FRANKLIN 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
Student	Active Learner	Student Expectations
Home	Active Parental Engagement	Positive Parental Communication
School	Instructional Leadership	Acceleration of Learning
Teacher	Teacher Clarity	Teacher Credibility
Curriculum	Repeated Readings	Vocabulary Programs
Teaching Approach	Feedback	Formative Assessment

SCHOOL PLANNING TEAM		
Include administration, teachers, staff members, parents and community members		
Principal	*Facilitator*	*TI Coordinator*
Kim Hawkins	Karen Hoffman	Ta'Mera Masson
Teacher	*Parent*	*Parent*
Marie Baird	Judy Lee	Tawn Henrie

SCHOOL DEMOGRAPHICS																
Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
	35	52	59	60	43	58	53	55								
English Language Learners (enter # of students) ****% of EL**		11 21%	36 61%	30 50%	19 44%	32 55%	32 60%	28 51%								
Ethnicity (enter %)	Caucasian 36.6%		African American 2.2%		Latino 53.7%		Asian 1.5%		Native American 1.9%		Pacific Islander 2.7%		Other 0%			
Gender (enter %)	Male: 55%							Female: 45%								
Low Socio-Economic (enter %)	85%															

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
Schoolwide reform strategies	Teacher Clarity- Teachers will participate in a book study Active Learner- Whole school PBIS, L.E.A.R.N.E.R. disposition lessons
High quality professional development	Teacher Clarity- Teachers will participate in a book study Teacher Clarity- Monthly Instructional Assistant PDs Repeated Readings- Instructional Assistant PD
Strategies to increase parental engagement	Parent Engagement- The school will host multiple parent nights throughout the school year.
Measures to include teachers in decisions regarding the use of academic assessments	Instructional Leadership- Using PLCs to analyze common assessments and determining the needs of their students based off the assessment data. Grade levels work together to create common assessments in Language Arts and Math. They track the data as a grade-level and provide remediation and use additional assessments to ensure that the grade-level learning priorities are achieved. The following teachers serve on district committees that are designing learning priorities and common assessments for grade levels: Betsy Rodriguez & Kendra Davis - Math Marie Baird - Literacy Melinda Morriss - Instructional Strategies Rebecca Cowley - Social Studies Kaeley Darby - Equity & Diversity Stephanie Hall, Kendra Davis and Janice Edwards are district wide grade level representatives. They present at district grade-level meetings and help make district decisions. Franklin has 9 grade-level leaders that meet with the administration monthly to help make instructional decisions and give input on school-wide improvement.
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.	Repeated Readings- Instructional Assistants trained in a variety of interventions groups allow for students to receive interventions to meet their needs. Instructional Leadership- Using PLCs to determine the interventions to help students reach proficiency.
Coordination and integration of Federal, State, and local services and programs	At Franklin Elementary, ALL students, regardless of ELL, special education, or other status, have access to the same services and programs. Funding from TItle I, Title III, Special Education, and various grants (e.g. Intergenerational poverty, Boys & Girls Club of Utah, Provo City School

	DIstrict Foundation), as well as other funding sources (e.g. School Trust Lands, Highly Impacted and Reading Achievement budgets), are used to help ALL students achieve academically and show growth through programs run during the school day.

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*
High quality professional development	*Teacher Clarity- Monthly ELL Professional development for teachers* *Repeated Readings- Instructional Assistant Trainings in EL Wonders*
Strategies to increase parental engagement	*Parent Engagement- Translation of instructions for parent nights.*
Student growth goals in English Language Development (USBE requires .4 overall proficiency growth for all students on WiDA ACCESS)	*Teacher Clarity- Teachers will post and refer to learning targets throughout lessons* *Instructional Leadership- Instructional Assistants are trained in a variety of EL interventions to best meet the needs of ELL students.* ELL students will increase their end of year WIDA ACCESS scores by .4 points in each section of Language Acquisition.
Student growth goal in ELA (SAGE/DIBELS)	19.3% of our students classified as English Language Learners were proficient on the SAGE English Language Arts assessment during the 2017-2018 school year. Our goal for the 2018-2019 school year is that 23% of our students classified as English Language Learners will be proficient on the RISE English Language Arts assessment. 19.5% of our students classified as English Language Learners were proficient on the SAGE Math assessment during the 2017-2018 school year. Our goal for the 2018-2019 school year is that 24% of our students classified as English Language Learners will be proficient on the RISE Math assessment. 17.2% of our students classified as English Language Learners were proficient on the SAGE Science assessment during the 2017-2018 school year. Our goal for the 2018-2019 school year is that 21% of our students classified as English Language Learners will be proficient on the RISE Science assessment.

