



SPRING CREEK ELEMENTARY



**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

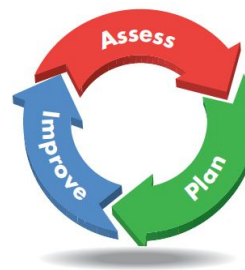
Superintendent Keith Rittel and the Board of Education define the aim for the district improvement plan:

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 Jill Franklin	Facilitator Lori Carlson	TI Coordinator Lucy Quintero
Teacher Jackie McDermott	Parent Ashley Rayback	Parent Olivia Goldman
Parent Yi Song	Parent Katie Hopoate	Parent Fabiola Tapia

SCHOOL DEMOGRAPHICS

Student Count (enter # of students) Powerschool 9/8/18	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	37	64	53	56	53	58	54	68	0	0	0	0	0	0	443
English Language Learners (enter # of students) 45% EL	available in May 2019	27 42%	25 47%	27 48%	24 45%	31 53%	23 43%	41 60%	0	0	0	0	0	0	198 45%
Ethnicity (enter %)	<u>Caucasian</u> 37%	<u>African American</u> 2%		<u>Latino</u> 50%			<u>Asian</u> 1%		<u>Native American</u> 1%		<u>Pacific Islander</u> 10%		<u>Other</u> 0%		
Gender (enter %)	Male: 53 %							Female: 48%							
Low Socio-Economic (enter %)	86%														

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>	1. Active Learner, 2 Active Parent Engagement, 6. Feedback
<i>High quality professional development</i>	1. Active Learner, 3. Instructional Leadership, 4. Teacher Clarity, 6 Feedback
<i>Strategies to increase parental engagement</i>	1. Active Learners, 2. Active Parent Engagement
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	1. Active Learners, 3. Instructional Leadership
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	1. Active Learners, 3. Instructional Leadership, 4. Teacher Clarity, 6 Feedback
<i>Coordination and integration of Federal, State, and local services and programs</i>	See all areas Estimated Funds column

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>	1. Active Learners, 2. Active Parent Engagement, 6 Feedback
<i>Strategies to increase parental engagement</i>	1. Active Learners, 2. Active Parent Engagement
<i>Student growth goals in English Language Development (USBE requires .4 overall proficiency growth for all students on WiDA ACCESS)</i>	1. Active Learners, 3. Instructional Leadership, 6. Feedback
<i>Student growth goal in ELA (SAGE/DIBELS)</i>	Can update now - use your SAGE EL data and set a growth goal for EL with ELA, MA and SCI - you can determine reasonable growth percentage based on your past years 1. Active Learners

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
ELA Plan/Goals	75% of students K-6 will make typical to above typical growth on their DIBELS EOY Benchmark assessment.
MA Plan/Goals	67% of students will score on or above level on the end of year iReady Math diagnostic test.
PBIS Goals/Plan	Teachers will use the LEARN tools 80% of the time in order for students to be able to identify the LEARN tools and state how and when they use it.
<i>Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)</i>	Each grade level, preschool-6th grade, will hold at least one parent activity during the school year that addresses all of the following: programs used for either literacy and/or math, information on Reading Promises Continuum, a brief academic report to indicate if the student is on level or if there are concerns, resources (including ESL resources) for parents to provide support to their child at home, and translation as needed.
<i>Title III/ELL Goal</i>	<p>Goal 1: English Language Learners will make .4% growth on WIDA ACCESS in all four domains (Listening, Speaking, Writing, and Reading) as required by USBE.</p> <p>Goal 2: English Language Learners 3-6th grade will increase from 35% proficiency in SAGE Language Arts to 38% overall proficiency, and from 40% proficiency in SAGE Math to 43% overall proficiency on RISE. English Language Learners in 4-6th grade will increase from 37% proficiency on SAGE Science to 40% overall proficiency on RISE.</p>
Instructional Leadership Goals	<p>Teachers will participate in quarterly goal setting meetings with the principal that will include literacy goals based on continuum skills for all at-risk students.</p> <p>Teachers will use a uniform lesson planning template for formal observations.</p>
Teacher Clarity Goal	Increase the percentage of students that can state how they know if they met the learning target from 39% to 70%. (We are choosing this goal because we

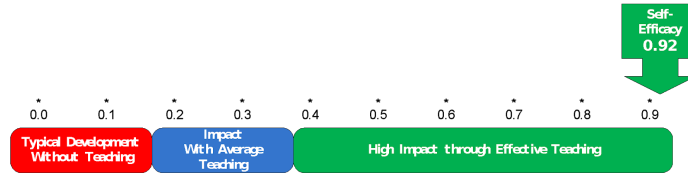
	believe that by emphasizing this area it will raise the other identified needs from the Teacher Clarity Data Collection from last year.)
Feedback Goal	Teachers will participate in monthly TLCs to improve implementation of formative assessment and feedback strategies.

