



## TIMPANOGOS ELEMENTARY SCHOOL FY21



**SUCCESS FOR EVERY STUDENT:**

**THE PROVO WAY**

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**School Improvement Plan 2020-21**

# 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:

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*Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

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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.

**SCHOOL PLANNING TEAM**

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

<b>Principal</b> Carrie Rawlins	<b>TI Coordinator</b> Kate Pace	<b>Facilitator</b> Karen Cushenberry
<b>Teacher</b> Teresa Tovar	<b>Teacher</b> Allison Ferguson	<b>Teacher</b> Liz Kesler
<b>Teacher</b> Tierra Wakefield	<b>Teacher</b> Lisa Fausett	<b>Teacher</b> Rachel Peterson

**SCHOOL DEMOGRAPHICS**

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	Total
		73	102	101	84	69	87	92	609
<b>English Language Learners</b> (enter # of students) **% EL *As of 9/2/2020	n/a	no data yet	41 students 40%	43 students 43%	39 students 46%	42 students 61%	58 students 67%	55 students 60%	46%

<b>Ethnicity</b>	<u>Caucasian</u> 34%	<u>African American</u> 1%	<u>Latino</u> 56%	<u>Asian</u> 1%	<u>Native American</u> 1%	<u>Pacific Islander</u> 1%	<u>Other</u> 4%
<b>Gender</b>	Male: 324    Female: 282						
<b>Low Socio-Economic</b>	78%						

Are you a TSI School?  Yes  No

If yes, please list the area(s) for Targeted Support: Special Education

### Goals at a Glance FY21

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	Our goal is for our students to make at least 2% growth overall as a school on ELA proficiency. Our goal is to have all grade levels at least 70% proficiency in Acadience at the end of FY21.. Our goal is to have all grade levels have a UGG of at least 75% on Acadience.	<ul style="list-style-type: none"> <li>● Hire Instructional Assistants to push into classrooms for small groups and also to pull out small groups for targeted instruction</li> <li>● Focusing Professional Development on engagement in LA and Math, especially with blended learning (<a href="#">The Distance Learning Playbook</a> by Fisher and Frey)</li> <li>● Promoting reading for enjoyment through various activities</li> <li>● Frequently analyzing data throughout the year to check for student growth</li> </ul>
Mathematics	Our goal is for our students to make at least 5% growth overall as a school on Math proficiency.	<ul style="list-style-type: none"> <li>● Hire Instructional Assistants to push into classrooms for small groups and also to pull out small groups for targeted instruction (when the Covid Phase allows for pull out times)</li> <li>● Focusing Professional Development on engagement in LA and Math, especially with blended learning (<a href="#">The Distance Learning Playbook</a> by Fisher and Frey)</li> <li>● Utilize the online Tier 2/3 options for Into Math to help with differentiation</li> <li>● Frequently analyzing data throughout the year to check for student growth</li> </ul>
PBIS	10% fewer office referrals over the course of the 2020-2021 year, with an emphasis on teaching positive behaviors.	<ul style="list-style-type: none"> <li>● Using Educators Handbook and Panorama to record and track referrals</li> </ul>
Diversity & Equity	All students have the opportunity to receive additional services in areas that they need help (Math, ELA, etc.)	<ul style="list-style-type: none"> <li>● Hire Instructional Assistants to push into classrooms for small groups and also to pull out small groups for targeted instruction (when the Covid Phase allows for pull out times).</li> <li>● Frequently analyzing data throughout the year to check for student growth</li> </ul>
English Learners	Our goal is to have at least 55% of our ELs with sufficient growth on the WIDA Access and for all of our students to make at least some growth.	<ul style="list-style-type: none"> <li>● Hire Instructional Assistants to push into classrooms for small groups and also to pull out small groups for targeted instruction (when the Covid Phase allows for pull out times).</li> <li>● Focusing Professional Development on engagement in LA and Math, especially with blended learning (<a href="#">The Distance Learning Playbook</a> by Fisher and Frey)</li> <li>● Frequently analyzing data throughout the year to check for student growth</li> </ul>
Parent Engagement	Have parent engagement activities monthly.	<ul style="list-style-type: none"> <li>● Virtual parent classes will be offered once a month with</li> </ul>

