



## FRANKLIN ELEMENTARY SCHOOL



**SUCCESS FOR EVERY STUDENT:**

**THE PROVO WAY**

**SCHOOL IMPROVEMENT PLAN 2019-20**

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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.

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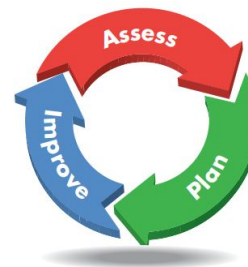
*Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

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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> Jason Benson	<b>Facilitator</b> <b>Bailey Danielson</b>	<b>TI Coordinator</b> <b>Brenda Fuller</b>
<b>Teacher</b> Grace Blair	<b>Parent</b> Michelle Wages	<b>Parent</b> Judy Lee
<b>Parent</b> Paula Spiers	<b>Parent</b> Carrie Prince	<b>Parent</b>

**SCHOOL DEMOGRAPHICS**

<b>Student Count</b> (enter # of students)	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
	35	62	40	57	56	37	47	48	382
<b>English Language Learners</b> (enter # of students) 40.84% EL	TBT	32 52%	20 50%	32 56%	30 54%	15 41%	28 60%	25 52%	182

<b>Ethnicity</b>	<u>Caucasian</u> 35.6%	<u>African American</u> 1.3%	<u>Latino</u> 52.6%	<u>Asian</u> 1%	<u>Native American</u> 3.1%	<u>Pacific Islander</u> 6.3%	<u>Other</u> 0%
<b>Gender</b>	Male: 49%      Female: 51 %						
<b>Low Socio-Economic</b>	86%						

Are you a TSI School? \_\_\_\_ Yes  No

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

Goals at a Glance FY20



Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts	<ul style="list-style-type: none"> <li>• 70% of students will make typical or better growth in DIBELS Pathways of Progress (grades K-6)</li> <li>• Increase the percentage of first grade students who are proficient on the EOY DIBELS composite by 8% (aligned to LEA early literacy plan)</li> <li>• Increase the percentage of second grade students who move from well below grade-level benchmark on DIBELS EOY composite to 32% (aligned to LEA early literacy plan)</li> </ul>	<ul style="list-style-type: none"> <li>• PD - support for 1st grade teachers in LEA PD plan</li> <li>• PD - support for 2nd grade teachers in LEA PD plan</li> <li>• PD on Wonders components Tier I instruction focus; ELA Big 5 differentiated instruction/art integration time</li> <li>• PLC - leadership weekly follow up with teams on student needs</li> <li>• Scheduled data review meetings</li> <li>• PD - Multisyllabic routine for 3rd grade and up</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Math Tier I instruction will include a small group component as well as a Tier 2/3 time for strategic math interventions</li> <li>• 80% of students in K-6 will score 70% or higher on district interim assessments</li> <li>• 40% of students will be proficient on the MA Rise Assessment.</li> <li>• 40% of students will demonstrate growth on the MA Rise Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• PD for math interventions (teachers &amp; instructional assistants)</li> <li>• Scheduled data review meetings</li> <li>• PLC - leadership weekly follow up with teams on student needs</li> <li>• Establish Progress Monitoring system for interventions</li> </ul>
PBIS	<ul style="list-style-type: none"> <li>• Continue with PBIS program and weekly SST meetings, identifying behaviors so students receive intervention</li> <li>• Celebrate student growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training for CW-Fit and LEARNER Dispositions &amp; Falcon Expectations</li> <li>• SSteam referral form/process</li> <li>• Plan assemblies for students accomplishing goals</li> </ul>
Diversity & Equity	<ul style="list-style-type: none"> <li>• Parent night, translation of documents, communication from school and teachers</li> <li>• Monthly instructional assistant professional development to allow for people from different backgrounds to be employed at Franklin</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for monthly para PD</li> <li>• Plan for parent night translation</li> </ul>
English Learners	<ul style="list-style-type: none"> <li>• 70% of EL's students will show at least .4% growth on FY20 ACCESS</li> <li>• Our goal is 23% of our EL student will be proficient on the RISE LA FY20</li> <li>• Our goal is 24% of our EL student will be proficient on the RISE MA FY20</li> <li>• Our goal is 21% of our EL students will be proficient on the RISE SCI FY20</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly targeted PD aligned to ACCESS/assessment data, Wonders, SIOP, student data from classroom &amp; interventions</li> </ul>
Parent Engagement	<ul style="list-style-type: none"> <li>• 80% of parents will attend parent engagement activities</li> <li>• Communicate daily with parents via social media</li> </ul>	<ul style="list-style-type: none"> <li>• Annual school meeting, Back to School Night, Fall into Learning, Literacy Night, Cultural Literacy Night, SEPs, Fine Arts Program &amp; Art Show</li> <li>• Gather feedback from stakeholders at each activity</li> <li>• Gather stakeholder survey annually (spring)</li> </ul>