OTHER ITEMS INCLUDED PLAN

All Schools, please ensure the following components are in your school plan.

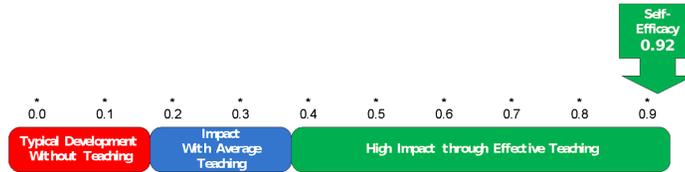| *Item*	*Area(s) this is addressed in the School Improvement Plan*

ELA Plan/Goals	*Instructional Leadership- ELA instruction will include a small group component and a Tier 2/ 3 Time for strategic ELA interventions.* *Repeated Readings- Tier 1 instruction and Interventions will be research based. PD on Dyad reading and essential Wonders components.*
MA Plan/Goals	*Instructional Leadership-Math instruction will include a small group component as well as a Tier 2/ 3 Time for strategic math interventions.*
PBIS Goals/Plan	*Active Learners- PBIS CW-Fit, L.E.A.R.N.E.R. disposition lessons*
Diversity & Equity (i.e. inclusive campus, intercultural competence, family/community opportunities, equity & opportunity for employees)	*Active Parent Engagement- Parent nights, translation of documents, communication from school and teachers* *Monthly Instructional Assistant PDs for on the job training allow for people from different backgrounds to be employed at Franklin*

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.

Self-Efficacy 0.92

| 0.0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 |

Typical Development Without Teaching | Impact With Average Teaching | High Impact through Effective Teaching

EVIDENCE OF IMPLEMENTATION

- 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
Franklin's PBIS program, combined with weekly character development lessons and weekly SST meetings, will result in fewer student behavior problems this school year. Identify behavior concerns early so students can receive the intervention needed to be successful. This will be done through initial Tier One classroom behavior expectation instruction, CW-FIt and LEARNER Dispositions. Struggling students will receive Tier 2 and/or Tier 3 behavior intervention	School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is an approach that defines core elements that can be achieved through a variety of strategies. It is a tier approach that increases in intensity as a student moves up through the tiers.	Each year several Franklin students are identified through the SST team as needing severe behavior interventions. Instead of being reactive, we would like to take a proactive approach and implement PBIS strategies to hopefully avoid some of the behavior issues that occur each year.	Teach and reinforce Falcon Expectations Introduce SS Team referral form and process to new teachers and provide ongoing Professional Development to current teachers.	First few weeks of school SST Meeting every Wednesday morning at 8:00 (more often if needed)	Teachers Kim Hawkins and Student Success Team	#7503 - $1000 for books, teaching materials, Falcon Notes!, LEARNER Disposition materials, and SWIS tracking system $350 7503

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after they are brought to the Student Success Team Meeting. We have seen an decrease in our office behavior referrals over the past few years. This year we will continue to maintain our .5% office referral rate.	Our office behavior referrals for the last four years are as follows: 2014-2015 - 27% 2015-2016 - 18% 2016-2017 - .5% 2017-2018 - .5%				

2. ACTIVE PARENT ENGAGEMENT

HOME FACTORS – PHASE 1

DEFINITION

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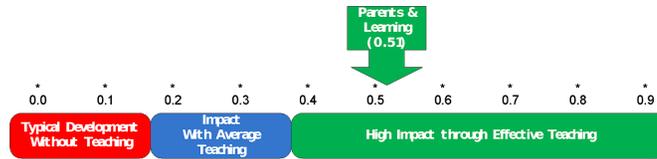
EVIDENCE OF IMPLEMENTATION

