

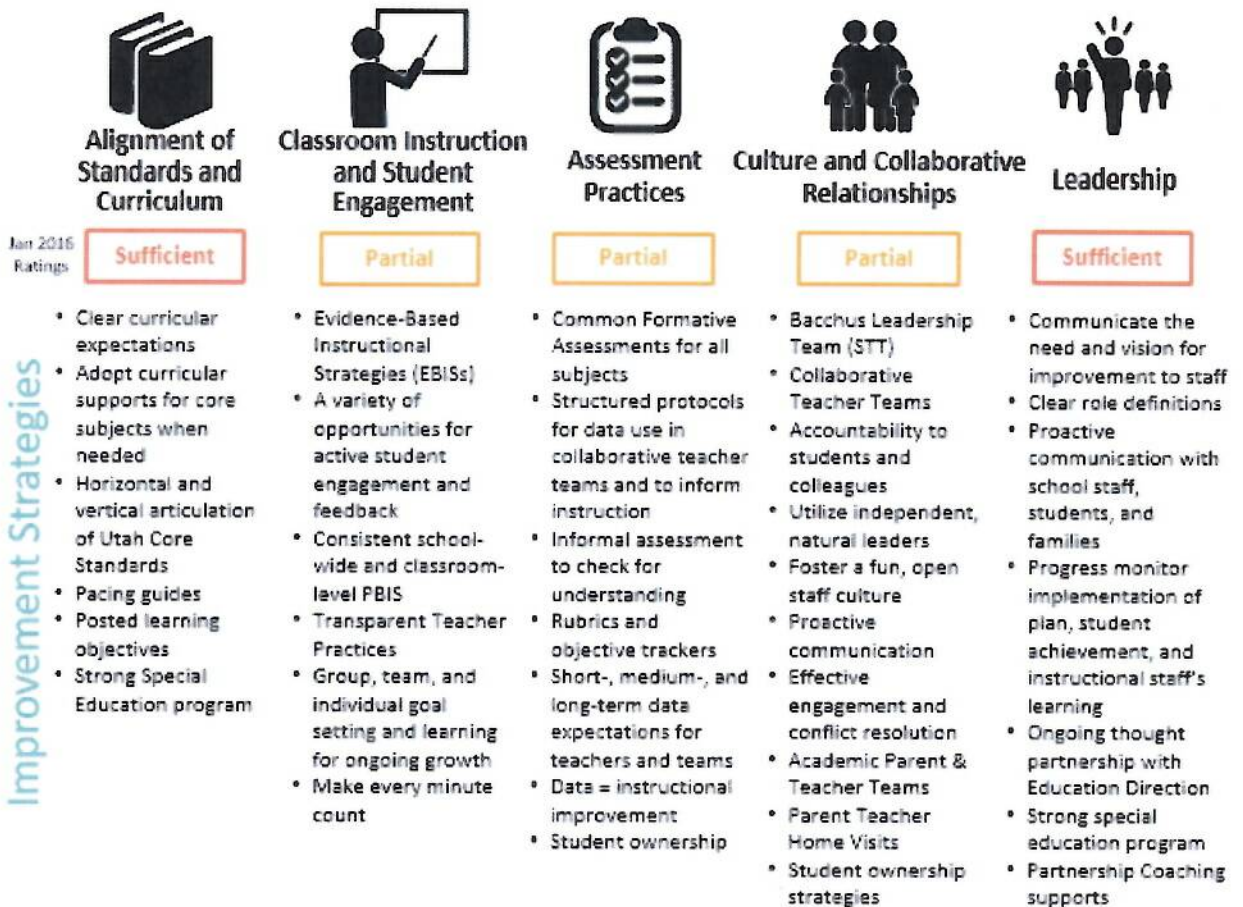
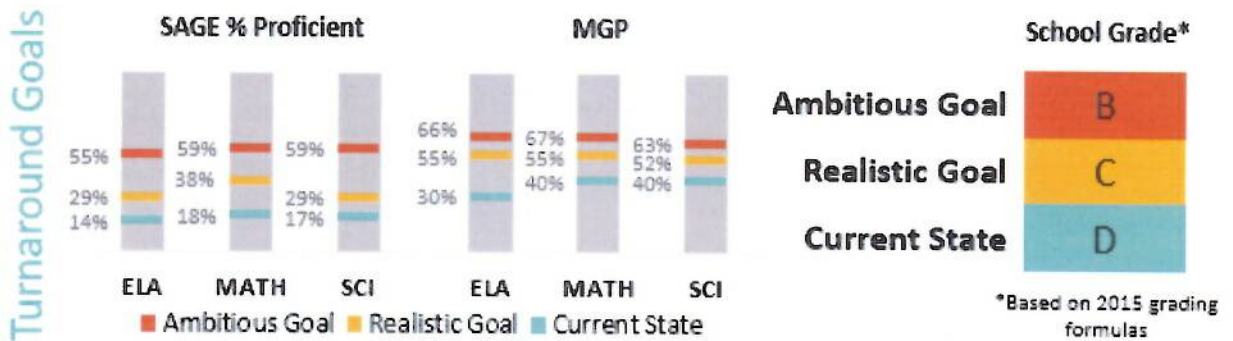


# Thomas W. Bacchus Elementary School Improvement Plan

March 1<sup>st</sup>, 2016

## Part B: Plan Abstract

### Thomas W. Bacchus Elementary School



## Part C: Appraisal

### Celebration for Bacchus Elementary!

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- 1 Teachers focus instructional time on the core subjects and standards while maximizing instructional time
- 2 There is a clear process for interventions, including use of formative assessments with set cutoff criteria and a dedicated intervention room
- 3 Many students at Bacchus are self monitoring their own academic progress
- 4 Community events are frequent and have high community participation
- 5 School leadership demonstrates passion, initiative, and persistence to improve student achievement

## Sources of data and information for needs assessment/appraisal at Bacchus Elementary

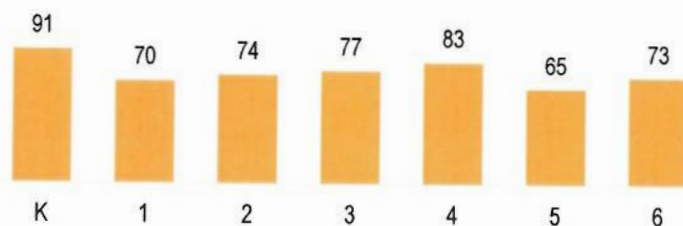
<b>Interviews</b> <ul style="list-style-type: none"><li>Principal</li><li>Teachers and staff: 24</li></ul> <p><b>25</b> total interviews</p>	<b>Surveys</b> <ul style="list-style-type: none"><li>Teacher self-assessment: 24</li><li>Teacher post-interview appraisal: 23</li><li>Student Engagement Inventory: 171</li></ul> <p><b>218</b> total survey responses</p>
<b>Focus Groups</b> <ul style="list-style-type: none"><li>Student focus group: 36</li><li>Staff and iterant educator focus groups: 9</li><li>Parent/family focus group: 10</li></ul> <p><b>55</b> total focus group participants</p>	<b>Classroom Observation</b> <ul style="list-style-type: none"><li>21 classrooms observed using 2 observation formats:<ul style="list-style-type: none"><li>A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools</li><li>A momentary time sample that primarily codes student engagement levels and types</li></ul></li></ul> <p><b>373</b> total students observed</p>



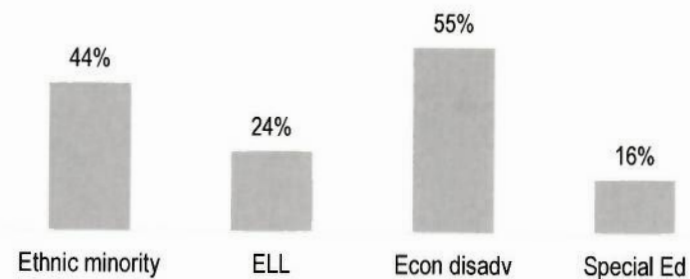
# Student demographics at Bacchus Elementary