School Selected Goals		
Professional Learning Communities	Teachers and administration will use weekly PLCs to look closely at student data and strategically plan for Tier 1, 2, 3 instruction and interventions	• PLC agendas/norms/data sheet expectations

***TITLE I REQUIREMENTS***

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

Title I Requirements	Identify & summarize the area(s) where this component is addressed in the School Improvement Plan
Schoolwide reform strategies	<ul style="list-style-type: none"> <li>• Active Learner- Whole school PBIS, L.E.A.R.N.E.R. disposition lessons</li> <li>• Guaranteed and Viable Curriculum</li> <li>• PLC's</li> </ul>
High quality professional development	<ul style="list-style-type: none"> <li>• Monthly Instructional Assistant PDs</li> <li>• Repeated Readings- Instructional Assistant PD</li> <li>• Monthly EL PD for teachers</li> <li>• Ongoing PLC training</li> </ul>
Strategies to increase parental engagement	<ul style="list-style-type: none"> <li>• Parent Engagement- The school will host multiple parent nights throughout the school year.</li> <li>• The school will regularly communicate with parents</li> <li>• Teachers will communicate student progress at least 4 times a year</li> </ul>
Measures to include teachers in decisions regarding the use of academic assessments	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The following teachers serve on district committees that are designing learning priorities and common assessments for grade levels: Betsy Rodriguez &amp; Kendra Davis - Math Marie Baird - Literacy Victoria Morrise- Science Cassandra Heftel- Health and Wellness Stephanie Hall and Kendra Davis are district wide grade level representatives. They present at district grade-level meetings and help make district decisions.</li> <li>• Franklin has 9 grade-level leaders that meet with the administration monthly to help make instructional decisions and give input on school-wide improvement.</li> </ul>
Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance.	<ul style="list-style-type: none"> <li>• Repeated Readings- Instructional Assistants trained in a variety of interventions groups allow for students to receive interventions to meet their needs.</li> <li>• Instructional Leadership- Using PLCs to determine the interventions to help students reach proficiency.</li> <li>• MTSS in place for Literacy</li> </ul>
Coordination and integration of Federal, State, and local services and programs	<p>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 &amp; 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.</p>

*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**

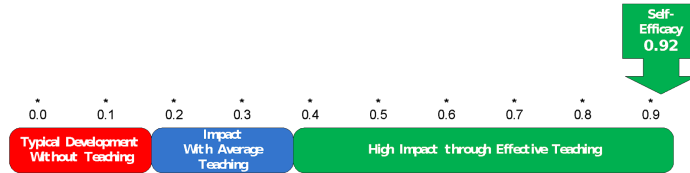
<b><i>Title III Requirements</i></b>	<b><i>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</i></b>
High quality professional development	<ul style="list-style-type: none"> <li>• Parent Engagement- Translation of instructions for parent nights.</li> <li>• Monthly PD regarding specific EL engagement and learning strategies</li> <li>• Teacher Clarity- Teachers will post and refer to learning targets throughout lessons</li> <li>• Instructional Leadership- Instructional Assistants are trained in a variety of EL interventions to best meet the needs of EL students.</li> <li>• Ongoing PLC training for all teachers, administrators</li> </ul>
Strategies to increase parental engagement	<ul style="list-style-type: none"> <li>• Communication will be sent home in English and Spanish.</li> <li>• Translators will be provided at parent engagement nights, activities, and SEP conferences</li> <li>• PTA and SCC will have an EL representative</li> <li>• Faculty and staff who are fluent in Spanish will be available, as needed, to help parents</li> </ul>
Student growth goals in English Language Development (ACCESS)	<ul style="list-style-type: none"> <li>• ELL students will increase their end of year WIDA ACCESS scores by .4 proficiency in each section of Language Acquisition.</li> <li>• 46% of our EL's will make adequate progress on ACCESS</li> <li>• 4% of EL's students will be proficient on ACCESS</li> </ul>
Student growth goal (Core Instruction)	<ul style="list-style-type: none"> <li>• 4% of EL's students will be proficient on FY20 ACCESS</li> <li>• Our goal is 23% of our EL student will be proficient on the RISE MA FY20</li> <li>• Our goal is 24% of our EL student will be proficient on the RISE MA FY20</li> <li>• Our goal is 21% of our EL students will be proficient on the RISE SCI FY20</li> </ul>
Other based on school needs assessment (graduation, parent engagement, etc.)	none at this time