- 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% of our parents will attend our parent engagement activities this year.	Parents need to understand that they have an important role in their student's education. They can incorporate the strategies and methods used at school as they work with their students at home. Our planned engagement activities (and their purpose) for the year are as follows: Data Presentation - *explain our our demographic, academic, and behavior data as well as our*	Poverty - lack of knowledge on how to help their students, lack of time because of working multiple jobs				

	challenges and strategies for progress		Prepare Data Presentation	August 14, 2018	Kim Hawkins	
	Title One Presentation - *to explain all things Title One*					
	Google STEM Night - *encourage parents and students to participate in our STEM Fair*		Prepare Title One Presentation	August 14, 2018	Ta'Mera Masson	#7502 - $900 for STEM materials, incentives for attendance, and supplies
	Internet Safety Night - *inform parents about Social Media dangers*		Meet with Jake Berry to finalize plans, purchase incentives for drawings	Planning Meeting: August 24, 2018	Brenda Fuller, Kim Hawkins, Karen Hoffman, Ta'Mera Masson	#7502 - $100 for incentives for attendance
	Mystery Math Night - *Using district outlined math essentials, we will show parents and students engaging and fun ways to practice math skills as well as emphasize the practical application of these skills in everyday life.*		Work with Community Council to plan the event	Event: October 11, 2018	Kim Hawkins, Karen Hoffman, Ta'Mera Masson, Community Council	#7502 - $3000 for math materials, incentives for attendance, and supplies
			Finalize plans, purchase incentives for drawings	September 2018	Ta'Mera Masson, Kim Hawkins, Karen Hoffman	#7502 Success banner $50
	Cultural Literacy Night - *give reading strategies (Dyad Reading) and teaching tips that parents can use at home to encourage their children to read*			Jan. 17, 2019		
			Finalize plans, purchase incentives for drawings	April 25, 2019	Ta'Mera Masson, Kim Hawkins, Karen Hoffman	#7502 - $3000 for reading materials, incentives for attendance, and supplies
100% of activities during the Mystery Math Night and Cultural Literacy Night will have instructions translated into Spanish.	*Providing parents with translated instructions allows for parents to take the strategies that are taught and use them at home to assist with math and reading skills.*	Language barrier-- Parents primary language is not English. Instructions that are only given in English cannot be understood or used by ELL parents.	Finalize activities, create instruction pages and get them translated	Jan. 17, 2019 and April 25, 2019	Ta'Mera Masson, Kim Hawkins, Karen Hoffman	#7612 Translation Services - $3,035

Communicate daily and weekly with parents via social media and ParentLink	Communication is critical to keep parents informed of the activities going on within the school. Social Media posts allows us to tell "our story" and show what students do during the school day	N/A	Help the Social Media Coordinator with ideas for posts, taking pictures and videos, and go "live" on Facebook. Write and Post ParentLink message every Sunday evening	Beginning August 2018	Kim Hawkins, Karen Hoffman Kim Hawkins	District Account - $1200

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
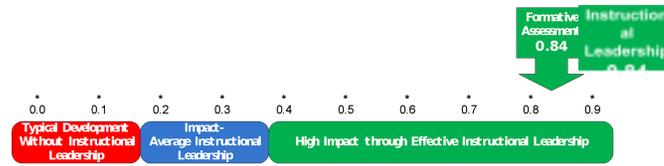
**ELL - Identify specific strategies for parents of english language learners

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
Strengthen Tier 1 instruction for language arts and math 70% of the students will meet the DIBELS typical growth score (60% is the state requirement for the 2018-2019 school year). Increase the percentage of first grade students who are proficient on the DIBELS EOY benchmark by 8% (aligned to state literacy improvement plan).	Tier 1 instruction should include scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading. It should include multiple grouping formats to meet student needs. In order to strengthen Tier 1 instruction, there must be more instructional time, smaller instructional groups, clearer and more detailed explanations, more systematic instructional sequences,	Many of Franklin's students are struggling or non-readers. It is essential that we implement strong Tier 1 instruction in order to help those students increase their reading skills and their likelihood of reading success in the future.	Professional Development focused on supporting Tier 1 teaching using Wonders and GoMath materials and incorporating SIOP/ELL strategies. Schedule school-wide Language Arts Big 5 differentiated instruction/Art Integration time	Monthly July 2018	Ta'Mera Masson, Karen Hoffman, Kim Hawkins Kim Hawkins, Karen Hoffman, Ta'Mera Masson	#5422 - $2900 - iXL software for Tier 2 and Tier 3 instruction #7501 - $6000 - 10% of Art Teacher salary for differentiated instruction time