## Enrollment by Grade

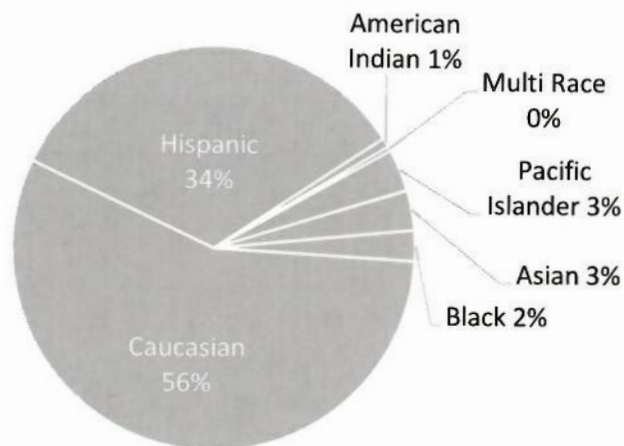
533 total students



## Subgroups



## Ethnicity



## Statistics

Absenteeism	<10%
Mobility	19%
Stability	PENDING
Testing	100%

## Five areas assessed at Bacchus Elementary

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



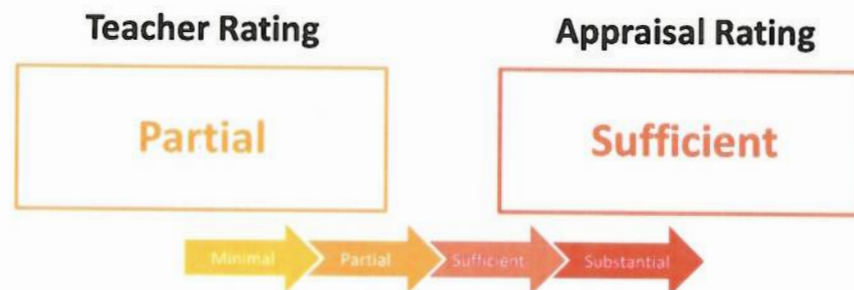
### Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration

# Alignment of standards and curriculum at Bacchus Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>▪ There is a clear process for interventions with set cutoff criteria and a dedicated intervention room</li><li>▪ Teacher are beginning to demonstrate horizontal alignment (grade level) through common planning</li><li>▪ Para-educators are well trained and have clearly defined roles, maximizing their effectiveness</li></ul>	<ul style="list-style-type: none"><li>▪ Due to changes in curriculum programs and insufficient training on core standards teachers do not feel they have a clear understanding of which standards should be prioritized</li><li>▪ Learning objectives are not consistently posted and communicated to students<ul style="list-style-type: none"><li>– Curriculum goals are not displayed on the whiteboard or verbally conveyed to students; however, there is evidence that teachers are engaging in purposeful lesson planning</li></ul></li></ul>

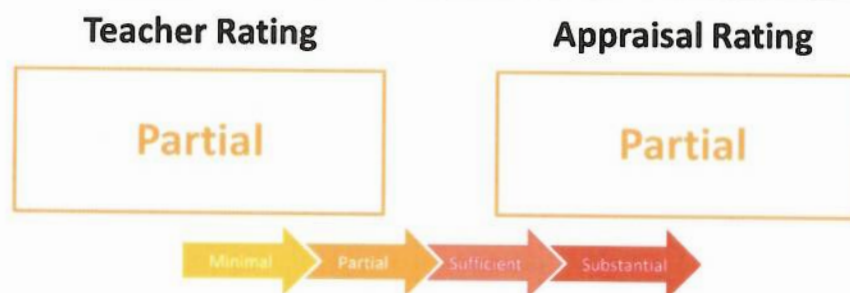




# Classroom instruction and student engagement at Bacchus Elementary



Assets	Challenges
<ul style="list-style-type: none"> <li>Teachers utilize instructional time well and focus on the core subjects and standards</li> <li>When students participated in the focus groups their biggest complaint brought out a strength in instruction at Bacchus                     <ul style="list-style-type: none"> <li>"my teacher always has something for me to do/learn" (students wanted more free-time)</li> </ul> </li> <li>In a majority of classrooms behavioral expectations were clearly communicated and implemented</li> <li>Many teachers expressed a strong desire to participate in coaching and receive feedback about their instruction on a more consistent basis</li> </ul>	<ul style="list-style-type: none"> <li>In some classrooms there was a lack of clear student behavioral expectations</li> <li>Teacher expectations for student behavior in the classrooms are inconsistent from one class to the next, minimizing the potentially powerful effects of the school's PBIS efforts</li> <li>Observed levels of active student engagement in the classrooms were either very high or very low, with some teachers making student learning visible and others practicing a traditional lecture model that minimized students' ability to demonstrate their thinking. This a potential equity issue for some students that may be masked when looking at aggregate data.</li> </ul>

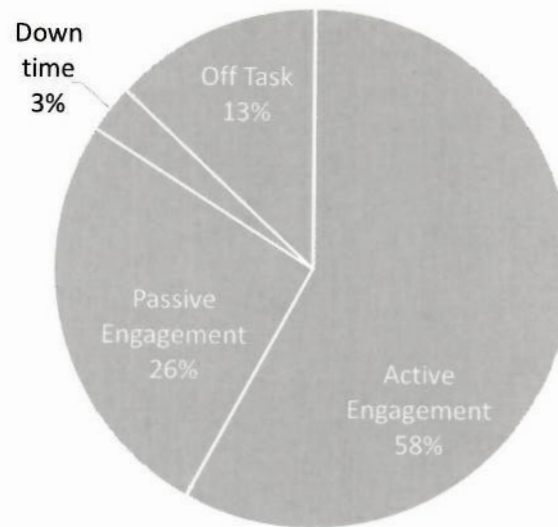




## Student engagement observation data



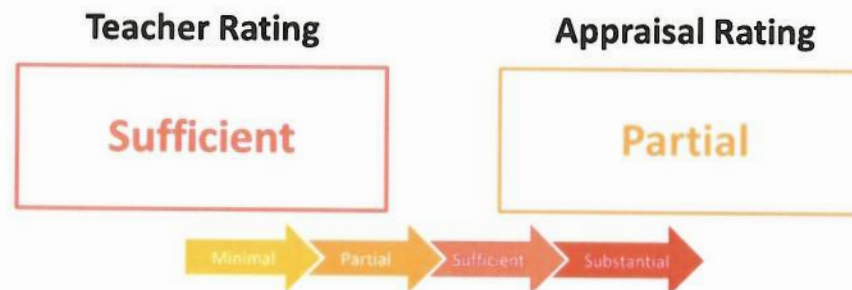
### Student Participation in the Classroom



# Assessment practices at Bacchus Elementary



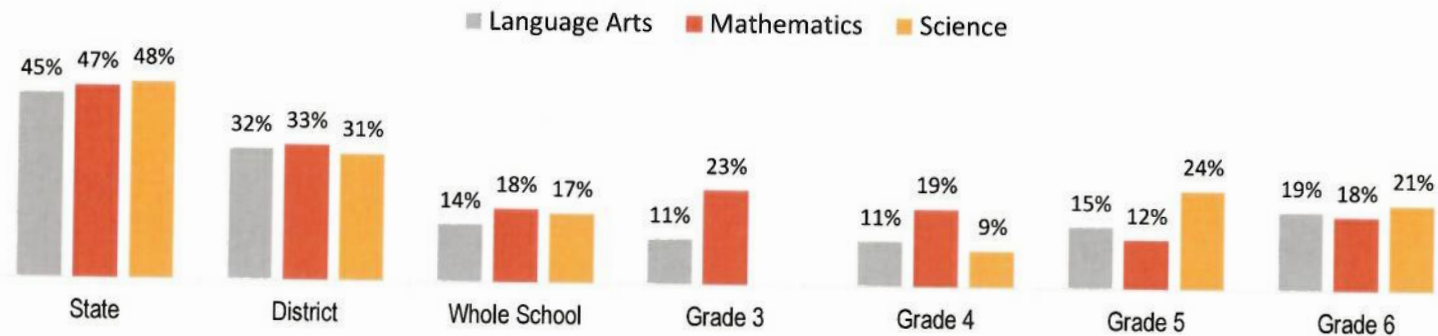
Assets	Challenges
<ul style="list-style-type: none"><li>▪ Together the teachers and school leadership are establishing a school-wide culture that values collaborative inquiry and uses data to help identify achievement gaps and plan for improved instruction and interventions</li><li>▪ Teachers are collecting informal, common formative, benchmark, and summative assessment</li><li>▪ Many students are self monitoring their academic progress</li></ul>	<ul style="list-style-type: none"><li>▪ Currently, formative assessment data is primarily limited to math, limiting the opportunities for collaborative problem solving for other content areas</li><li>▪ Teachers could benefit from additional training on how to more effectively use the results from their data analysis to guide instruction, (i.e. move beyond regrouping and intervention plans to significantly bolstering Tier 1 instruction)</li><li>▪ Managing the assessment data in a systematic ways has been difficult for teams due to the lack of a technological solution</li></ul>