		additional virtual Parent Engagement throughout the year
<b>School Selected Goals</b>		
Special Education Growth	Our goal is to increase our school-wide SPED proficiency in Math, Science and ELA.	<ul style="list-style-type: none"> <li>● Focusing Professional Development on engagement in LA and Math, especially with blended learning (<u>The Distance Learning Playbook</u> by Fisher and Frey)</li> <li>● Special training for SPED teachers on essential concepts in each grade level</li> <li>● Frequently analyzing data throughout the year to check for student growth</li> </ul>

***TITLE I REQUIREMENTS***

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

<b><i>Title I Requirements</i></b>	<b><i>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</i></b>
<i>Schoolwide reform strategies</i>	Because we have been identified as a targeted support intervention (TSI) school in the area of Special Education we have changed the model of instruction for students with disabilities. We will closely monitor the growth of our students with disabilities. We have also identified a need to bring community resources into the school so that parents have access to these resources. With a partnership with United Way, and the Food and Care Coalition (mobile food pantry), we will be able to provide more help to the families of Timpanogos. Teacher Learning Committees were introduced for teachers to be able to self select topics for their professional development. We will include monthly New Teacher Training and offer time for Teacher Learning Committees. This is addressed in the Instructional Leadership and Parent Engagement portions of our plan.
<i>High quality professional development</i>	Teachers will be continuing professional learning communities every week to work together to strengthen teaching strategies and to monitor the academic growth of all students. Teachers will have the opportunity to meet once a month in self selected teacher learning committees focused on ways to engage and differentiate learning for all students. As a faculty of teachers, we will be reading the book <a href="#"><u>All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond</u></a> by Doug Fisher and Nancy Frey. Teachers will read and have professional development on the ideas presented in the book throughout the year. Teachers will also be studying <a href="#"><u>The Distance Learning Playbook</u></a> by Fisher and Frey. This is addressed in the Instructional Leadership and Teacher Clarity portions of our plan.
<i>Strategies to increase parental engagement</i>	Our school has monthly virtual activities planned out to help parents increase their involvement in their child’s education at home. This is addressed in the Parent Engagement portion of our plan.
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	Teachers helped to decide what assessments we would use this year to measure academic growth of Timpanogos students. Teachers will also create grade level common assessments to measure mastery of concepts taught. Three times a year grade levels and the admin team will meet in data meetings to monitor the growth of each student and assess the effectiveness of interventions the student is receiving. Teachers will also share out in faculty meetings on how they are communicating with students on their growth and proficiency. This is addressed in Instructional Leadership and Feedback.
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	We have scheduled 30-60 minute blocks in both Math and Language Arts to have paraprofessionals push into the classrooms (grades 1-6) for intervention purposes, depending on the fluctuating school schedule because of the pandemic. This frees up more Tier 1 time. Students will not be pulled from class during Tier 1 instruction for remediation. There will also be administrative team/teacher decided interventions that will be pullout groups based on need (See Literacy Intervention Flow Chart). This is addressed in the Instructional Leadership.
<i>Coordination and integration of Federal, State, and local services and programs</i>	Title I and Title III monies are being used in harmony to provide academic support for students. Part of our TSSA money is being used to provide a behavior specialist to help with PBIS. EARS money will be used to provide targeted pullout interventions (when the Covid Phase allows for pullouts) using research based strategies (95% Group, SPIRE, Quick Reads, ERI, Wonders EL, New to the Country support). We have a partnership with United Way that will help families know about community resources. Trust Land money will be used to provide resources to help students enjoy reading and for Infini-D Lab, where students will learn problem solving skills and science concepts. This is addressed throughout the plan in the budget column. EARS money is also being used to pay for additional paraprofessional hours for targeted reading intervention.