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
<p>Literacy Goal: 75% of students K-6 will make typical to above typical growth on their DIBELS EOY Benchmark assessment.</p> <p>Sub-Goal: Increase the percentage of first grade students who are proficient on the EOY DIBELS composite by 8%</p>	<p>On the Needs Assessment it was indicated that we are at the “Initial Implementation” for Tiered Instruction.</p> <p>We had tiered instruction available during previous years, but it put a limit on our English Language Learners as to what type of interventions they could receive. This</p>	<p>We are in the Initial Implementation phase and are still learning how to best provide tiered instruction. During the previous did not have a schedule for data review meetings prepared at the beginning of the school year. We also did not have separate interventions for all</p>	<p>Create schedule to include DIBELS and iReady assessment dates, data review meetings, and intervention periods.</p> <p>Provide Professional development to teachers to review DIBELS and iReady administration.</p>	<p>August 2018</p> <p>August, January, May</p>	<p>Principal, Leadership Team and IIT</p> <p>Title I Coordinator and Facilitator</p> <p>Title I Coordinator</p>	<p>\$2760/ Subs so teachers can administer DIBELS benchmark assessments in August, January and May/7503</p> <p>\$200 Supplies for tiered instruction/ 7503</p> <p>\$75.00 Printing PSI/PASI/ 7503</p>

<p>(aligned to state literacy improvement plan) Sub-Goal Increase the percentage of second grade students who move from well below grade-level benchmark on the DIBELS EOY composite by 4% (aligned to the state literacy improvement plan)</p>	<p>year we have created a schedule that allows for ELLs to access ESL support as well as literacy support. Additionally the Needs Assessment indicated that our paraeducators require additional training on tiered program implementation through coaching and modeling.</p>	<p>of our ELL needs. We feel that by creating a master schedule and a meeting schedule we will be able to better provide tiered instruction to ALL students.</p>	<p>Provide professional development to paraeducators on intervention progress monitoring/placement assessments (PASI, PSI) Set expectations to progress monitor students. Provide adequate time during grade level PLCs to review reading data. Teachers meet with Title I Coordinator to create tiered intervention literacy groups based on student need, including intervention groups to support our English Language Learners. Paraeducators provided tiered instruction based on the direction on</p>	<p>August and as needed August Weekly 9/4/2018, 10/15/2018, 11/26/2018, 1/23/2019, 2/25/2019, 4/15/2019 Throughout the school year.</p>	<p>Principal Principal Teacher and Title I Coordinator Teachers and Title I Coordinator Title I Coordinator</p>	<p>\$78,583.00/for highly qualified paraeducators to support tiered literacy instruction/7501 Highly Qualified para educators and teachers /5805, 5231, 5422 --State funds, 1280 -- Federal 0060 -- Local, Music Program Funds -- District, OEK, CCLC, IGP -- State Grant Funds for K extended day. Waterford K-1 and iReady Reading for 2-3 -- State Reading Initiative Tech grant DIBELS PD- no cost \$99/Utah Literacy Conference/7504</p>
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			<p>teachers and Title I Coordinator.</p> <p>Create master schedule to include Tiered instruction for literacy and for ELLs.</p> <p>Attend District Provided PD.</p>			
<p>Math Goal:</p> <p>67% of students will score on or above level on the end of year iReady Math diagnostic test.</p> <p>*</p>	<p>In our Needs Assessment it was indicated that we are at the “planning level” in the area of educators systematically deliver tiered instruction for math. This school year we would like to focus our math intervention by using the iReady math intervention lessons to provide a more systematic approach to how we are delivering tiered math instruction. Our EOY data for iReady math indicates that</p>	<p>Lack of math intervention program, lack of systematic approach</p>	<p>Provide professional development to teachers on how to access iReady Math intervention lessons.</p> <p>Provide professional development to math intervention math tier 2 and 3 paraeducators on how to use iReady math interventions.</p> <p>Provide adequate time to teachers to review data and to create iReady math intervention groups based on student need.</p>	<p>August</p> <p>August for primary training, and then as need throughout the year.</p> <p>PLC meetings and intervention data meetings.</p> <p>9/4/2018, 10/15/2018, 11/26/2018, 1/23/2019, 2/25/2019, 4/15/2019</p>	<p>Principal and facilitator provide iReady consultant meeting for teachers.</p> <p>Title I Coordinator</p> <p>Principal and Teachers</p>	<p>Budget for paraeducator for tiered math instruction \$23,094.00/7501</p> <p>iReady Math -- State Grant, IXL -- 0060 -- Local</p>