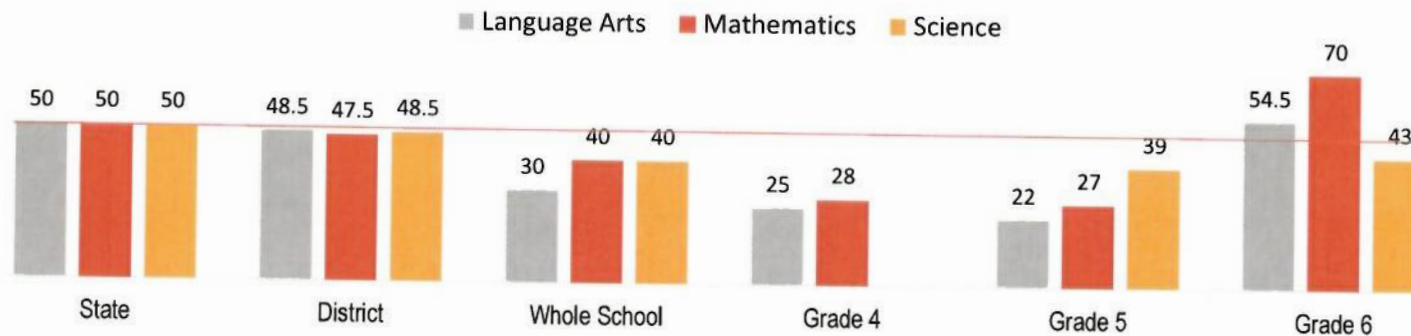
# 2015 SAGE results



## SAGE % Proficient



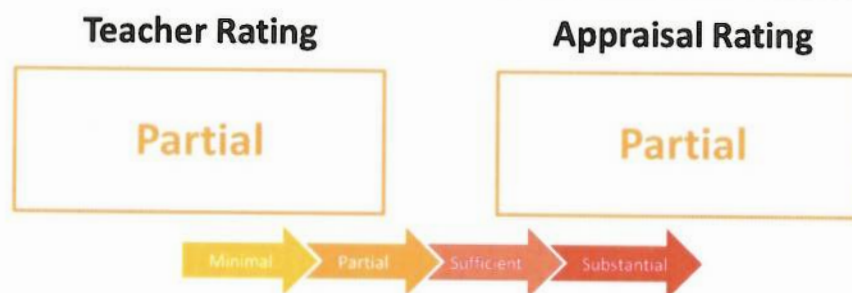
## Median Growth Percentile (MGP)



# Culture and collaborative relationships at Bacchus Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>Many teachers demonstrated a growth mindset for themselves and their students, expressing a strong desire to collaborate in more meaningful ways and collectively improve instruction</li><li>During classroom observations parents were observed volunteering in several classroom</li><li>Community events are frequent and have high participation from families</li><li>Many teachers indicated that they would welcome an opportunity to better focus the work of their PLCs through commonly adopted routines and procedures</li></ul>	<ul style="list-style-type: none"><li>Many teachers expressed a desire to create a climate where the relationships between school staff members are more inclusive, positive, and collaborative</li><li>Parents would like to be better informed about the learning expectations for their student(s) and how they can better support the school to improve</li><li>Students rated perceived teacher support for learning relatively low, suggesting an opportunity to improve relationships between students and teachers</li></ul>

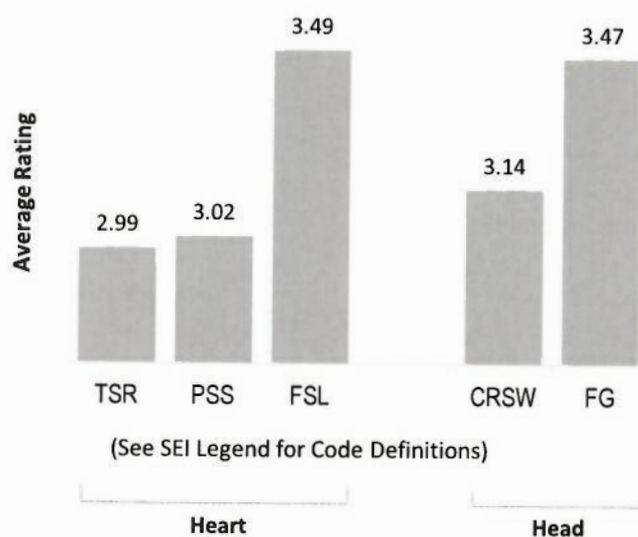




# Collaboration and engagement data

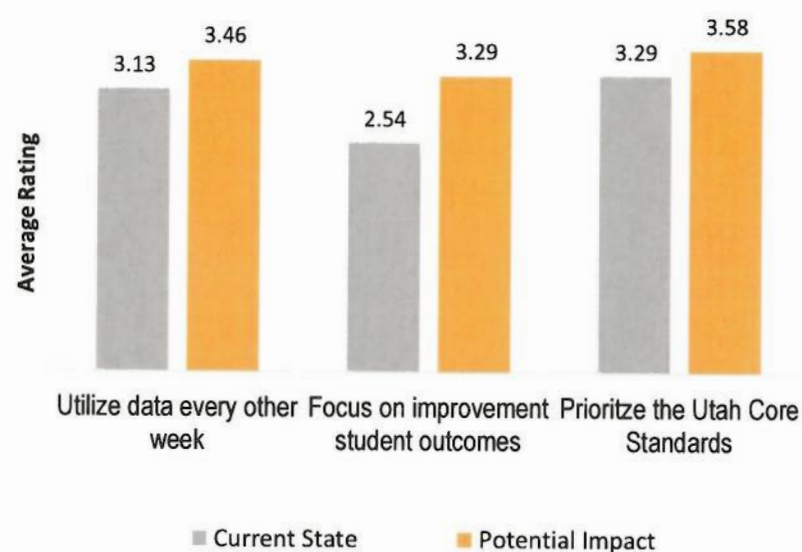


## Student Engagement Instrument



SEI Code Legend:  
 TSR: Teacher-student Relationship  
 PSS: Peer Support at School  
 FSL: Family Support for Learning  
 CRSW: Control and Relevance of School Work  
 FG: Future Aspirations and Goals

## Professional Learning Community<sup>1</sup>

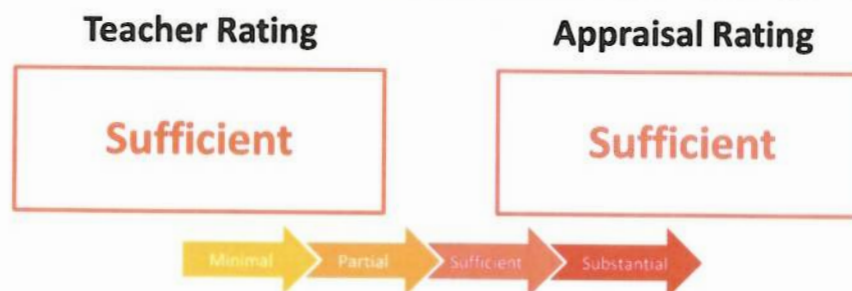


<sup>1</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms

# Leadership at Bacchus Elementary



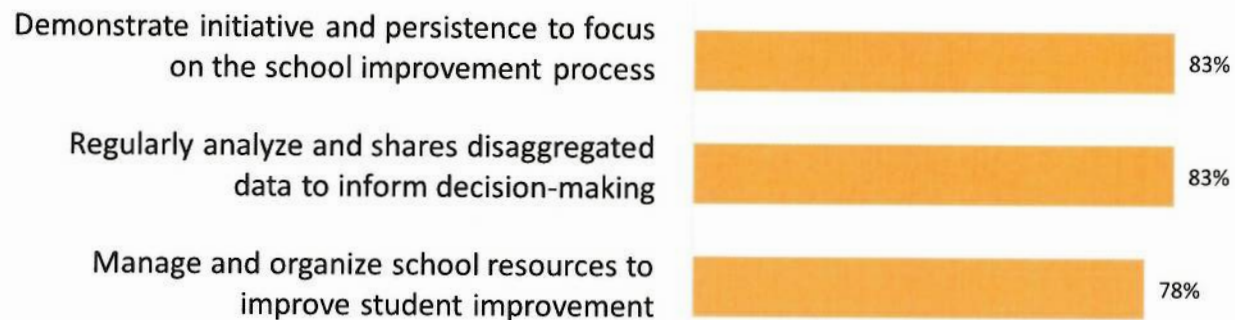
Assets	Challenges
<ul style="list-style-type: none"><li>▪ School leadership demonstrates passion, initiative, and persistence to improve student achievement</li><li>▪ Leadership is actively seeking to incorporate data into school- and teacher-level decision making<ul style="list-style-type: none"><li>– i.e. benchmark data is tracked on the staff room wall and referred to during staff meetings</li></ul></li><li>▪ Among the faculty there are many individuals who have the skill and will to lead</li></ul>	<ul style="list-style-type: none"><li>▪ Teachers are not on the same page when it comes to acceptance of school improvement plans and personal learning expectations. This division hinders the effectiveness of everyone because school improvement is not easy work and is only effective when the adults in the building work together for common goals.</li><li>▪ Bacchus lacks an adherence to common norms for communication among grade-level teams and across grade-levels (e.g. many believe that the meeting should happen at the meeting, not in the parking lot or hall after the meeting).</li></ul>