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Increase the percentage of second grade students who move from well below grade-level benchmark on the DIBELS EOY benchmark by 4% (aligned to the state literacy improvement plan). 80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments.	more extensive opportunities for guided practice, and more opportunities for error correction and feedback.					
Teachers and administration will use weekly PLCs to look closely at student data and strategically plan for Tier 1, 2 and 3 instruction and interventions.	The Professional Learning Community (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, and interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable.	Franklin teachers need to work together to identify grade-level needs and identify students who need additional time and support.	Setting norms, introduce PLC agenda, grade level data-spreadsheet expectations Common assessments and data	September 2018 Every Friday afternoon	Kim Hawkins Teachers, SpEd Team, Social Worker, Admin team	No cost
ELL students will increase their end of year WIDA ACCESS scores by .4 points in each section of Language Acquisition.	WIDA ACCESS tests the students on the four components of Language Acquisition (reading, Writing, Speaking, Listening). Teachers and Instructional assistants need to be aware of what it takes to be considered a strong or exceptional ELL student in each of the four areas in order to help their student progress in the right direction.	Second Language spoken in the home that influences ELL students academic abilities. Teacher and Instructional assistants lack of understanding about WIDA ACCESS requirements.	Professional development, for teachers and instructional assistants, focused on the 4 components of language acquisition, what it looks like/ sounds like to be a strong or exceptional in each area, and how to help students practice each area during lessons.	November 2018	TaMera Masson	

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.
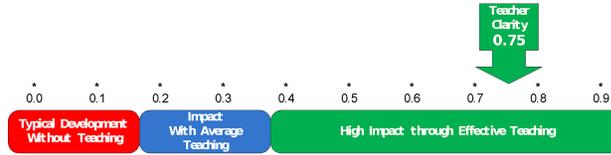
EVIDENCE OF IMPLEMENTATION

- 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
Franklin teachers will continue to implement Visible Learning strategies into their classroom instruction. Teachers will include Learning Targets, Success Criteria, and Performance of Understanding in their daily instruction 90% of the time.

Teachers will participate in Professional Development using the book, Teaching Literacy | Visible Learning is an in-depth school change model of professional learning and development. It is based on the principles of Visible Learning that have developed from John Hattie's research and puts it into practical inquiry model for schools to ask questions of themselves about the impact they are having on student achievement. It facilitates teachers evaluating what practices | Franklin teachers need to reflect on and evaluate their practices and know which of their teaching practices are truly effective. | Observe and take data

Purchase books

Prepare Professional Development | Weekly

September 2018

4 PD Days | Kim Hawkins

Kim Hawkins

Kim Hawkins |

#7504 - $875 - Visible Learning books for PD |

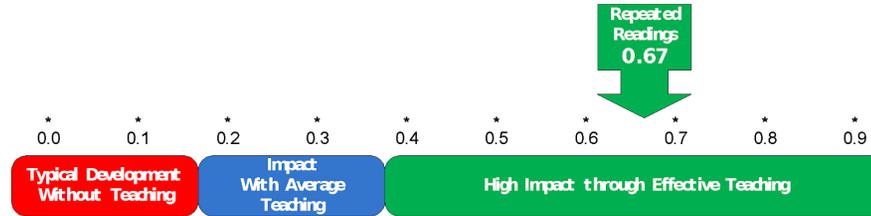|						
in the Visible Learning Classroom, grades K-5 book study. 70% of the teachers will complete the microcredential. Teachers will participate in monthly 30 minutes Professional Developments targeted on strategies that increase ELL student achievement. 80% of teachers will incorporate the new strategies into their teaching.	they are implementing are having the intended effect. ELL students have diverse needs to reach the curriculum. These strategies help teachers differentiate instruction to reach the ELL students at all levels.	Second Language spoken in the home that influences their academic abilities.	Teachers complete the steps to earn their microcredentials Prepare Professional Development	Throughout the school year Monthly	Kim Hawkins, Karen Hoffman TaMera Masson	7504 - $500 - Professional Development Supplies (teachers) #7612 - $500- Professional Development Supplies

5. REPEATED READINGS

CURRICULUM FACTORS – PHASE 1

DEFINITION

Repeated readings in curriculum means curricular materials provide beginning readers with short passages of text to reread until a satisfactory level of fluency is achieved.

Repeated Readings **0.67**

* 0.0	* 0.1	* 0.2	* 0.3	* 0.4	* 0.5	* 0.6	* 0.7	* 0.8	* 0.9

Typical Development Without Teaching | Impact With Average Teaching | High Impact through Effective Teaching