	57% of students were on or above level on the end of year iReady Math diagnostic test.					
Measurable goal	<u>Summary</u> of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
L.E.A.R.N. Tools (Same Goal found in section 3) Teachers will use the LEARN tools 80% of the time in order for students to be able to identify the LEARN tools and state how and when they use it.	During the 2017-18 school year the leadership team did observations in all classrooms. After analyzing the data the data showed that only 40% of teachers used or referred to the LEARN tools during the lesson.	The expectation is that teachers use the LEARN tools throughout the school day and that students understand what they are and can state how and when they use the the tools. This will improve student self-efficacy by demonstrating grit, perseverance and a growth mindset.	Provide resources and direction to teachers on using the LEARN tools (L-Learn from mistakes, E-Everyone contributes, A- Ask questions, Accept challenges, R- REflect and Respond to Feedback, N- Never Give Up) Get 8x10 Posters Printed Provide families with a copy of the LEARN Tools posters.	<u>Monthly</u> Ideas, resources, and shout outs for observed LEARN Tools usage or instruction. -- Ongoing October- printing During Nov. Parent Teacher Conferences/ Annual Title I Meeting	Principal and teachers BST	\$350/Printing cost for LEARN tools/7502
Measurable goal	<u>Summary</u> 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>Goal 1: English Language Learners will make .4% growth on WIDA ACCESS in all four domains (Listening, Speaking, Writing, and Reading) as required by USBE.</p> <p>*Goal 2: English Language Learners 3-6th grade will increase from 35% proficiency in SAGE Language Arts to 38% overall proficiency, and from 40% proficiency in SAGE Math to 43% overall proficiency on RISE. English Language Learners in 4-6th grade will increase from 37% proficiency on SAGE Sciency to 40% overall proficiency on RISE.</p>	<p>Spring Creek has a 45% population of ESL students ranging from level 1-5.</p> <p>During parent activities we have several parents who require translation.</p> <p>Ongoing professional development is needed to keep teachers informed on WIDA ACCESS assessment and levels, WIDA Can Do's, Wonders ESL resources, programs available for ESL students, and options for additional language acquisition services.</p>	<p>Spring Creek has a 45% population of ESL students ranging from level 1-5. We serve 198 students who are identified as ESL students.</p>	<p>Monthly Professional Development for faculty and/or instructional assistants</p> <p>Data meetings with grade level teachers will be held every 4-6 weeks to review data and determine best service options for ESL students.</p> <p>Updated data on currently enrolled ESL students provided to teachers at least monthly, and as new students move in.</p> <p>Provide Spanish translation during parent involvement activities and provide parents information about WIDA ACCESS assessments and levels.</p> <p><i>We will have 2 instructional assistants,</i></p>	<p>Monthly PD</p> <p>August- ESL compliance, regulations, and list of ESL students provided to teachers. Program training to ESL instructional assistants.</p> <p>September- Provide updated ESL list to all teachers after screening. 