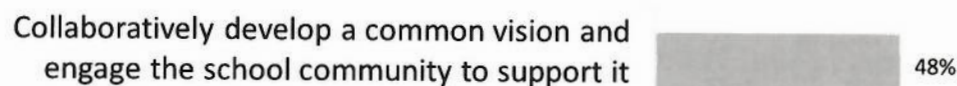
# Teacher Assessment of School Leaders



## Highly Ranked Leadership Actions








## Opportunity for Improvement



Note: data represents % selecting agree or strongly agree

## Summary

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Sufficient		Lessons are generally focused on the core standards and support interventions. Instructional aides are in place to help students achieve. Frequent changes in curriculum and lack of clarity about expectations require increased communication.
Partial		Observed student engagement, including making student learning/thinking visible was uneven (i.e. very high in some classes and extremely low in others). Developing and implementing a consistent plan for rules, routines, and procedures across classrooms could increase the effectiveness of all teachers.
Partial		Bacchus is quickly establishing an effective data culture., with teachers valuing assessment data and teaching students how to track their own progress. Additional steps could be taken to collectively use data to make decisions about improving Tier 1 instruction across the school.
Partial		Teachers value PLCs and the steps that have been taken to make them more effective. However, many teachers indicated that school culture and climate could be improved to promote more collaborative work and less perceived divisions among the staff. Students indicated that teacher support for learning was relatively low, when compared to parent and student support, suggesting an opportunity to improve student and teacher relationships
Sufficient		Administration is focused on the right things and organized to help the school move in the right direction. Among the faculty there are many individuals who have the skill and will to lead. However, a lack of adherence to norms for communication continues to hinder the effectiveness of teachers and administration.



## Part D: Goals and Strategies

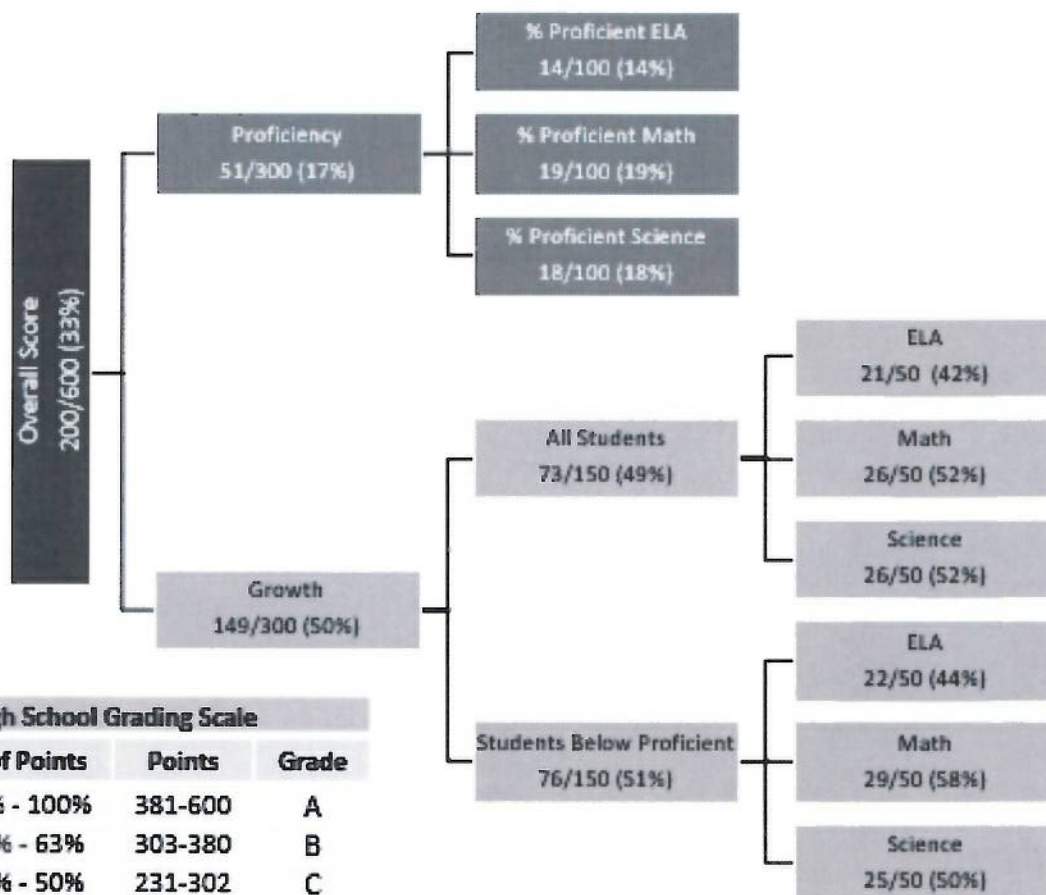
Increase overall score by 31 points to reach the grade level of C:

Overall Score	Overall %
200	33%

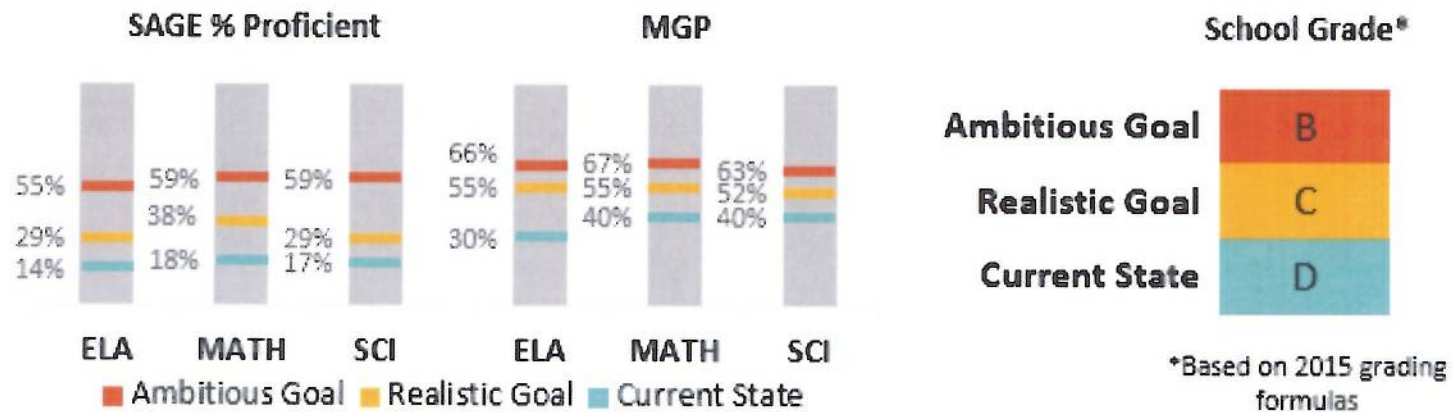
Additional Points Needed to Reach the Grade	
A	181
B	103
C	31
D	

Threshold Goal:  
Increase school  
grade by 1 letter

Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
Academic Proficiency = 300 Points	39% - 50%	231-302	C
Growth = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F



In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytopic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)

## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Assessment practices supporting effective inquiry at the classroom, team, and school levels (e.g. Short, medium, and long-term)
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## Improvement Plan: Focus 3

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Strengthen school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Continue implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Increase proactive 2-way communication with all families and community members
  - Sustain high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i>Responsible Party</i>	<i>Strategies</i>
<i>School Leadership District Leadership Education Direction</i>	<ol style="list-style-type: none"><li>1. Align and condense all required district and state plans with the School Improvement Plan which would include 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by establishing clear and concise communication procedures.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school focused on school improvement goals.</li></ol>
<i>All Teachers and Instructional Staff</i>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>



## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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### *Responsible Party*