EVIDENCE OF IMPLEMENTATION

- Elementary ELA curricular materials include texts for repeated readings and guidance to teachers on their use.
- Elementary ELA curricular materials guide teachers in knowing how and when to use the repeated reading method.
- Supplementary and intervention ELA curricula, for struggling readers, includes repeated reading to build student fluency.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Strengthen reading Tier 1 instruction for language arts and provide researched-based interventions for students struggling in reading. 70% of the students will meet the DIBELS typical growth score (60% is the state requirement for the 2018-2019 school year).	Tier 1 instruction should include researched-based reading instruction and curriculum emphasizing the five critical elements of beginning reading. It should include multiple grouping formats to meet student needs. In order to strengthen Tier 1 instruction, there must be more instructional time, smaller instructional	Many of Franklin's students are struggling or non-readers. It is essential that we implement strong Tier 1 instruction in order to help those students increase their reading skills and incorporate reading interventions for the students who do not improve in the tier 1 setting. Both Tier 1 instruction and	Implement Dyad Reading for 15 minutes a day Implement weekly Wonders comprehension skills/strategy Monthly faculty PD was planned and carried out that supported Tier 1 teaching using Wonders materials and	Initial training on Dyad Reading Initial training on critical components of Wonders Monthly Professional Development on EL strategies and Wonders	Kim Hawkins, Erika Thomas Kim Hawkins, Ruth Ann Snow Ta'Mera Masson	7612 - $500 Professional Development Supplies

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Increase the percentage of first grade students who are proficient on the DIBELS EOY benchmark by 8% (aligned to state literacy improvement plan).
 	
Increase the percentage of second grade students who move from well below grade-level benchmark on the DIBELS EOY benchmark by 4% (aligned to the state literacy improvement plan).
 	
80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments.
	groups, clearer and more detailed explanations, more systematic instructional sequences, more extensive opportunities for guided practice, and more opportunities for error correction and feedback. Students who do not meet the DIBELS typical growth score, and do not respond to improved tier 1 instruction will be placed in an intervention group to help support their needs, and increase their likelihood of reading success.	interventions will increase their likelihood of reading success in the future.	incorporating SIOP strategies.
			
			Train teachers in 3rd - 6th grade on the Multi-syllabic portion of 95% Group and monitor their implementation of the program
			
			Train para-educators on how to teach the researched-based interventions and track student's progress
			   Interventions include:
			   Wonders EL
			   National
			   95% Group
			   Spire
				Initial training on Aug. 31, 2018
				
				Teach the program 5 minutes a day
				
				August 2018 with continual training throughout the year
					Kim Hawkins, Mary Newbold
					
					Ta'Mera Masson
						#5422 - $5255 - individualized reading software
						
						#7503 -$5000 - incentive for Reading Achievement
						
						#7503 - $180 for Multi-syllabic teachers manual
						
						#7501 Instructional assistants $93,890
						
						#7612 Instructional assistant $11,604
						
						#7503 - PASI/PSI materials $60; DIBELS materials $225; intervention materials $500
						
						#7503 $100 PD supplies for instructional assistants

6. FEEDBACK

DEFINITION

Feedback is timely information about the performance of a task, given from one person to another. Teachers give feedback to students, students give feedback to teachers, and teachers train students to give peer feedback.
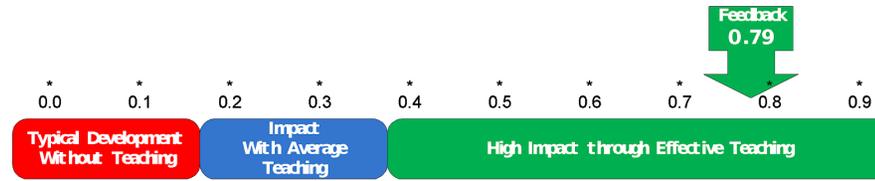
EVIDENCE OF IMPLEMENTATION

- 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
We will celebrate student growth each week with school-wide Success Chips.

Teachers will participate in Professional Development based on Teaching Literacy in the Visible Learning Classroom. Teachers will improve their literacy instruction, increase their use of effective formative | Students need to be able to set goals, and continue to work toward those goals until they reach them. Students need to believe they can learn difficult concepts if they don't give up and if they follow the success criteria that has been established and seek feedback from the | Students give up to quickly, lack perseverance, and aren't willing to stick with a task until they are successful. | Each Monday, students set a weekly goal with their teacher based on academic data. Students work to meet the goal by Friday. If met they are given a Success Chip to put in the classroom jar. Every 6 weeks the Admin Team recognizes students with prizes. During school-wide assemblies, | Weekly, Every 6 weeks, and during school wide assemblies throughout the year | Kim Hawkins, Karen Hoffman, Ta'Mera Masson | #7503 - $7,000 for Success Chips/Student Achievement & Growth incentives |

assessments that will drive instruction, and provide literacy feedback.to students.	teachers as well as peers.		students are recognized for accomplishing their goals.			