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

**TITLE III (EL) REQUIREMENTS**

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**

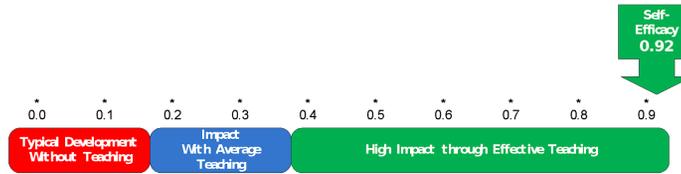
<b><i>Title III Requirements</i></b>	<b><i>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</i></b>
<i>High quality professional development</i>	Teachers will be continuing professional learning communities every week to work together to strengthen teaching strategies and to monitor the academic growth of all students. Teachers will have the opportunity to meet once a month in self selected teacher learning committees focused on ways to engage and differentiate learning for all students. As a faculty of teachers we will be reading the book <a href="#">All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond</a> by Doug Fisher and Nancy Frey. Teachers will read and have professional development on the ideas presented in this book. Teachers will also be studying <a href="#">The Distance Learning Playbook</a> by Fisher and Frey. This is addressed in the Instructional Leadership and Teacher Clarity portion of our plan.
<i>Strategies to increase parental engagement</i>	Our school will have monthly virtual activities planned out to help parents increase their involvement in their child’s education at home. This is addressed in the Parent Engagement portion of our plan.
<i>Student growth goals in English Language Development (ACCESS)</i>	Our goal is to have at least 63% of our ELs with sufficient growth on the WIDA Access and for all of our students to make at least some growth. This is represented in Instructional Leadership.
<i>Student growth goal (Core Instruction)</i>	Our goal is to increase our school-wide EL proficiency in Math and ELA by 2%. This is addressed in Instructional Leadership.
<i>Other based on school needs assessment (graduation, parent engagement, etc.)</i>	Because of our high percentage of our EL students and their families, all that we do in our school (parent engagement, interventions, translations, fliers, etc) considers our EL population. This is reflected throughout our plan.

# 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.

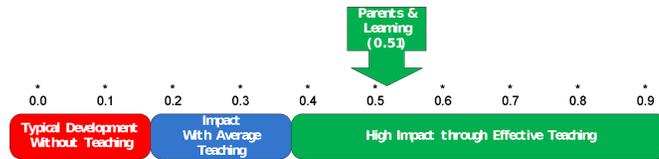
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
No goals at this time						

## 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
80% positive feedback on the parent engagement survey for parent classes, parent nights, and principal’s questions and answers.  Have at least one virtual parent engagement activity per month, aligned to student and parent needs, during this school year.	Parents have indicated on past surveys that the school personnel aren’t communicating enough.  Scores on beginning kindergarten tests are extremely low indicating that there is a lack of pre-reading skills.  Engaging parents in the education of their children. it will enhance student performance, beliefs and	Parents feel there is a lack of consistent communication by school personnel.  Parents aren’t sure how to teach pre-reading skills to preschool children.  <b>English language learners lack the schema necessary to access the content.</b>	Schedule and advertise the Principal’s question and answer session. Ask for feedback on final session.  Principal will include a message in all monthly PTA newsletters, <b>which is available for translation in several languages online.</b>  <b>Get a translator for each event.</b>  Schedule and advertise the mother and infant music	Scheduled by September 15th.  Advertised throughout the year on social media, fliers (virtual, if possible), and the monthly school newsletter.  Feedback via survey at last session.	Principal’s Question and Answer: Carrie Rawlins,  Infant Music Class: Emily Knell, Karen Cushenberry  Storytime: Karen Cushenberry, Kate Pace  Family Dinner Table Talk: Sarah Payton,	<b>Signs in both English and Spanish for Parking lot advertising parent engagement activities-\$500 7502</b>  Principal’s Q & A= 0  Infant Music Class=\$500 from 7502  Storytime= \$500 from 7502  Family Dinner Table Talk: \$1000  <b>\$1500 translation services 7502 (virtual parent engagement</b>