### *Strategies*

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#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Identify curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Data collection and use
  - School-wide and classroom PBIS plans
  - Use of district curriculum maps and pacing guides
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, use of all 4 levels of Webb's Depth of Knowledge (DOK)
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent (Observable) Teacher Practices, including Coaching Partnership
  - Ongoing coaching and professional learning for all school staff

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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Follow curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with Utah Core Standards.
  3. Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count.
  4. Feedback received from leadership, teammates, students, and coaches.
  5. Effectively implement:
    - Assessment processes
    - Data collection and use
    - School-wide and classroom PBIS plans
    - Curriculum maps and pacing guides that are common across grades for reading, writing, speaking and listening, math, and science standards
    - Evidence-Based Instructional Strategies, set by the school leadership team
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK)
    - Lesson plans that follow the district design template
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent (Observable)Teacher Practices, including Coaching Partnership
-

## Improvement Plan: Focus 3

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Strengthen school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Continue Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Increase Proactive 2-way communication with all families and community members
  - Sustain high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
- 

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Actively participate and share the responsibility of the school leadership team</li><li>2. Continue implementation of the school-wide and classroom Positive Behavioral Intervention and Support (PBIS) plan.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff.</li><li>4. Support a system for proactive communication with families and students focused on learning for all instructional staff.</li><li>5. Maintain a culture of collaboration among instructional staff.</li><li>6. Communicate clear expectations for teacher engagement in collaboration.</li><li>7. Communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>8. Sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams; be ready to lead and be lead.
  2. Continue to reinforce school-wide and classroom PBIS plans.
  3. Proactively communicate with families and students focused on learning and student growth
  4. Support the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
    - Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  5. Engage in effective collaboration practices.
  6. Support implementation of APTT and Parent Teacher Home Visits.
  7. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
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## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"> <li>1. Professional development</li> <li>2. Coaching Partnership</li> <li>3. Systematic review of implementation data (including markers of progress)</li> <li>4. Systematic review of student achievement data</li> <li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li> <li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li> </ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"> <li>1. Self-assessment and reflection protocols</li> <li>2. Observations</li> <li>3. PLC – process data</li> <li>4. Student achievement data and implementation data</li> </ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectations, a timeline for implementation, and a focus on learning that will facilitate data driven decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.

## References to Demonstrate the Evidence-Base for Selected Strategies

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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>• Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>• Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>• Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>• Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>• The principal</li><li>• School leadership team</li><li>• Collaborative teacher teams</li><li>• Teachers</li><li>• Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>• School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>• School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>• Improving the effectiveness of collaborative teacher teams</li><li>• Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>

			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	<p>Early identification of future School-wide efforts to:</p> <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>Focused instructional techniques (EBISs – Evidence Based Instructional Strategies)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols</p>	<p>Understanding of theory behind and essential components of</p> <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> <p>Common scope, sequence, and pacing guides for key subjects</p>
	August 2016	Transformation plan kick-off	<p>30-day plan for implementation of:</p> <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
	At least once a month	Professional learning	<p>Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture:</p> <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> <p>Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>



<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness
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## Standards for Professional Learning (PL) and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<b>PL Component</b>	<b>Rationale</b>	<b>Examples</b>	<b>Education Direction Gold Standard</b>
<b>Theory</b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% Professional Learning (PL)</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes, include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms</li> </ul>
<b>Demonstration</b>	As professionals we want to know that new ways of work are feasible. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>



<b>Practice</b>	Being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. The good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning: (feedback from other teams)	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly divided into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day – PD</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%

## Part F: Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans (e.g. Trustlands and Focus School). The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.



## Part G: Budget

### Turnaround Implementation Costs

#### Thomas W. Bacchus Elementary

<b>Year 1</b>			<b>Year 1 Costs</b>
School Transformation Team Summer Stipends	\$150 x 5 days x 10 educators	\$	7,500.00
Whole School Summer Stipends	\$150 x 2 days x 27 educators	\$	8,100.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 27 educators	\$	10,125.00
"Teach Like a Champion 2.0" for each educator	\$23 x 27 educators	\$	621.00
"Data Wise" for each educator	\$29 x 27 educators	\$	783.00
<b>Total Year 1</b>		<b>\$</b>	<b>32,129.00</b>
<b>Year 2</b>			<b>Year 2 Costs</b>
School Transformation Team Summer Stipends	\$150 x 3 days x 10 educators	\$	4,500.00
Whole School Summer Stipends	\$150 x 2 days x 27 educators	\$	8,100.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 27 educators	\$	10,125.00
<b>Total Year 2</b>		<b>\$</b>	<b>27,725.00</b>
			<b>Total Years 1 &amp; 2</b>
			<b>\$ 59,854.00</b>



# Granger Elementary

*We are family!*

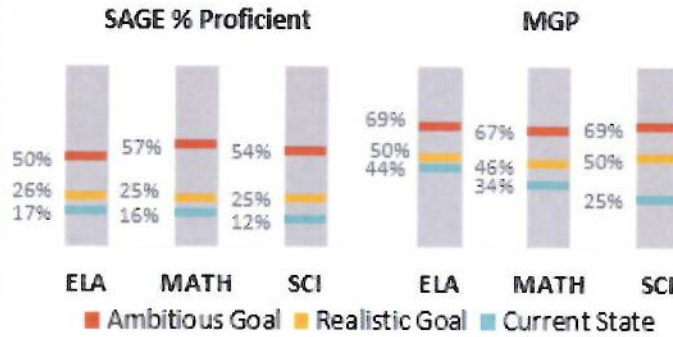
## Granger Elementary School Improvement Plan

March 1<sup>st</sup>, 2016

# Part B: Plan Abstract

## Granger Elementary

### Turnaround Goals

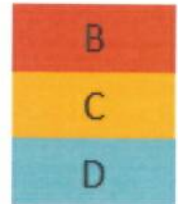


School Grade\*

Ambitious Goal

Realistic Goal

Current State



\*Based on 2015 grading formulas

Granger Elementary - School Improvement Plan

### Improvement Strategies

Jan 2016 Ratings



**Alignment of Standards and Curriculum**

Sufficient

- Adopt curricular supports for science and social studies and other core subjects when needed
- Pacing guides
- Curriculum maps
- Vertical articulation of Utah Core Standards
- Revisit PLC agenda to maximize effective collaboration time
- Common expectations for intervention procedures for reading, writing, and math



**Classroom Instruction and Student Engagement**

Sufficient

- School-wide and classroom-level PBIS
- Evidence-Based Instructional Strategies (EBISs)
- Transparent Teacher Practices
- Group, team, and individual goal setting and learning for ongoing growth
- School-wide vocabulary instruction
- Plan for CFAs to inform instruction
- Make every minute count



**Assessment Practices**

Partial

- Short-, medium-, and long-term data expectations for teachers and teams
- Structured protocols for data use in collaborative teacher teams
- Data = instructional improvement
- Student ownership
- Common Formative Assessments
- Informal assessment to check for understanding during lesson
- Rubrics and objective trackers



**Culture and Collaborative Relationships**

Partial

- Granger Leadership Team (STT)
- Collaborative Teacher Teams
- Accountability to students and colleagues
- Proactive communication
- Effective engagement and conflict resolution
- Academic Parent & Teacher Teams (APTT)
- Parent Teacher Home Visits
- Student ownership strategies



**Leadership**

Sufficient

- Actionable feedback for all school staff
- Ongoing partnership with Education Direction
- Narrowed school improvement focus
- Communicate rationale for improvement goals to staff
- Progress monitor implementation of plan, student achievement, and instructional staff's learning
- Partnership coaching supports
- Proactive communication with school staff, students, and families

## Part C: Appraisal

### Celebration for Granger Elementary!

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- 1 Granger Elementary has done a magnificent job addressing potential language barriers for parents and students, the proactive approach is valued by parents! Parents also feel their child/children is/are loved and supported at Granger Elementary. Being a Community School has engaged everyone in the improvement process.
- 2 Para-Professionals love the progress the school has made and are excited to be part of the continued growth. They are eager to continue their learning and skill development, as professionals, to better support student learning.
- 3 The staff at Granger Elementary are proud to be a part of the Granger family! They are excited and ready to learn and help increase student learning and growth.
- 4 During observations, every teacher at Granger was actively engaged in teaching and demonstrated positive approaches to student support.
- 5 Teachers at Granger engage students by providing them with numerous opportunities to engage in content and actively demonstrate their learning and thinking.