# 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>Franklin’s PBIS program, combined with weekly character development lessons and weekly SST meetings, will result in fewer student behavior problems this school year.</p> <p>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-Flt and LEARNER Dispositions. Struggling students will receive Tier 2 and/or Tier 3 behavior</p>	<p>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.</p>	<p>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 avoid some of the behavior issues that occur each year.</p> <p>Administration and teachers have seen an increase in student behaviors that correlate with students seeking attention and responding</p>	<p>Teach and reinforce Falcon Expectations Continue with SS Team referral process and train new teachers and provide ongoing Professional Development to current teachers.</p> <p>Guest speakers from student services provided PD on strategies to help students in classrooms; the district Behavior Team is brought in on a weekly basis to discuss particular students and ways to respond to them in ways that build the student up.</p>	<p>First few weeks of school SST Meeting every Wednesday morning at 9:30</p> <p>SST Meetings Weekly</p>	<p>Teachers</p> <p>Jason Benson, Brenda Fuller, Bailey Danielson and Student Success Team</p>	<p>#7503 - \$1000 for books, teaching materials, and Falcon Notes!, LEARNER Disposition materials. This will allow us to translate and print all materials in Spanish.</p> <p>Behavior IA2 \$19,000 *7501 19,000</p>



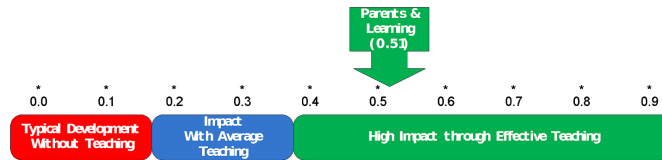
<p>intervention after they are brought to the Student Success Team Meeting.</p> <p>We will see a decrease in office referrals and administrative involvement in behaviors through training teachers to approach behavior issues in their classrooms and limiting unnecessary LRR usage.</p> <p>*FY20 we will begin collecting base-line data using Educator Handbook.</p> <p>*Did we give SEL survey? That point on how students feel about themselves.</p> <p>Use Ryan's template</p>	<p>Teachers need adequate training in how to handle student behaviors in a positive manner that encourages improvement in student behavior and limits attention seeking habits.</p>	<p>to life events outside of school or otherwise. By encouraging teachers to build students and respond to behaviors appropriately, there will be fewer instances of administrative student discipline.</p>	<p>*Example: Everyday Strong (United Way)</p> <p>We are working on funding for a full time aide to assist in push in interventions and, as necessary, pull out behavior interventions. This aide would also assist in data entry based on referrals and on types of behavior, times of instances, and other measurable data to identify patterns and anticipation of behavior. The total cost of this aide would be around</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>80% of our parents will attend our parent engagement activities, including SEP’s, this year.</p> <p>100% of activities during will have instructions translated into Spanish.</p>	<p>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.</p> <p>Our planned engagement activities (and their purpose) for the year are as follows:</p> <ul style="list-style-type: none"> <li>• Data Presentation</li> <li>• Title One Presentation</li> <li>• Fall into Learning</li> <li>• STEM/Math</li> <li>• Grade-level Breakfast with the principal</li> <li>• Literacy Night</li> </ul>	<p>Poverty - lack of knowledge on how to help their students, lack of time because of working multiple jobs</p> <p>Language barrier-- Parents primary language is not English. Instructions that are only given in English cannot be understood or used by ELL parents.</p>	<p>Plan TI Presentation/Data presentation</p> <p>Work with Community Council to plan the event Finalize plans, purchase incentives for drawings</p> <p>Purchase incentives for drawings</p> <p>Finalize activities, create instruction pages and get them translated</p>	<p>Varied: October 10, 2019 January, 2019</p> <p>Initial Planning Meeting: November 14th @ 3:45 Event: March 19, 2020</p> <p>Event: May 4, 2020</p> <p>January, 2020; March 19, 2020; and May 4, 2020</p>	<p>Jason Benson/Brenda Fuller</p>	<p>#7502 - \$1000 for materials, incentives for attendance, food and supplies</p> <p>#7502 - \$2000 food and supplies</p> <p>#7502 - \$3000 for reading materials</p> <p>#7502 - \$3000.00 - Math</p> <p>#7612 Translation Services - \$3,000.</p>

