



TIMPANOGOS 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 Carrie Rawlins	Facilitator Kate Pace	TI Coordinator Karen Cushenberry
Teacher Tierra Wakefield	Parent Mary Wade	Parent Meg Van Wagenen

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	90	94	92	93	97	87	90								644
English Language Learners (enter # of students)	?	34	37	44	59	47	51								272
**% of EL	?	36%	40%	47%	61%	54%	57%								49%
Ethnicity (enter %)	<u>Caucasian</u> 40%	<u>African American</u> 2%		<u>Latino</u> 50%		<u>Asian</u> 1%		<u>Native American</u> 1%		<u>Pacific Islander</u> 3%		<u>Other</u> 3%			
Gender (enter %)	Male: 54%							Female: 46%							
Low Socio-Economic (enter %)	79%														

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>Teacher Clarity, Parent Engagement, Instructional Leadership and Feedback</i>
<i>High quality professional development</i>	<i>Teacher Clarity, Instructional Leadership and Feedback</i>
<i>Strategies to increase parental engagement</i>	<i>Parent Engagement</i>
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	<i>Teacher Clarity and Feedback</i>
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	<i>Instructional Leadership and Feedback</i>
<i>Coordination and integration of Federal, State, and local services and programs</i>	<i>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>Teacher Clarity and Feedback</i>
<i>Strategies to increase parental engagement</i>	<i>Parent Engagement</i>
<i>Student growth goals in English Language Development (USB E requires .4 overall proficiency growth for all students on WIDA ACCESS)</i>	<i>Feedback and Instructional Leadership</i>
<i>Student growth goal in ELA (SAGE/DIBELS)</i>	<i>Instructional Leadership</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>Instructional Leadership, Teacher Clarity, Feedback, Parent Engagement</i>

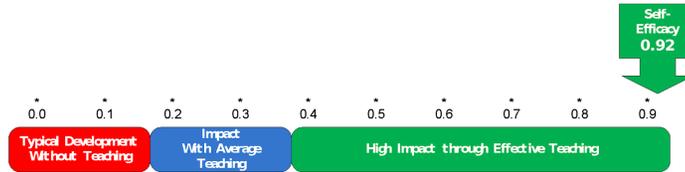
<i>MA Plan/Goals</i>	<i>Instructional Leadership, Teacher Clarity, Feedback, Parent Engagement</i>
<i>PBIS Goals/Plan</i>	<i>Instructional Leadership</i>
<i>Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)</i>	<i>Parent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

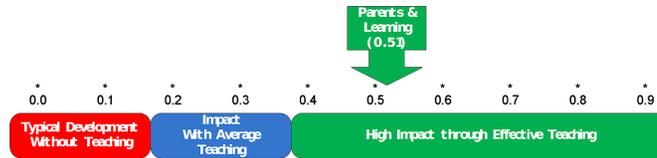
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
No goals at this time						

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
<p>80% positive feedback on the parent engagement survey for parent classes, parent nights, and principal’s questions and answers</p> <p>Have at least 5 parent engagement activities, aligned to student and parent needs, during this school year. Include strategic planning for EL families.</p>	<p>Parents have indicated on past surveys that the school personnel aren’t communicating enough.</p> <p>Scores on beginning kindergarten tests are extremely low indicating that there is a lack of pre-reading skills.</p> <p>Engaging parents in education of students will enhance student performance, beliefs and support with long term graduation</p>	<p>lack of consistent communication by school personnel</p> <p>parents aren’t sure how to teach pre-reading skills to preschool children</p> <p>English language learners lack the schema necessary to access the content.</p>	<p>Schedule and advertise the Principal’s question and answer session. Ask for feedback on final session.</p> <p>Get a translator for each event. Gift cards to those who volunteer/support.</p> <p>Schedule and advertise the mother and infant music class and the preschool story time class. Ask for feedback o final session.</p> <p>STEM night</p>	<p>Scheduled by August 31st</p> <p>Advertised throughout the year on Facebook, Instagram, fliers, and the monthly school newsletter</p> <p>Feedback via survey at last session.</p>	<p>Principal’s Question and Answer: Carrie Rawlins,</p> <p>Infant Music Class: Emily Knell</p> <p>Storytime: Karen Cushenberry, Sarah Payton, Leah Robinson</p>	<p>Principal’s Q & A= 0</p> <p>Infant Music Class=\$1100 from 7502</p> <p>Storytime \$1100 from 7502</p> <p>STEM Night: \$ 55.00 from 7502</p> <p>Art Night: \$1100 from 7402</p> <p>Music Night: \$1100 from 7502</p> <p>PE/Activity Night: \$1100 from 7502</p>

