



AMELIA EARHART 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 - Ryan McCarty	Facilitator - Kylee Harper	TI Coordinator -Jonathan Hoehne
Teacher - Kari Wilkins	Parent - Shennon Mercer	Parent -Kari Lilico

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	Total
0 *AE students attend SV	70	76	82	72	76	88	70	534	
English Language Learners (enter # of students) 29% EL	15	23	19	25	27	26	21	156	

Ethnicity	<u>Caucasian</u> 55.2%	<u>African American</u> .1%	<u>Latino</u> 35.2%	<u>Asian</u> .3%	<u>Native American</u> .3%	<u>Pacific Islander</u> 2.5%	<u>Other</u> 9.3%
Gender	Male: 46% Female: 54%						
Low Socio-Economic	65%						

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>#1 , #2, and #3</i>
<i>High quality professional development</i>	<i>#1, #3, 4, and #6</i>
<i>Strategies to increase parental engagement</i>	<i>#2</i>
<i>Measures to include teachers in decisions regarding the use of academic assessments</i>	<i>#3, #4</i>
<i>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.</i>	<i>#3, #4</i>
<i>Coordination and integration of Federal, State, and local services and programs</i>	<i>#2, and #3</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>#1, #3, 4, and #6</i>
<i>Strategies to increase parental engagement</i>	<i>#2</i>
<i>Student growth goals in English Language Development (USB E requires .4 overall proficiency growth for all students on WIDA ACCESS)</i>	<i>#3 and #4</i>
<i>Student growth goal in ELA (SAGE/DIBELS)</i>	<i>ELL Students will increase by 5% in LA, Math and Science. Ex (LA 29%, Math 28%, Science 18%)</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>#3, #4</i>

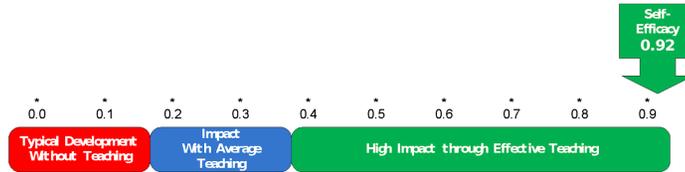
<i>MA Plan/Goals</i>	<i>#3, #4</i>
<i>PBIS Goals/Plan</i>	<i>#1 and #3</i>
<i>Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)</i>	<i>#3 and #6</i>

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.

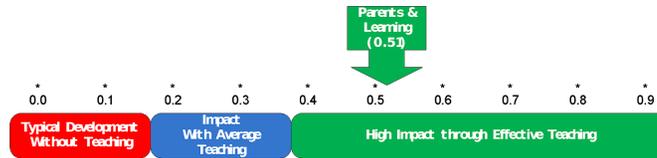
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
90% of Students will track and reflect on meaningful and individualized academic goals at least twice a year. At each parent teacher conference, 5 students from each grade will be randomly selected to explain their goals.	Students have been creating Data binders, however the data collected was generic and compliance based with less reflection	Time, focus, routine, resources, lack of clear PD	DATA Analysis, Revised Flow chart, repeated PD, Intentional collaboration with grade levels	Data Analysis (Sept/ January) Flowchart Revision (August) PD (Faculty Meetings, District PD days)	Admin Team Teachers Students	7504 PD - Assessment Capable Learners and Crucial Conversation books - \$1200 - 7504

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>Create weekly posts informing parents of ways they can be more engaged in their child’s education. #TeachingMomentTuesday</p> <p>Increase our parent followers on Instagram and Facebook by 150%</p> <p>Have at least 25% of parents who attend, share a post of the activity at every Parent Engagement</p>	<p>Parents have articulated an increase in effective school communication.</p>	<p>Not all people are aware of this form of communication. Parents need multiple effective avenues of communication that work for them.</p>	<p>Implementation of #AVIATORSRISE hashtag on instagram and Facebook.</p> <p>Strategic use of the hashtag with school posts.</p> <p>Making the hashtag visible throughout the school</p> <p>Encouraging all stakeholders to use the hashtag to communicate</p>	<p>#AVIATORSRISE hashtag launched (August 14th)</p> <p>Adding admin as content manager to have direct control of content</p> <p>Creation of #AVIATORSRISE display board, adding hashtag on doors and marquee.</p> <p>Communicating campaign with parents and teachers and providing monthly</p>	<p>Admin Team</p> <p>Content Manager</p>	<p>7502 \$200 for display board supplies</p> <p>7502 \$500 for rewards for parents who attend parent engagement and post about it using #AviatorsRISE</p>