	<p>support with long term graduation</p> <p>Scores on the WIDA ACCESS test show that ELL students lack background knowledge.</p> <p>Parents have expressed a desire to have their children read for enjoyment and not just for academic reasons.</p>	<p>The School often helps bring school resources to the homes to help with academics. The same as last year, many grade levels will be inviting parents and students to talk about their culture and homes and help bring the home into the school (virtually).</p> <p>Many students haven't developed a love of reading because the only time they</p>	<p>class and the preschool story time class. Ask for feedback on final session.</p> <p>Create a Google Form for parents to communicate with the school that they attended a virtual parent engagement activity and would like the materials that were presented.</p> <p>Parent engagement activities will include:</p> <p>Parents invited to virtual presentations (Many will be about the student's culture and home life.)</p> <p>Virtual Parent classes sponsored by United Way (Ready to Learn)</p> <p>Last year, we purchased grade level books that are available for students to read before school and during recess time. These books are placed in crates by level which make them easy to move to different areas of our building. During inside time before school, these crates are placed at the locations where the students sit and students can read the books on their own. We will encourage the instructional assistants who monitor students to read books aloud to groups as</p>	<p>By September 3rd</p>	<p>Kate Pace, Karen Cushenberry</p> <p>Carrie Rawlins</p>	<p>activities and virtual fliers for school)</p> <p>\$1700 Translation services 0060 (papers for school)</p> <p>Family Read Alouds: \$1,032</p> <p><u>Budgeted Trust Lands:</u></p> <p>Principal's Book of Month: \$2,000 for books for library by grade level bands (Part of the bingo card) bookmark or book talks, different locations</p> <p>Reading bingo/blackout challenge: prizes for bingo \$2,000</p> <p>Book of Year/author visit: \$1,000</p>
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		<p>read is for school assignments.</p>	<p>well. Instructional assistants will rotate which books the students use, in order to follow recommended CDC Safety measures.</p> <p>We are going to have a bingo/blackout card for different genres and books each month. As students get a bingo they get a prize. The first time a student gets "blackout", they can earn a T-shirt or other prize.</p> <p>We would like to have a principal's book of the month where the principal chooses two books a month (one for each grade level band). We will buy extra copies of these three books for the library each month to have extra for students to read. One square on the blackout/bingo card will be for the principal's book of the month.</p> <p>We would like to encourage reading by decorating the halls with reading posters that would encourage students to read.</p> <p>We want to have an author of the year, to be determined based on availability and need to</p>	<p>September 30th</p>		
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		<p>Many families don't read together to foster a love of reading. They also might not know what to read together or have the books to do so.</p>	<p>social distance. Each class can choose one of the author of the year's books to read and have as a class.</p> <p>We want to encourage families to read good literature together by having a menu of books available for families to pick. They would then get a copy of the book, provided by the school, read the book together and then do a short book review for us to share in the school and possibly on social media. Families would be welcome to do this as many times as they would like to throughout the year.</p>	September 30th	<p>Kate Pace, Carrie Rawlins, Karen Cushenberry</p>	
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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

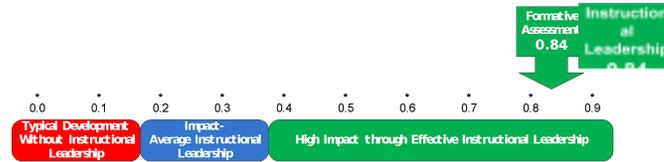
**\*\*ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