9/13/18 Language Acquisition/WIDA team meeting</p> <p>October- Faculty meeting LA/WIDA mini-PD</p> <p>November- 11/15/18 Language Acquisition/WIDA team meeting</p> <p>December-12/5/19 faculty meeting LA/WIDA mini-PD</p> <p>January- TBD, 1/23/19 Data review</p>	<p>Title I/III Coordinator and Language Acquisition Team members.</p> <p>Grade level teachers.</p>	<p>\$12,509.00/ ESL instructional assistant/7612</p> <p>\$16,331/ ESL instructional assistant/7501</p> <p>Imagine Learning State ELL grant</p>
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			<p><i>one at a level 3, and one at a level 2. The instructional assistants each have a scheduled time of 30 minutes per day, 5 days per week to work with each grade level.</i></p> <p><i>The focus of the Instructional assistant 3 will be to work with our ELL students who are Prof. level 2-4 using the Wonders EL program. These services will be a combination of push-in and pull out services, depending on individual student needs.</i></p> <p><i>The focus of the instructional assistant 2 will be to work with our newcomers and our Prof. level 1 students using the Wonders EL Newcomers, National Geographic Newcomers Kit: Inside the USA, and Imagine Learning. These services will be a combination of push-in and pull out services, depending on individual student needs.</i></p> <p><i>ELL Focus and student grouping: Instructional Assistants- The focus on grouping is on our WIDA ACCESS level 1-4 using the above mentioned programs.</i></p> <p><i>Classroom teachers will focus on their students who are level 1-6 using the WIDA Can Do</i></p>	<p>meetings to adjust intervention groups.</p> <p>February- 2/14/19 Language Acquisition/WIDA team meeting</p> <p>March- 3/6/19 faculty meeting LA/WIDA mini-PD</p> <p>April- 4/11/19 Language Acquisition/WIDA team meeting</p> <p>May- 5/1/19 faculty meeting LA/WIDA mini-PD, and share WIDA data with grade level teachers.</p> <p>Each grade level will plan, prepare and hold at least one parent activity that provides information on student progress. During these parent involvement activities teachers and students will provide information and training to parents on grade level academic progress, programs being used, and how parents of ELL students can support their children at home. Resources for</p>		
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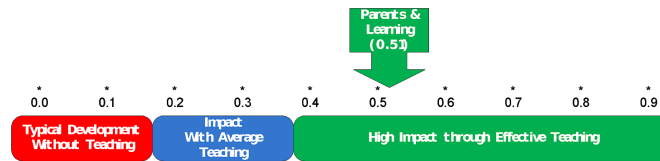
			<p><i>Descriptors. Teachers will also direct which groups and programs are necessary for our ELL students based on student assessment data. The Title I/III Coordinator will work directly with teachers and instructional assistants to organize services.</i></p> <p><i>Additionally our ELL students at all levels will have access to our Tier 2 and 3 programs that are offered school wide for literacy and math needs.</i></p>	<p>parents will be distributed at these activities. Translation will be provided.</p> <p>The school will provide 2 school-wide ELL parent involvement activities. These activities will be held during parent teacher conferences. Information will be provided to parents about progress within the ELL program. Translation will be provided.</p>		
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2. ACTIVE PARENT ENGAGEMENT

