback strategies and implementation that they have received training from the past 2 years.	Schedules follow up on feedback training that was given a total of 6 times in the past two years is needed to identify effective implementation.	Continued practice of feedback strategies that teachers have been focusing on for the past two years.	Schedule of observations to evaluation feedback strategies and effectiveness.	Schedule completed by the end of the 1st quarter. Observe/evaluate each classroom on use of feedback strategies (in scheduled timeline)	School Principal General Ed and Special Ed teachers	