### 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
Our goal is to have all grade levels at at least 70% proficiency in Acadience at the end of FY21.	<p>2019 EOY Data (proficiency)</p> <p>K=90%</p> <p>1=51%</p> <p>2=66%</p> <p>3=60%</p> <p>4=52%</p> <p>5=68%</p> <p>6=81%</p> <p>MOY FY20 Data (proficiency)</p> <p>K=69%</p> <p>1=61%</p> <p>2=63%</p> <p>3=67%</p> <p>4=48%</p> <p>5=44%</p> <p>6=69%</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>We have scheduled 30-60 minute blocks in both Math and Language Arts to have paraprofessionals push into the classrooms (grades 1-6) for intervention purposes, depending on the fluctuating school schedule because of the pandemic. 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 administrative</p>	<p>Schedule and train the new paraprofessionals for push ins by Sept. 8th.</p> <p>Start most push ins by September 8th.</p> <p>Pull out Interventions will be started by the end of September, once we have the Acadience BOY and continue throughout the school year.</p> <p>New Teacher Training: New teachers will meet once a month for 30 minutes,</p>	<p>Schedule: Carrie Rawlins, Allison Ferguson and Kate Pace</p> <p>Teachers and PLC teams are responsible for Tier 1 instruction. Teachers are also responsible for coordinating with paraprofessionals during their push in time.</p> <p>Training Paras: Kate Pace</p> <p>New Teacher Training: Karen Cushenberry</p>	<p>Paras: \$192,160 from 7501</p> <p>Paras: Doug Finch has let us know that we will have EARS money, but we don't know how much, as of 9/4/2020.</p> <p>ELL Paras: \$20,516 from 7612</p> <p>Trust Lands: \$44,000</p>

<p>Our goal is to increase our school-wide ELA proficiency as measured by RISE by 2%, going from 30% to 32%.</p> <p>Our goal is to increase our school-wide Math proficiency by 2%, going from 33%-35%.</p> <p>Our goal is to have at least 55% of our ELs with sufficient growth on the WIDA ACCESS and for all of our students to make at least some growth.</p>	<p>No RISE data available for 2020</p> <p>We need to increase our ELA scores on the RISE.</p> <p>2019 ELA Data  3= 30% proficient  4= 33% proficient  5= 24% proficient  6= 32% proficient</p> <p>2019 Math Data  3= 33% proficient  4= 34% proficient  5= 31% proficient  6= 33% proficient</p> <p>Our goal last year was to go from 51% to 55% of our ELs with sufficient growth. We went beyond this goal and had 61% of our ELs reach sufficient growth!</p> <p>Growth of our ELs according to WIDA ACCESS</p> <p>61% of made sufficient growth (0.4+)  15% made minimal growth (0.1-0.3)  24% made no growth or dropped in their scores</p> <p>25 students made a score of "5" or above.</p> <p>We need to be able to have our EL students have access to interventions for both their language and reading needs, so that they can grow.</p>	<p>As we will have several new teachers this year, they need training on effective ways to use the WIDA ACCESS data and I can statements that go along with proficiency levels during New Teacher Training. The rest of the faculty will review this information during faculty meeting.</p>	<p>team/teacher decided interventions that will be pullout groups based on need. (See Literacy Intervention Flow Chart)</p> <p>Data sheets that teachers share with admin through Google Sheets will be color coded for ELL students and SPED students for ease of tracking growth for each student and each sub group]</p>	<p>while we have the schedule of Fridays, no children at the school.</p> <p>Data Review Meetings are scheduled three times during the school year to review with each grade level the progress of each student. These will be held in November, January and March.</p> <p>Schedule monthly EL Trainings by August 31st.</p>	<p>EL Training: Kate Pace and Karen Cushenberry</p>	
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<p>Our goal is to increase our school-wide EL proficiency in Math and ELA by 2%, as measured by RISE.</p>	<p>2019 RISE ELA Proficiency 3= 16% 4= 20% 5= 15% 6= 17%</p> <p>2019 RISE Math Proficiency 3= 10% 4= 16% 5= 20% 6= 26%</p> <p>According to WIDA ACCESS, 12% of our students advanced to monitoring or beyond.</p> <p>We have looked at various indicators, including attendance, students with disabilities, mobility and discipline, and we have found that the percentage of EL students in each indicator is either equal or less than the percentage of EL students schoolwide.</p>					
<p>Our goal is to increase our school-wide SPED proficiency in Math and ELA by 2%, as measured by RISE.</p>	<p>2019 RISE ELA Proficiency 3= 0% 4= 7% 5= 17% 6= 0%</p> <p>2019 RISE Math Proficiency 3= 0% 4= 13% 5= 25% 6= 0%</p>					
<p>10% fewer office referrals over the course of the 2020-2021 school year.</p>	<p>Last year, we had 311 office referrals, prior to online learning.</p> <p>Looking at our data from Educators' Handbook, we found that our office referrals by ethnicity were</p>	<p>Students come with different behavior expectations from home and other schools. They also haven't been in a structured learning environment for four</p>	<p>Hold Professional Development on PBIS strategies for teachers and support staff.</p> <p>Kathy Hansen will be training teachers for two hours before school starts</p>	<p>PBIS training will happen monthly in faculty meeting and paraprofessional inservice.</p> <p>August 12th - PBIS training with Kathy Hansen</p>	<p>Marsha Baird and Carrie Rawlins</p> <p>Kathy Hansen</p>	<p>Copies of resources out of principal budget</p>