	Scores on the WIDA Access test show that ELL students lack background knowledge.		Art Night Music Night PE/Activity night			\$300 communication 7502 (gift cards) \$500 translation services 7612 \$500 books in Spanish for homes 7612
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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

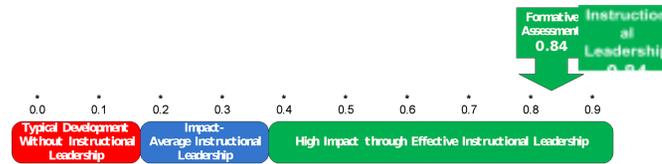
****ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

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
<p>5% increase in proficiency on RISE LA (31%-36% proficient)</p> <p>5% increase in proficiency on RISE Math (35%-40% proficient)</p> <p>Two years ago we had 57% of our students proficient on the DIBELS MOY test, last year we had 60% of our students proficient on the DIBELS MOY test, this year our goal is to have</p>	<p>Since 2014-15 we have decreased our proficiency in LA by 5% and our math by 9%.</p>	<p>Teachers feel they don't have adequate time for Tier 1 instruction before they need to do remediation. We have to remediate 80% of our students in Tier 2. There is not enough time to do this effectively.</p> <p>Out Tier 2 pull out times that we scheduled for ½ hour because 45 minutes due to the transitions to different parts of our 3 story building.</p>	<p>We have scheduled ½ hour blocks in both Math and Language Arts to have paraprofessionals push into the classrooms (grades 1-6) for intervention purposes. This frees up more Tier 1 time. Students will not be pulled from class during Tier 1 instruction for remediation.</p> <p>There will be one ½ hour Tier 2 pull out each day (M-Th) in either math or language arts.</p>	<p>Schedule and train the paraprofessionals for push ins by Sept. 10th.</p> <p>Begin push ins and Tier 2 pull outs by Sept. 10th and continue throughout the school year.</p>	<p>Schedule: Instructional Team</p> <p>Training Paras: Karen</p>	<p>Paras: \$184,000 from 7501</p> <p>ELL Para: \$17,300 from 7612</p>

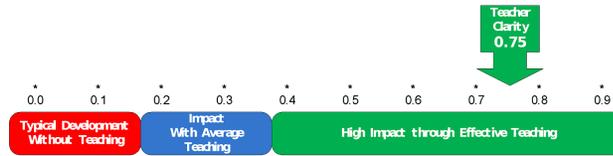
<p>65% of our students proficient on the MOY DIBELS test.</p> <p>Last year we had 60% of our students make typical or more than typical progress on their Pathways to Progress K-6. This year we would like 70% of our students to make typical or more than typical progress on their Pathways to Progress on DIBELS.</p> <p>In 2016 16.6 % of our ELL students were proficient on the ELA SAGE test, in 2017 20.5% of our ELL students were proficient on the ELA SAGE test, in 2018 20.2% of our ELL students were proficient on the ELA SAGE test. This next year our goal is to have 25% of our ELL students proficient on the RISE ELA test.</p>						
<p>10% fewer office referrals over the course of the 2018-2019 year.</p>	<p>Last year, we had 193 office referrals.</p>	<p>Teachers aren't teaching preventative social skills consistently.</p>	<p>Hold Professional Development on PBIS strategies for teachers and support staff.</p> <p>Create Social Skills Library and checkout system for teachers and staff.</p>	<p>PBIS training will happen monthly in faculty meeting and paraprofessional inservice.</p> <p>September 1st</p>	<p>Ben Young</p>	<p>About \$2,000 for Social Skills Library--this will come out of the principal's 0060 budget</p>