<p>Activities by sharing and posting ways they are engaged with their child using #AviatorsRISE</p>			<p>the events and celebrations of our school</p> <p>Provide incentives for active participation with the school hashtag</p>	<p>drawings for active participants</p>		
<p>Hold at least one meaningful Parent Engagement Activity related to targeted grade level standards per Grade-Level (including Behavior Cluster Classes) with at-least 50% of parents attending.</p>	<p>Parent activities have been held, however some have been less data driven towards student needs.</p>	<p>Lack of planning and evaluating data to drive needs of parent engagement nights</p>	<p>-Grade Level Parent activities based on Data before February</p> <p>-We have identified 3 school-wide needs (teacher input and at-risk meeting data) - 1. Math fact night. 2. Parenting class 3. Read with a child</p>	<p>-September - February</p> <p>September, Winter months</p>	<p>Grade level and Admin</p>	<p>7502 \$2500 for grade level parent engagement</p> <p>7502 \$1200 for math and parent nights</p> <p>7502 \$2500 for read with a child books and donuts</p> <p>7612 \$500 for translators</p> <p>7502 \$453 for online scheduler</p> <p>7502 \$250 for praise notes to communicate with parents</p> <p>7501 Para who is assigned to work with spanish speaking parents as a translator (praise and behavioral concerns, and questions) (cost built into budgeted hours)</p> <p>Art Integration 5% of teacher and cost of supplies - \$4,350 7501 and 7503 Art Show and contest for schoolwide parent engagement activity.</p>

POSSIBLE HELP//IDENTIFY TYPE OF GOALS -- TYPE 1: PARENTING; TYPE 2: COMMUNICATING; TYPE 3: VOLUNTEERING; TYPE 4 LEARNING AT HOME; TYPE 5 DECISION MAKING; TYPE 6: COLLABORATING WITH COMMUNITY

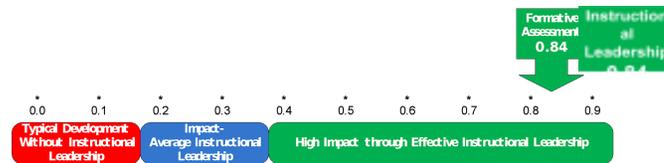
****ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

3. INSTRUCTIONAL LEADERSHIP

SCHOOL FACTORS – PHASE 1

DEFINITION

Administrators focus on teaching and learning—especially measurable student progress—to help ensure student and teacher success.



EVIDENCE OF IMPLEMENTATION

- Administrators make instructional decisions based on student achievement data.
- Administrators demonstrate strong pedagogical skills and knowledge.
- Administrators focus their schools on student learning by measuring learning, providing coaching and clinical supervision, and communicating goals and progress.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
80% or more of K-6 students will have typical or better progress on Pathways of Progress in DIBELS	Last year 70% of K-6 students had typical or better progress POP Summary: K 71% 1 72%	We saw great growth however we want to be more intentional about identifying earlier specific kids who are not making the needed growth, with a strong emphasis on 3rd and 6th grades since their growth scores did	-In Data analysis and on-going Progress Monitoring identify students not making typical progress - Mini-Data analysis every 6 weeks to look at each student individually to	Starting in October and on-going	Admin and Teachers. Aides to help with specific interventions that help growth.	Paras for interventions \$126,047.00 - 7501 Data analysis meetings subs - \$3,000 7504 Intervention Supplies - \$1,500

	<p>2 81%</p> <p>3 59%</p> <p>4 70%</p> <p>5 77%</p> <p>6 59%</p>	<p>not qualify for State P.O.P expectations.</p> <p>We would like to see 80% of our ELL make at least TYPICAL growth.</p>	<p>ensure that they are on the correct trajectory to make typical or higher progress including students with IEPs and LEP needs.</p> <p>-Identifying ESL student needs as part of or in addition to intervention needs.</p>			
<p>95% or more of 2-6 students will be on end of year grade level expectation (adjusted to .5 higher than grade level)</p> <p>OR</p> <p>Make 1.0 or more growth on the STAR Math Assessment</p> <p>AND</p> <p>Increase 5% on SAGE (RISE) assessment proficiency for 3rd and 4th Grades. MA for 6th grade by 5%</p> <p>3rd LA- 38%</p> <p>3rd MA - 46</p> <p>4th LA - 41%</p>	<p>Drop in SAGE Math scores. Recognition of correlation between SAGE Math scores and STAR Math (accounting for .5 grade inflation)</p> <p>3rd 41%</p> <p>4th 43%</p> <p>5th 45%</p> <p>6th 30%</p> <p>**% of students demonstrating proficiency on on ELA SAGE</p> <p>3rd 33%</p> <p>4th 36%</p> <p>5th 43%</p>	<p>Lack of on-going monitoring of math progress.</p> <p>Improvement in the use of dialogic math instruction (.82 effect size)</p>	<p>4 required STAR Math assessments to evaluate student growth and intervene on students not growing.</p> <p>PD that deepens teacher understanding of dialogic math instruction.</p> <p>-SIOP strategies as part of classroom instruction for EL students</p>	<p>Aug/Sept, Oct, Jan, April/May</p> <p>Ongoing in faculty meetings</p>	<p>Teachers, Admin</p> <p>Admin</p>	