	<p>proportional to enrollment (46% of the office referrals were Latino).</p> <p>We need an additional trained individual to help with PBIS.</p>	<p>months, due to the pandemic.</p> <p>Much of the instructional leadership time is used in discipline/office referrals.</p>	<p>and then ongoing as needed.</p> <p>Teachers will teach PBIS strategies in their classrooms on a regular basis.</p> <p>Through United Way we are going to give all parents a list of available resources in the community, including resources for EL students and their families.</p> <p>We are going to hire a behavior specialist, who will be trained by Kathy Hansen and Jen Storey. This person will be available to assist with discipline, look for trends on Educators' Handbook, help teachers in the classroom, teach mini-lessons, and attend the weekly At-Risk meetings..</p>	<p>September 1st - We will have a weekly focus on each of our Big 5 Expectations at the beginning of the year. After that, teachers will reteach as needed.</p> <p>Hire and begin training by August 19th.</p>	<p>Classroom Teachers</p> <p>Carrie Rawlins</p> <p>Carrie Rawlins, Kate Pace, Karen Cushenberry, Kathy Hansen and Jen Storey.</p>	<p>About \$25,000 from TSSA</p>
<p>Grade levels will hold weekly PLC time devoted mostly to Tier 1 instruction. We will be having the option of one TLC meeting each month devoted to teachers learning together.</p>	<p>Teachers expressed interest in making their professional development more individualized.</p>	<p>Teachers need time to plan and to learn together.</p>	<p>Each month teachers will study topics that they have chosen as a team. Examples of TLC topics include: helping students with disabilities, helping ELL students, trauma informed teaching, teacher clarity, engagement strategies, etc.</p>	<p>September 1st</p>	<p>Carrie and teachers</p>	<p>\$500 for books out of principal's 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 throughout the year, 90% of teachers will have clear success criteria that is communicated in student friendly language.</p> <p>Students will self regulate their progress against the</p>	<p>Teachers are consistently using Learning Targets in their lessons, but fall short of communicating clear success criteria.</p>	<p>We have many new teachers that need to have training with Teacher Clarity.</p> <p>Teachers have focused their attention on 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</p>	<p>Hold New Teacher Training on Teacher Clarity. This will be done at the district level, as well as, during New Teacher Training at the school level.</p> <p>Carrie will work with individual teachers (as needed) throughout the year during observations.</p>	Needs based	Jerrie Reader, Carrie Rawlins and Karen Cushenberry	