	<ul style="list-style-type: none"> <li>• ASK - Academic Summer Kick-off</li> <li>• Summer BBQ with SV at Boulders</li> </ul>					
Communicate daily and weekly with parents via social media and ParentLink	<p>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</p> <p>Ideas:            *Infant and mommy class- music teacher/ once a month            * Grade level specific activities- Principal requires 1 parent night a year- Tied to essential standards- Informed on student performance (walking report card)- MOY DIBELS score- Donut Days (In the students classrooms)-            *Time of day- can parents come in during the day? Right before school? After school? During lunch?            *Inform parents 4-6 times a year-            *Rotate whole school one year and then teacher focused the next</p>	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 September 2019	Jason Benson, Bailey Danielson  Jason Benson	District Account - \$1200 (content manager)

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

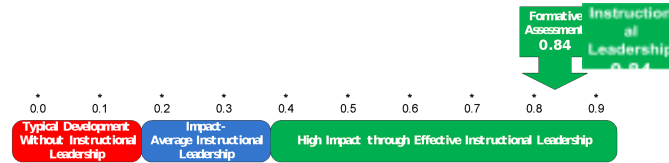
**\*\*ELL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

### 3. INSTRUCTIONAL LEADERSHIP

#### SCHOOL FACTORS – PHASE 1

##### DEFINITION

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



##### EVIDENCE OF IMPLEMENTATION

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

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
<p>Strengthen Tier 1 instruction for language arts and math</p> <p>70% of the students will meet the DIBELS typical growth score (64% is the state requirement for the 2019-2020 school year).</p> <p>Increase the percentage of first grade students who are proficient on the DIBELS EOY benchmark by 8% (aligned to state literacy improvement plan).</p>	<p>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,</p>	<p>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.</p>	<p>Professional Development focused on supporting Tier 1 teaching using Wonders and GoMath materials and 95% Group and incorporating SIOP/ELL strategies.</p>	<p>Monthly</p> <p>Completion in May 2020</p>	<p>Brenda Fuller, Jason Benson, Bailey Danielson</p> <p>Brenda Fuller, Jason Benson, Bailey Danielson</p>	<p>#5422 - \$6000 - iXL software for Tier 2 and Tier 3 instruction</p> <p>#7501 - \$7000 - 10% of Art Teacher salary for differentiated instruction time</p>