HOME FACTORS – PHASE 1

DEFINITION

Parents actively engaged in their child’s learning at school and at home.



EVIDENCE OF IMPLEMENTATION

- Parents create a home environment that promotes and supports education.
- Parents have high expectations for their child’s learning.
- Parents regularly participate in school activities and communicate with school staff members, particularly when they are concerned about their child’s learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/ account

<p>Each grade level, preschool-6th grade, will hold at least one parent activity during the school year that addresses all of the following: programs used for either literacy and/or math, information on Reading Promises Continuum, a brief academic report to indicate if the student is on level or if there are concerns, resources (including ESL resources) for parents to provide support to their child at home, and translation as needed.</p>	<p>Data- During 2017-18 school year each grade level held at least 1 parent activity that focused on either literacy or math and reviewed the our Reading Promises Continuum. Additionally, Spanish translation was provided at all activities. However there was not a specific focus on programs for literacy or math and not all of the grade levels provided an academic report on how students are performing and any concerns. Grade levels have had success at holding grade level parent involvement activities. We need to continue holding grade level activities however there should be more structure about the specific information that is shared at the activity.</p> <p>-Reading Continuum Promises shared/reviewed</p> <p>-Parent activity must include either math or literacy information on school programs and student outcomes.</p> <p>-Information provided to parent about how they can support their child to</p>	<p>Over the last 3 years we have been in the process of improving upon how we hold parent involvement activities. We found that we didn't have high attendance when we did whole-school activities that related to academic achievement. We then moved to holding grade level activities which brought the attendance up. We now are in the process of fine tuning the information that is shared with parents.</p>	<p>Hold meeting with teachers to explain guidelines and expectations of parent activities. Clarify new criteria.</p> <p>IIT and Leadership create a possible student academic progress report to give to parents -- midterm between PTCs.</p> <p>Give teachers a deadline to schedule the activities. Teachers will follow the process of filling out the planning guide for purchasing supplies needed.</p> <p>Provide support to grade levels as needed for planning, purchasing, and any organizational factors.</p>	<p>August- Present expectations to all teachers.</p> <p>September- Teachers schedule a time during the year to hold the activity. IIT to review the student academic report to give to parents.</p> <p>Ongoing- Grade levels hold parent activity at their chosen time.</p> <p>Pre-K- October 9, 2018</p> <p>Kindergarten- October 25, 2018</p> <p>1st Grade- October 31, 2018</p> <p>2nd Grade- November 13, 2018</p> <p>3rd Grade- October 5, 2018</p> <p>4th Grade- December 20, 2018</p> <p>5th Grade- December 14, 2018</p> <p>6th Grade November 20, 2018</p>	<p>Grade levels (Pre-K through 6th grade), Title I Coordinator, IIT</p>	<p>\$5004.00 total/ Parent Involvement/See below</p> <p>\$1750/Grade level parent involvement activities (\$200 per grade level) /7502</p> <p>\$500/Lit., math, ESL resources for parents/7502</p> <p>\$750/Books and incentives/7502</p> <p>\$100 Printing Reading Promises Continuum/7502</p> <p>\$500/Printing Bee Cards, ODRs, Title I Documents/7502</p> <p>\$500/Parent Teacher Conferences/7502</p> <p>\$500/Annual Title I Meeting/7502</p> <p>\$200/STEAM Fair/7502</p> <p>\$500/Art and After School Showcase, Opera/7502</p> <p>\$204/6th Grade Graduation/7502</p> <p>\$350/Printing cost for LEARN tools/7502</p> <p>PTA funds- Local</p>
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	<p>meet grade level expectations.</p> <p>-Resources offered and translation provided.</p> <p>Additionally Spring Creek will hold non grade level specific parent activities such as STEAM fair, Art/After school showcase, Parent Teacher Conferences (Pre-K-6th grade), and PTA sponsored activities</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

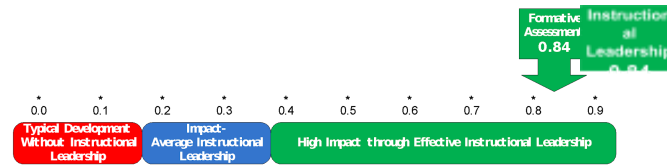
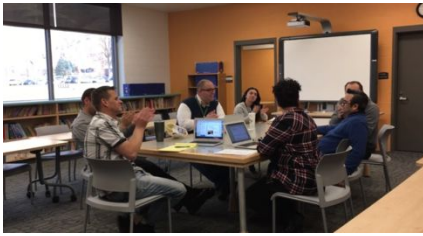
****ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

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
Teachers will participate in quarterly goal setting meetings with the principal that will include literacy goals based on continuum skills for all at-risk students.	Improvement of PLCs to include set goals, analyzing the impact of the goals, and to make adjustments for continuous improvement. The direct impact that this will have it the we will do better with "no excuses". Implementation of TLC model.	Grade level teams are looking at progress data but not setting goals.	Create an academic at risk list of students that are below proficient and not making progress and students not making at least one year's growth. Start with this group. Determine areas for goals -- i.e. P.A. Skills, PH Skills, Sight Words, WCPM/Grade Level, Wonders Assessments,	September -- Create At-Risk Lists Sept./Oct Create At-Risk Meeting Schedule for Goal Setting and Reviewing with Grade Level Teams and SpEd. Sept./Oct -- Leadership team creates a proposal for goal setting areas and presents it to IIT	Principal, Leadership Team, Teachers	\$0