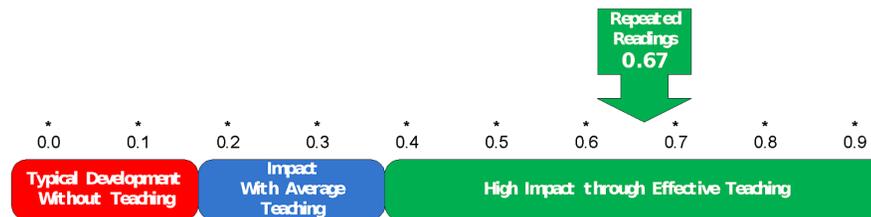
<p>communicated success criteria.</p> <p>Teachers will use visuals in their instruction. During Carrie's observations and walkthroughs, 90% of the time, teachers will use visuals to help increase EL engagement and academic vocabulary.</p>	<p>During Carrie's observations and walkthroughs, she has observed an increase in teacher talk unconnected to visuals that would help our EL population.</p>	<p>administration, or it could be a natural next step in honing teacher clarity school wide.</p> <p>Some of our new teachers haven't been trained in SIOP strategies.</p>	<p>During professional development, Kate will share ways that they can increase the use of visual models in a teacher's day to day routine.</p>	<p>Monthly during professional development.</p>	<p>Carrie and Kate</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.

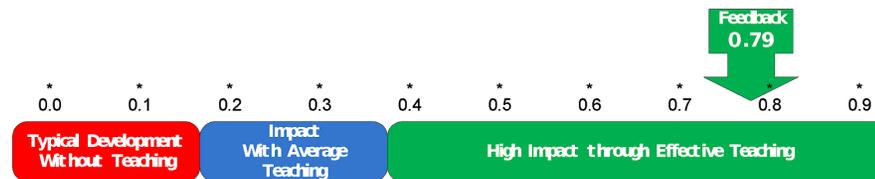
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
No goal at this time						

## 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 Acadience 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 extra prep time to progress monitor.  Carrie will give teachers progressing monitoring	Due to COVID and fluctuating schedules, we aren't exactly certain when this will be in effect. We anticipate that teachers will be able to progress monitor weekly beginning in October.	Carrie and teachers	\$20,000 for extra planning time with art teachers. This will come out of principal's 0060 and 5231 budget. This will fluctuate throughout the year based on COVID school phases.

			data at each of the data review meetings.	November, January and March.		
<p>Teachers will use Google spreadsheets to communicate scores for formative assessments and results of interventions students receive.</p> <p>Based on the new guidelines from the State (indicating that all students need to have personal interaction with a teacher, at least every 10 days), we will create a spreadsheet to track the teacher/student contacts.</p>	<p>Teachers need to be able to provide relevant feedback to students. This feedback will not only be during daily lessons, but when students take formative tests. Teachers will help students set goals to achieve as teachers monitor students' growth.</p> <p>Data sheets that teachers share with admin through Google Sheets will be color coded for ELL students and SPED students for ease of tracking growth for each student and each sub group.</p> <p>Data sheets that teachers share with admin through Google Sheets will be color coded for ELL students and SPED students for ease of tracking personal interactions.</p>	Data has not been easy to track by different subgroups.	<p>Set up Google spreadsheets at each grade level to record formative assessment data. This spreadsheet will include scores before and after interventions (both push in and pull out). This spreadsheet will also include scores from progress monitoring in Acadience.</p> <p>Set up a schoolwide Google spreadsheet to track the personal interactions.</p>	<p>Data Review Meetings are scheduled 3 times during the school year to review with each grade level the progress of each student. These will be held in November, January and March. Students will be monitored and moved to new interventions as needed.</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>Create Grade Level Data Tracking Sheets - Aug. 31st, ongoing</p> <p>Schoolwide Tracking Sheet for personal interactions - Aug. 19th.</p>	Carrie, Kate, Karen and grade level leaders	none