<p>4th MA - 48%</p> <p>6th MA - 35%</p> <p>With a 1/3 of students decreasing in their WIDA ACCESS assessment, we would like to see at least 70% meet the 0.4 growth according to the state growth measure.</p> <p>ELL SAGE Goal</p> <p>We would like to see at least 5 % growth for our ELL population on SAGE</p> <p>Math 28%</p> <p>LA 29%</p> <p>Science 25%</p> <p>We would like to see</p>	<p>6th 52%</p> <p>ACCESS DATA</p> <p>38 students decreased in proficiency</p> <p>6 stayed the same</p> <p>21 grew .1-.3</p> <p>59 increased .4 or more or 48% of students met the state/ESSA goal</p> <p>SAGE ELL Data</p> <p>2016/17</p> <p>Math 24%</p> <p>LA 19%</p> <p>Science 24%</p> <p>2017/18</p> <p>Math 23%</p> <p>LA 24%</p> <p>Science 14%</p>					
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<p>Increase SAGE LA proficiency as follows:</p> <p>3rd - 40%</p> <p>4th - 41%</p> <p>5th - 50%</p> <p>6th - 55%</p>	<p>Scores on SAGE test below 50% proficient school wide.</p> <p>We have been working on close reading vertical alignment and improving our use of close reading and classroom discussions for the past few years. We are continuing PD on close reading and will see the results by scores on the wonders unit assessments and STAR LA assessment.</p>	<p>Two parts.</p> <p>1.) is through need of intervention on lower level reading skills.</p> <p>2.) is using data to improve effectiveness of close reading on vocabulary and comprehension levels.</p>	<p>-Data Analysis and Para help in differentiated literacy times.</p> <p>-PD and follow up on close reading strategies</p> <p>-5th Grade will attend "Love of Reading Conference" and present a meaning PD on ways to increase reading achievement. (5th grade was selected because they have been leaders in close reading and higher SAGE LA scores)</p> <p>- Our goal with the Earhart Society is to expose children to a variety of genres and books to promote a love of reading and parent/ student engagement in home reading. Teachers are used to present and engage the students in quality literature selected by the Earhart Society Committee. The Earhart Society is part of our emphasis on reading at home. We</p> <p>- Scholastic Magazine provide highly engaging content that provides current events for Non-fiction close reading. This is a tool to use our</p>	<p>September and on going</p> <p>September and ongoing</p>	<p>teachers and admin</p>	<p>Paras for interventions 126,047.00 - 7501</p> <p>Data analysis meetings subs - \$3,000 7504</p> <p>PD Love of Reading Conference -\$ 1500 7504</p> <p>Earhart Society Subs - \$1200 - 7503</p> <p>Scholastic Magazine - \$4600 - 7503</p>
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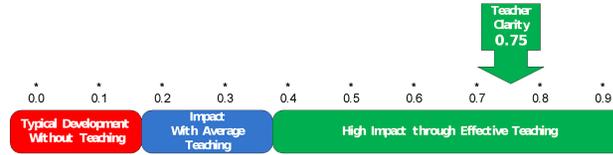
			<p>school-wide vertical alignment close reading strategies and skills. Teachers were surveyed and strongly requested these materials to supplement their Wonders materials.</p>			
<p>Reduce the % of students who go to the LRR three or more times</p> <p>42 students were sent to the LRR three or more times.</p> <p>We would like to see the number decrease from 8% to 5%</p>	<p># of students having behavioral concerns and using the LRR</p> <p>26% of students were sent to the LRR last year.</p> <p>8 % of all students were sent at least twice in the year.</p>	<p>Consistent expectations need to be taught, posted, understood, etc.</p>	<p>-Create RISE Acronym, posters, and expectations. Use SLC (30 min weekly) to reinforce these principles with students. At-risk meetings and the coordination of a full-time social worker to address student needs earlier. RISE Praise tickets.</p>	<p>August and Ongoing</p>	<p>Admin, Teachers, and Staff</p>	<p>RISE Posters and expectations posters - \$450 - 7503</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
80% of students surveyed will articulate the Success Criteria for a current lesson.	Summarizing data from walk throughs last year, 45% of students could articulate the success criteria for the current lesson.	Teachers not always have meaningful success criteria. Teachers not always being clear about the use of success criteria	Follow up on LT Trajectory work. PD and microcredentials on Teacher Clarity Walk throughs	August - September Ongoing Ongoing	Admin, Teachers Teachers Admin	
Teachers will give students feedback using success criteria in 8 out of 10 classroom observations. Students using Success Criteria to give accurate peer feedback and moving to	80% of feedback a student receive is from their peers and is usually wrong. -James Knottingham	Teachers need reliable ways of allowing peer feedback. During walkthroughs, there have not been consistent protocols or explicit instruction about peer feedback using success criteria. This can be	-Provide ongoing PD emphasising the need for feedback related to success criteria. - Obtain tools for teachers to use that will allow for direct and immediate feedback for	-August and ongoing October	Teachers and Admin Tech Specialist	-Chromebook Cart - \$10,600-7503 - Apple TV's - \$4000 - 7503