## Sources of data and information for needs assessment/appraisal at Granger Elementary

### Interviews

- Principal
- Assistant Principal
- Teachers: 34

**36** total interviews

### Surveys

- Teacher self-assessments: 23
- Teacher post-interviews: 34
- Parent: **pending**

**57** total survey responses

### Focus Groups

- 2 student focus groups: 27
- 2 Staff and iterant educator focus groups: 21
- Parent / family focus group: 13

**61** total focus group participants

### Classroom Observation

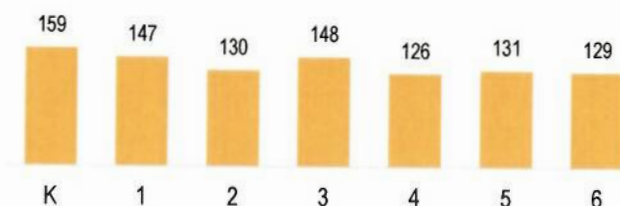
- 38 classrooms observed
  - **Subjects included:** Social Studies, Science, Math, English Language Arts (ELA)

**767** total students observed

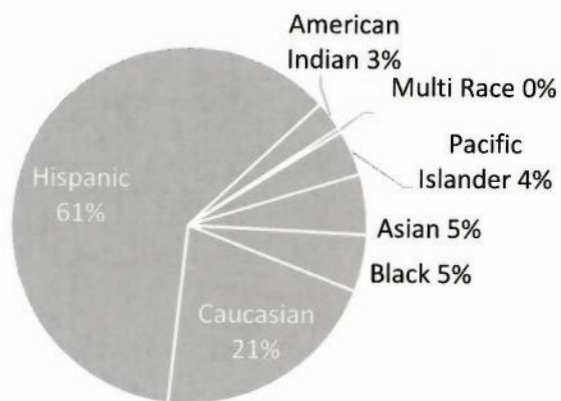
# Student demographics at Granger Elementary

## Enrollment by Grade

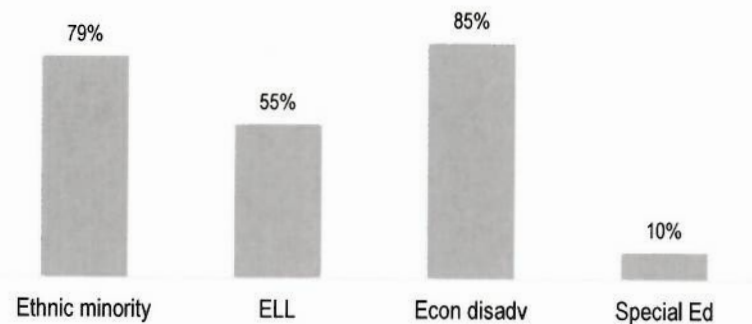
970 total students



## Ethnicity



## Subgroups



## Statistics

Absenteeism	<10%
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Mobility	27%
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Stability	pending
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Testing	pending
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## Five areas assessed at Granger Elementary

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC Process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessments to measure learning and proactively address concerns:
  - Classroom level data
  - Granite benchmarks
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



### Leadership

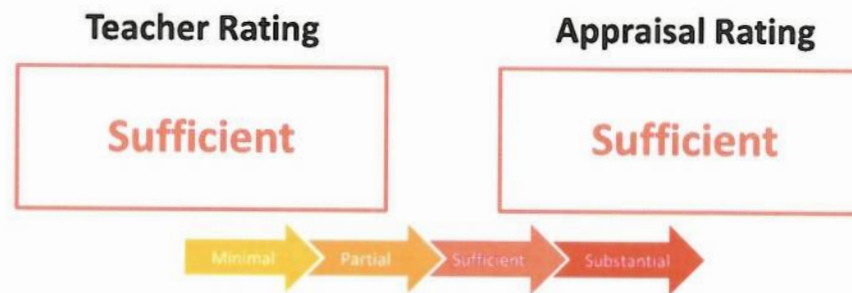
- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration



# Alignment of standards and curriculum at Granger Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>▪ Teachers are following the Utah Core Standards</li><li>▪ Teachers are creating and actively giving CFAs (common formative assessments)</li><li>▪ PLCs (professional learning communities) are taking place every 2 weeks; during the PLCs teachers are creating assessments, collaborating, and supporting each other</li></ul>	<ul style="list-style-type: none"><li>▪ Due to time constraints most meetings are focused primarily on reading and math.</li><li>▪ Science and Social Studies are not being consistently taught; teachers do not have a curriculum map to follow or time in their PLCs to properly collaborate and plan for the instruction.</li><li>▪ According to teachers the district's curriculum maps and pacing guides are either not current or do not provide teachers with realistic time in which to effectively teach the standards.</li></ul>

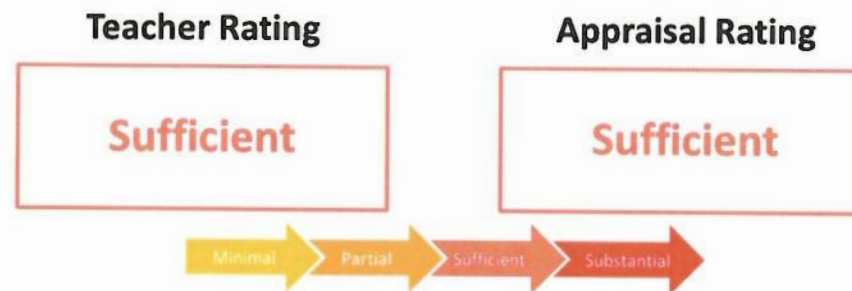


Granger Elementary - School Improvement Plan

# Classroom instruction and student engagement at Granger Elementary



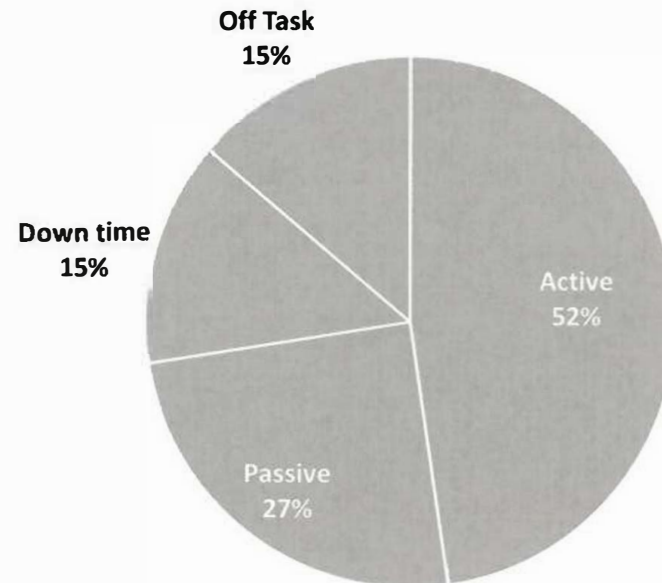
Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are collaborating in PLCs to align and plan instruction</li><li>Instructional goals are focused on core objectives and clearly posted in classrooms</li><li>Students are given many opportunities to demonstrate their thinking and make learning visible</li></ul>	<ul style="list-style-type: none"><li>The observed instructional feedback suggested that it may be helpful for teachers to focus on delivering specific feedback. For example, during observations 53% of teachers were observed actively checking for understanding and correcting errors.</li><li>Observations suggest that instructional time could be more efficiently organized to make every minute count and decrease the % of down time and off task.</li></ul>