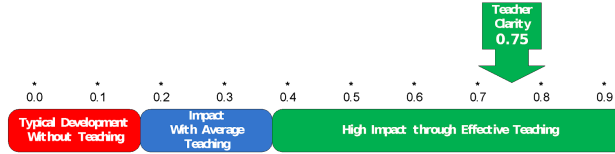
<p>Increase the percentage of second grade students who move from well below grade-level benchmark on the DIBELS EOY benchmark by 4% (aligned to the state literacy improvement plan).</p> <p>80% of students in Kindergarten through 6th grade will score 70% or higher on the district interim assessments.</p>	<p>more extensive opportunities for guided practice, and more opportunities for error correction and feedback.</p>					
<p>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.</p>	<p>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.</p>	<p>Franklin teachers need to work together to identify grade-level needs and identify students who need additional time and support.</p>	<p>Setting norms, introduce PLC agenda, grade level data-spreadsheet expectations</p> <p>Common assessments and data</p>	<p>September 2019</p> <p>Every Friday afternoon</p>	<p>Jason Benson</p> <p>Teachers, SpEd Team, Social Worker, Admin team</p>	<p>No cost</p>
<p>ELL students will increase their end of year WIDA ACCESS scores by .4 points in each section of Language Acquisition.</p>	<p>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.</p>	<p>Second Language spoken in the home that influences ELL students academic abilities. Teacher and Instructional assistants lack of understanding about WIDA ACCESS requirements.</p>	<p>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.</p>	<p>November 2019</p>	<p>Brenda Fuller</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
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.	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 they are implementing	Franklin teachers need to reflect on and evaluate their practices and know which of their teaching practices are truly effective.	Observe and take data  Prepare Professional Development * Teachers will administer Wonders and District interim assessments. They will then report results to data team (data days)  Prepare Professional Development	Weekly  Throughout the school year  Monthly	Jason Benson, Bailey Danielson, Brenda Fuller	#5422 - \$5255 - individualized reading software #7503 -\$3000 - incentive for Reading Achievement #7501 Instructional assistants \$101,885. #7612 Instructional assistant \$32,064 #7503 - intervention materials \$600 #7503 TI Coord tech needs (i.e. printer) \$700 #7503 Tech needs for teachers (i.e. audio enhancement) \$1,000

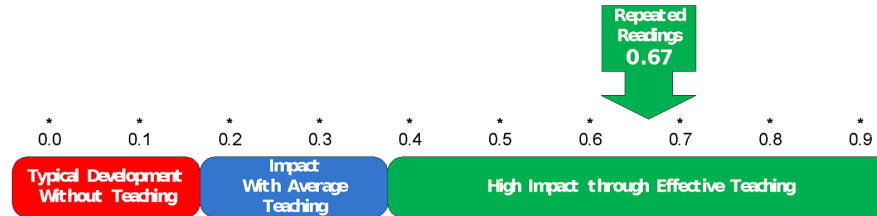
<p>Teachers will participate in monthly 30 minutes Professional Developments targeted on strategies that increase ELL student achievement. 80% of teachers will incorporate the new strategies into their teaching.</p>	<p>are having the intended effect.</p> <p>ELL students have diverse needs to reach the curriculum. These strategies help teachers differentiate instruction to reach the ELL students at all levels.</p>	<p>Second Language spoken in the home that influences their academic abilities.</p>				<p>#7504 \$300 PD supplies for instructional assistants 7504 - \$500 - Professional Development Supplies (teachers) #7612 - \$500- Professional Development Supplies</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
none at this time						

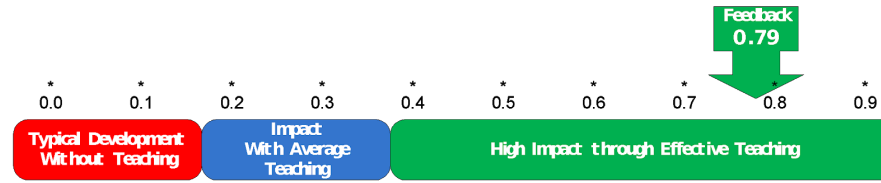


## 6. FEEDBACK

### 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
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 assessments that will drive instruction, and provide	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 teachers as well as peers.	Students give up to quickly, lack perseverance, and aren't willing to stick with a task until they are successful.  Students will be able to build the relationship with the teacher and have a goal that they have input in creating.	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, students are recognized for accomplishing their goals.	Weekly, Every 6 weeks, and during school wide assemblies throughout the year  Quarterly	Jason Benson, Brenda Fuller, Bailey Danielson  Admin and teachers	#7503 - \$3,000 for Success Chips/Student Achievement & Growth incentives  #7504-\$2000 for subs

<p>literacy feedback to students.</p> <p>Teachers will meet one on one with students to create quarterly, individualized goals and the level to which they will be achieved.</p>	<p>Students need to be able to learn and grow at their defined pace while being guided by teacher influence.</p>		<p>Teachers will be provided a substitute for the day in order to meet with students individually and go over data and projections.</p>			
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