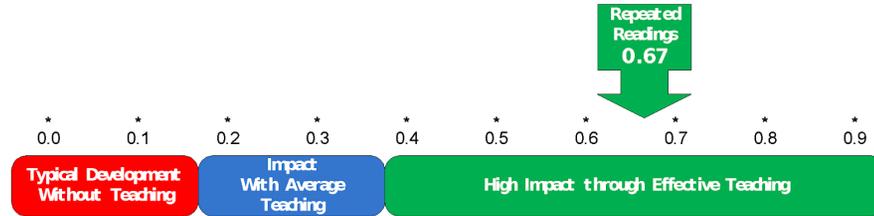
<p>giving accurate feedback to themselves.</p>		<p>facilitated by technology that allows for feedback to happen efficiently and effectively.</p>	<p>students including: Apple TV's to use as mobile document cameras with teachers iPads in order share student work for the whole class to see, Chromebooks which provide teacher the opportunity to use programs like Nearpod and others that allow for targeted teacher feedback within tiered instruction. Ensure current technology ie. projectors, microphones etc are working properly and are replaced as needed.</p>			<p>-Replace and Repair Technology/projectors, \$4000 - 7503</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.

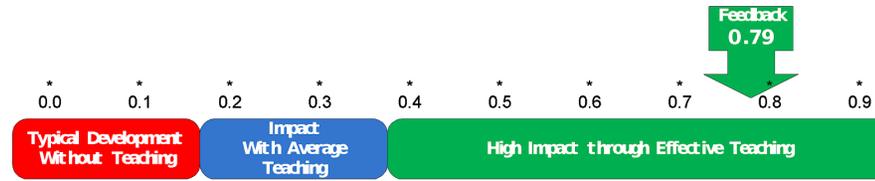
Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account	Measurable goal
No goals set for this school year							

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
During random observational times, see 7 out of 10 classroom provide an opportunity for students to receive peer feedback.	80% of feedback a student receive is from their peers and is usually wrong. -James Knottingham	Based on classroom walkthroughs and observational data, teachers haven't been intentional in providing accurate and timely peer feedback.	<p>PD introducing the benefits of Peer Feedback</p> <p>Teachers create anchor charts that guide students to give accurate feedback</p> <p>Students practice giving feedback to others (anonymous work, work of a peer, own work) and</p>	<p>Visible learning conference (June)</p> <p>PD on peer feedback (August)</p> <p>Teachers work as teams to create anchor charts to use during modeling and instruction.</p> <p>Teachers use the book "Assessment Capable</p>	<p>Admin Team</p> <p>Teachers</p>	\$1,200.00- 7504; Assessment Capable Learners book

			then to self using Success Criteria	Learners” in PD to develop a better understanding of feedback.		
During 8 out of 10 classroom walkthroughs, observe teachers helping students use success criteria to give and receive feedback to themselves and their peers.	Based on classroom walkthroughs, feedback to students using success criteria is being used infrequently.	Teachers are lacking a complete understanding of the role and need of success criteria in order to provide meaningful feedback to students.	<p>-Provide ongoing PD emphasising the need for feedback related to success criteria.</p> <p>- Obtain tools for teachers to use that will allow for direct and immediate feedback for students including: Apple TV's to use as mobile document cameras with teachers iPads in order share student work for the whole class to see, Chromebooks which provide teacher the opportunity to use programs like Nearpod and others that allow for targeted teacher feedback within tiered instruction. Ensure current technology ie. projectors, microphones etc are working properly and are replaced as needed.</p>	-Include PD on tools	Admin Tech Specialist Teachers	<p>-Chromebook Cart - \$10,600-7503</p> <p>- Apple TV's - \$4000</p> <p>-Replace and Repair Technology/projectors, - \$4000</p>