# Classroom instruction and student engagement at Granger Elementary



## Student Engagement Observations

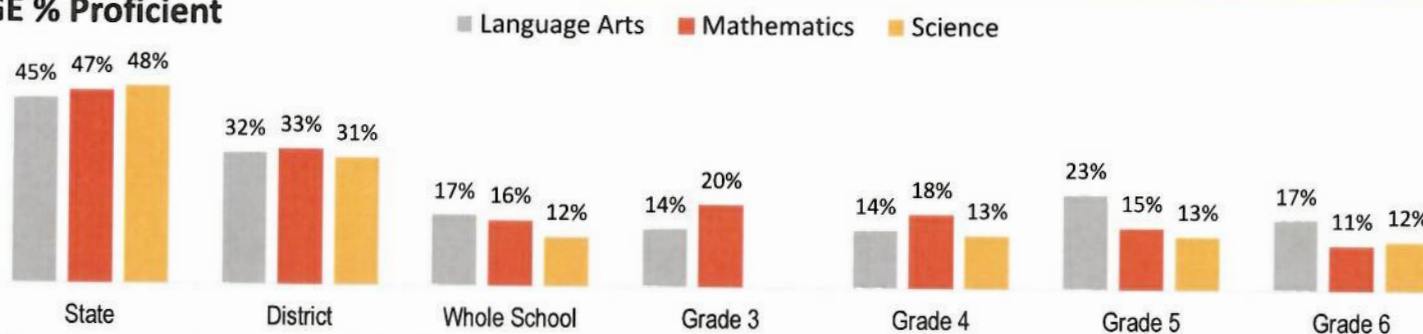




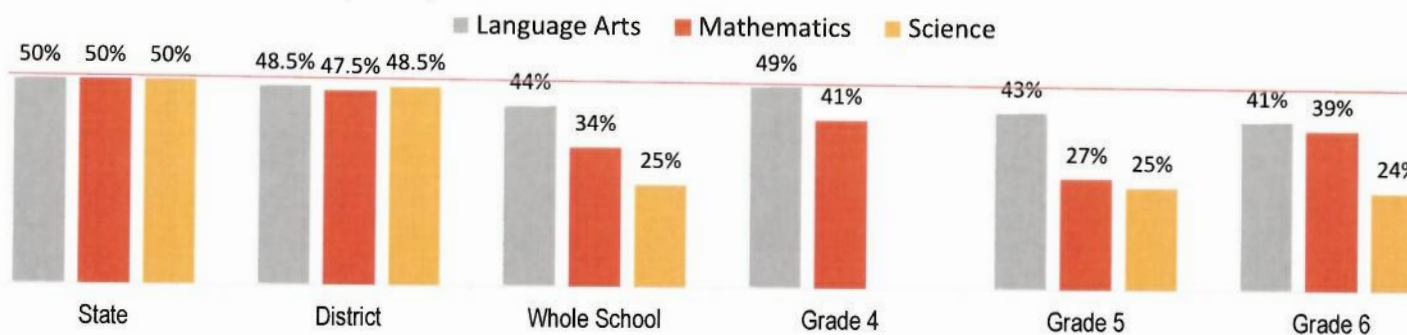
# Assessment practices at Granger Elementary



## SAGE % Proficient



## Median Growth Percentile (MGP)



## Teacher Rating

**Sufficient**

## Appraisal Rating

**Partial**

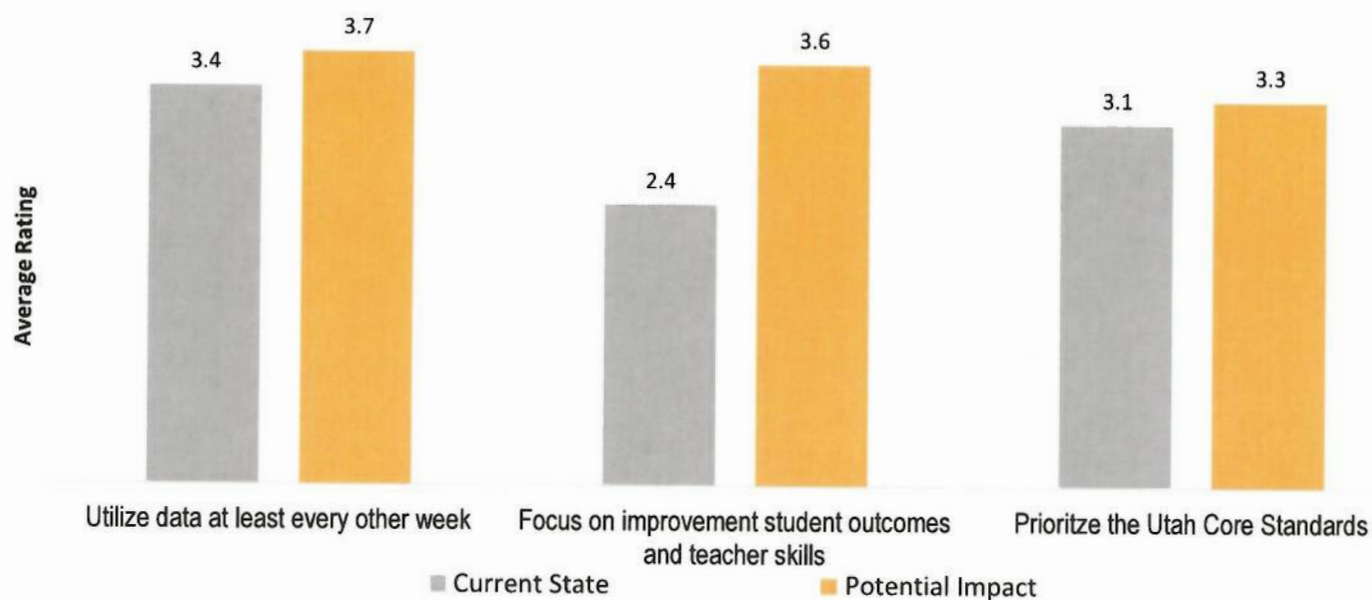


Granger Elementary - School Improvement Plan

# Culture and collaborative relationships at Granger Elementary



## Professional Learning Community<sup>2</sup>



### Teacher Rating

Sufficient

### Appraisal Rating

Partial

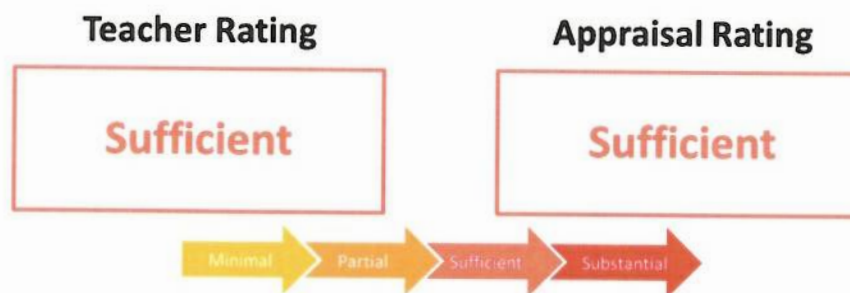
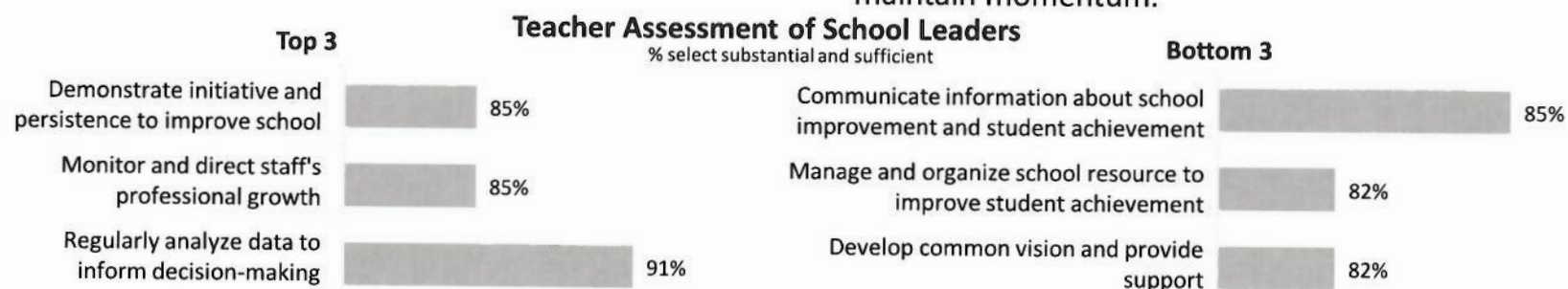
<sup>1</sup> Data gathered from the teacher self-assessment survey.

Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms

# Leadership at Granger Elementary








Assets	Challenges
<ul style="list-style-type: none"> <li>School leadership has high and clear expectations</li> <li>Administration provides PD (professional development) to the staff and teachers to help improve instruction and student achievement</li> <li>The leadership at Granger demonstrates initiative and persistence to improve student achievement</li> </ul>	<ul style="list-style-type: none"> <li>When decisions are made by school or district leadership it may be helpful to organize a communication structure to share rationale for final decisions.</li> <li>Given the ambitious goals of the school and community a narrowed focus on improvement targets could be helpful to see progress and maintain momentum.</li> </ul>



Granger Elementary - School Improvement Plan



## Summary for Granger Elementary

Sufficient		Teachers are working hard following the Utah Core Standards and working in PLCs (professional learning communities) to create, give, and analyze CFAs (common formative assessments). Instruction in Science and Social Studies is lacking due to time constraints, teachers feeling overwhelmed, and not having current curriculum maps.
Sufficient		Teachers are collaborating to plan instruction, CFAs, and pacing. Students are given many opportunities to demonstrate their thinking and understanding; however, teachers are not using the students thinking and understanding to guide instruction. During teacher observations little specific positive feedback was given and much off task and down time occurred during instruction.
Partial		Teachers are assessing all students regularly; however, data derived from the formative and summative assessments can be used more effectively to inform and modify instruction.
Partial		Faculty, staff, and parents care deeply about the success of the school and are eager to help. Granger has done an excellent job of not letting a language barrier hinder parental involvement. Parents feel welcome and wanted at the school. Parents also expressed they would like to receive updates on their child's progress academically and behaviorally more frequently.
Sufficient		Leadership demonstrates initiative and persistence to improve student achievement. The administration provides clear and high expectations for all. However, more frequent, consistent, and specific communication may improve teachers' contributions in student achievement.