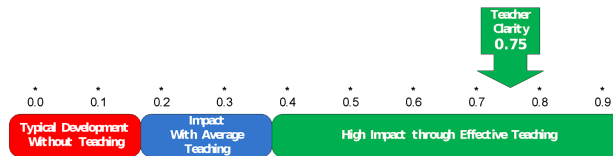
			<p>iReady standards Assessment</p> <p>Create a Schedule for Principal Meeting with Grade Level and SpEd teams for Goals Setting and Review Meetings</p>	<p>Goal Setting Meetings held at least quarterly</p>		
<p>Teachers will use a uniform lesson planning template for formal observations.</p>	<p>Provide resources on specific success criteria on teaching standards. Focus on Learning Environments and instructional strategies.</p>	<p>Teachers need understanding of the most critical teaching standards and where the professional development they are receiving aligns to the teaching standards.</p>	<p>Create the lesson planning template.</p> <p>Share with teachers.</p> <p>Teachers use it to plan lessons.</p> <p>Review completed lesson plan during pre-conference, analyze execution of the plan and write up observations providing specific feedback on how the lesson aligned with the teaching standards and the professional development elements.</p>	<p>Template created and shared in August/September.</p> <p>Teachers use in throughout the year.</p> <p>Feedback given on target focus each month during walk-throughs</p> <p>Feedback given on the whole lesson as planned and executed in formal observations.</p>	<p>Principal</p> <p>Teachers</p> <p>District Instructional Coach</p>	<p>\$0</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
Increase the percentage of students that can state how they know if they met the learning target from 39% to 70%. (We are choosing this goal because we believe that by emphasizing this area it will raise the other identified needs from the	During the 2017-18 school year the leadership team took data on teacher clarity. There were several indicators that showed where we need improvement. These areas are: -Teacher connecting learning	Students can state success criteria and some are even using it to complete their learning tasks but they don't understand that they should be using the criteria to determine how close they are getting to the target.	Share the goal with faculty. Remind them of the data from the Teacher Clarity Survey. Have teams work on grade level plans to address this goal. Create a guiding questions document	Oct. District PD Oct. District PD Oct. District PD	Leadership Team Principal Grade Level Teams	\$0

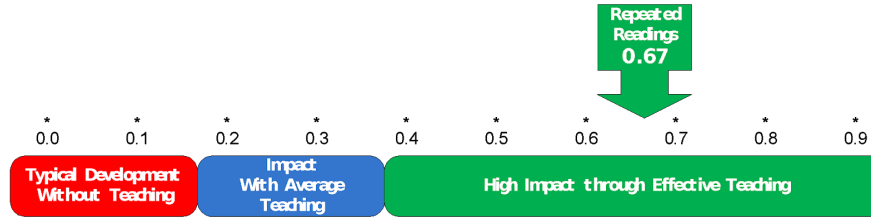
<p>Teacher Clarity Data Collection from last year.)</p>	<p>target to future learning.</p> <ul style="list-style-type: none"> -Student rewording Learning Target -Referring to Learning target more than 1 time during the lesson. -Providing a performance of understanding and making sure students know what to do. -Students knowing if they met the target. -Teacher/Student use of L.E.A.R.N tool during the lesson. (addressed above in #3) 		<p>to help teams develop a plan.</p> <p>Adjust the Teacher Clarity Observation Survey.</p> <p>Collect Data three times. Beg, Mid, End</p>	<p>Sept. -- Leadership</p> <p>Nov., Feb. April</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.

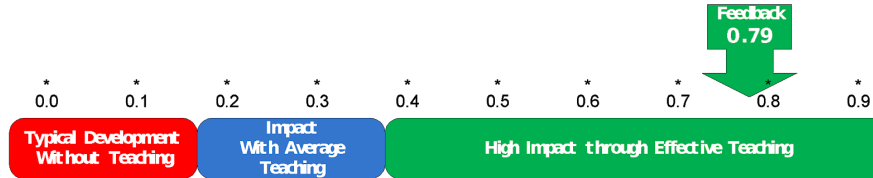
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why account
No goal for this area at this time.						

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 participate in monthly TLCs to improve implementation of formative assessment and feedback strategies.	In the process of the faculty learning about the Teacher Learning Community model we will focus on improvement on feedback and formative assessment.	While professional development has been provided we don't have data to support implementation. The focus over the past three years has been on Teacher Clarity -- Learning	Create an agenda for TLCs using Dylan Williams model. Create TLC teams Train IIT to be TLC Leaders	August August Sept. -- initial, ongoing	Principal, IIT, Teachers	IIT Stipends -- BST Stipends CDT Stipends

		<p>Targets and Success Criteria. Without these in place formative assessment and feedback are difficult if not impossible to execute.</p>	<p>Create menu for new learning portion of the the TLC.</p> <p>Create Surveys to determine effectiveness of TLCs</p> <p>Train Behavior Support Team and Language acquisition team to participate in TLCs by emphasizing behavior strategies and language strategies in their TLC meetings</p>	<p>Ongoing -- IIT working on it throughout the year.</p> <p>Ready in early spring. IIT help with development of the surveys</p> <p>Monthly meetings with BST and CDT to discuss ideas that they can share with their TLC</p>		
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