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
<p>During Carrie’s observations and walkthroughs in March 90% of teachers will have a clear success criteria that is communicated in student friendly language.</p> <p>Students will self regulate their progress against the communicated success criteria.</p>	<p>Teachers are consistently using Learning Targets in their lessons, but fall short of communicating clear success criteria.</p>	<p>We have several new teachers that need to have training with Teacher Clarity.</p> <p>Teachers have focused their attention to learning targets and have not moved to a deeper communication of performance of understanding and success criteria. This could be lack of training, lack of follow through from teachers and administration, or it could be a natural next step in</p>	<p>Hold New Teacher Training on Teacher Clarity.</p> <p>Professional development will include training the book <i>Teaching Literacy in the Visible Learning Classroom</i>, by Douglas Fisher and Nancy Frey during the district PD days. We will focus each time on success criteria and performance of understanding.</p>	<p>October 9th</p> <p>October 23rd, January 22nd and February 19th</p>	<p>Kate and Carrie</p> <p>Kate, Karen and Carrie</p>	<p>Karen Brock purchased the books for our faculty from district PD funds.</p>

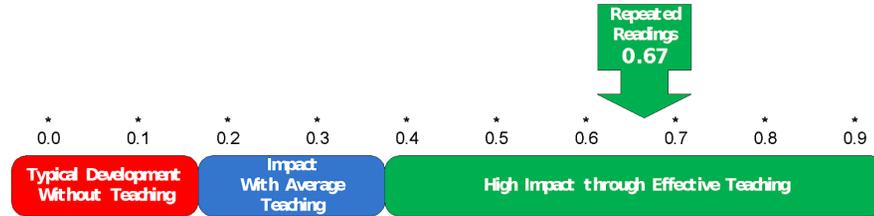
		honing teacher clarity school wide.				
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5. REPEATED READINGS

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.

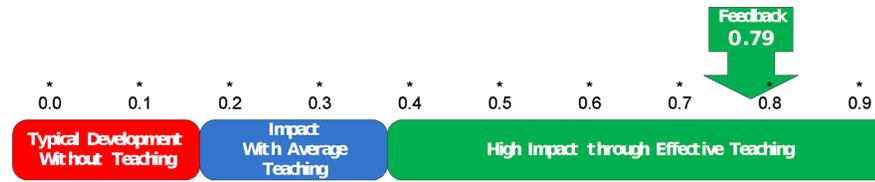
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
No goal at this time						

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 progress monitor DIBELS according to District guidelines at a rate of 90%.	Not all teachers are monitoring their students progress, especially in reading.	Time has been an issue.	Teachers have a midweek PLC during an extra prep time. They may use this to help progress monitor. The grade level will decide if they need an additional PLC or if they can use that time to progress monitor.	Starting Sept 4 teachers will have an extra planning time each week	Carrie and teachers	\$18,500 for extra planning time art teachers. This will come out of principal's 0060 budget.
Teachers will use Google spreadsheets to communicate scores for formative assessments and	Teachers need to be able to provide relevant feedback to students. This feedback will not only be during daily	Data has not been all in one place for teachers to easily access the data.	Set up Google spreadsheets at each grade level to record formative assessment data. This	In grade level leader meeting on Sept 4th Carrie will go over the data sheets each grade level will need	Carrie, Kate, Karen and grade level leaders	none

<p>results of interventions students receive.</p>	<p>lessons, but when students take formative tests. Teachers will help students set goals to achieve as teachers monitor students' growth.</p>		<p>spreadsheet will include scores after interventions. This spreadsheet will also include scores from progress monitoring in DIBELS.</p>	<p>to have for the year. Each month in grade level leader meeting we will look over each grade level data sheet and discuss the growth of individual students.</p> <p>In faculty meeting teachers will share out ideas on how they are using feedback and helping students to self-regulate and own their learning.</p>		
<p>In 2016 16.6 % of our ELL students were proficient on the ELA SAGE test, in 2017 20.5% of our ELL students were proficient on the ELA SAGE test, in 2018 20.2% of our ELL students were proficient on the ELA SAGE test. This next year our goal is to have 25% of our ELL students proficient on the RISE ELA test.</p> <p>And suggest your ACCESS growth goal here</p>						<p>\$3,000 7612 EL curriculum (Wonders EL, additional Nat Geo, etc.)</p>