## Part D: Goals and Strategies

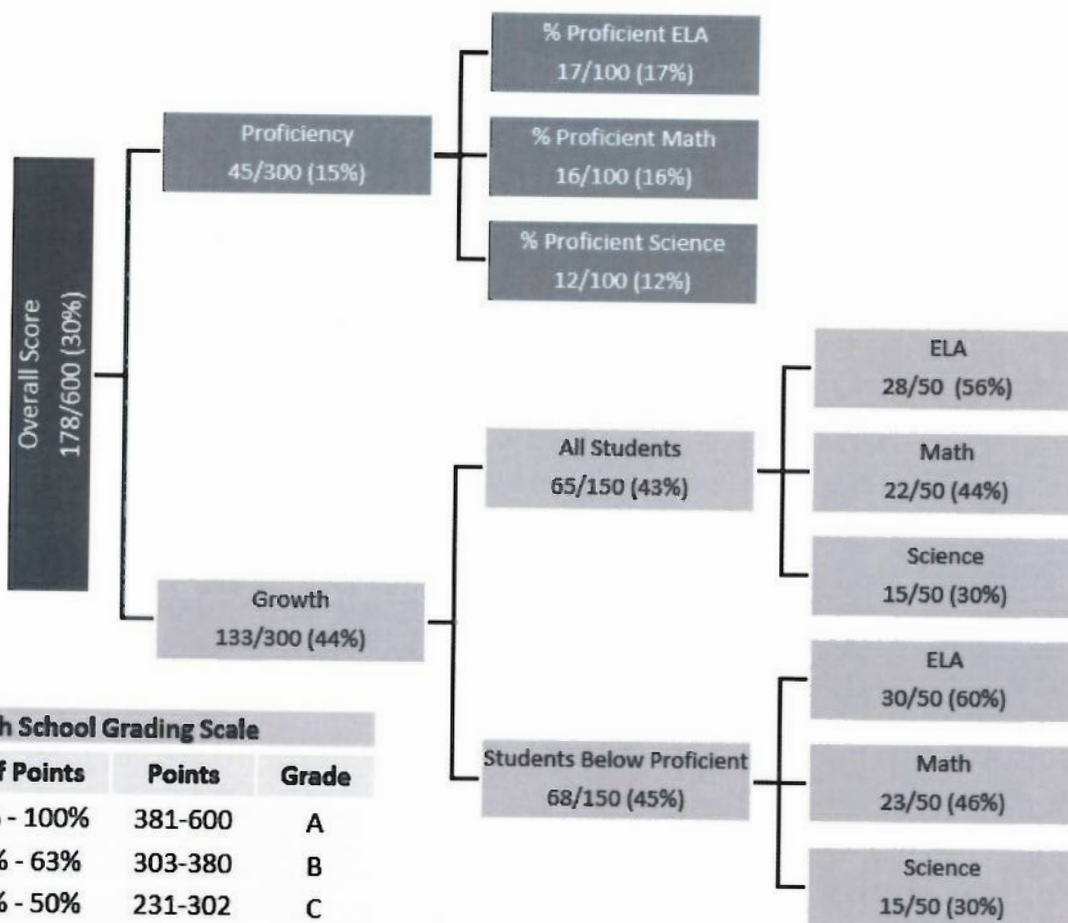
Increase overall score by 53 points to reach the next grade:

Overall Score	Overall %
178	30%

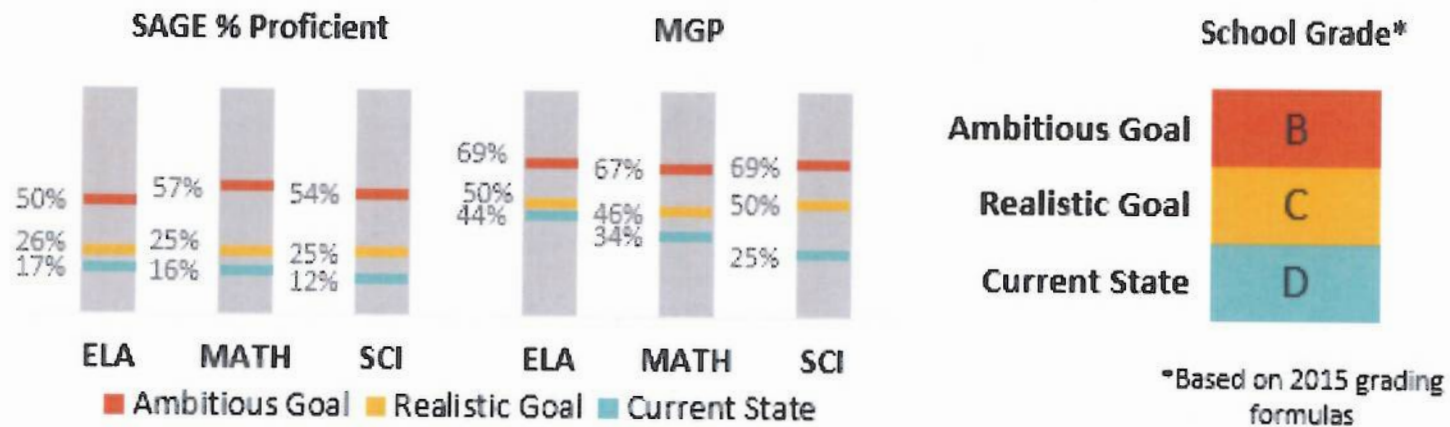
Additional Points Needed to Reach the Grade	
A	203
B	125
C	53
D	↑

Threshold Goal:  
Increase school  
grade by 1 letter

Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<b>Academic Proficiency</b> = 300 Points	39% - 50%	231-302	C
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F



In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytopic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)



## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership District Leadership Education Direction</i></b>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<b><i>All Teachers and Instructional Staff</i></b>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>

## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.</li><li>2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math and science.</li><li>3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.</li><li>4. Increase the quality and frequency of non-evaluative feedback to instructional staff.</li><li>5. Establish expectations and measure implementation of:<ul style="list-style-type: none"><li>• Assessment processes for short-, medium-, and long-term data</li><li>• Clear expectations for data collection and use</li><li>• Co-developed classroom PBIS plans</li><li>• Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning</li><li>• Evidence-Based Instructional Strategies including those that are prioritized by the faculty</li><li>• Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units</li><li>• Lesson planning procedures that are collaborative and evidence-based</li><li>• Ongoing coaching and professional learning for all school staff</li><li>• School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists</li><li>• Transparent Teacher Practices, including Partnership Coaching</li></ul></li></ol>

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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
-



## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
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## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"><li>1. Professional development</li><li>2. Partnership Coaching</li><li>3. Systematic review of implementation data (including markers of progress)</li><li>4. Systematic review of student achievement data</li><li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li><li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li></ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"><li>1. Self-assessment and reflection protocols</li><li>2. Observations</li><li>3. Collaborative teacher team processes</li><li>4. Implementation and student achievement data</li></ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.



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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

<i>Who</i>	<i>When</i>	<i>What</i>	<i>Outcomes</i>
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>• Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>• Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>• Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>• Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>• The principal</li><li>• School leadership team</li><li>• Collaborative teacher teams</li><li>• Teachers</li><li>• Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>• School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>• School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>• Improving the effectiveness of collaborative teacher teams</li><li>• Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>



			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	<p>Early identification of future School-wide efforts to:</p> <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols</p>	<p>Understanding of theory behind and essential components of</p> <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> <p>Common scope, sequence, and pacing guides for key subjects</p>
	August 2016	Transformation plan kick-off	<p>30-day plan for implementation of:</p> <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
	At least once a month	Professional learning	<p>Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture:</p> <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> <p>Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness

## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b>Theory</b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b>Demonstration</b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>

<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	Specific and timely feedback applied to:  Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>



## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%



## Part F: Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.

## Part G: Budget

### Turnaround Implementation Costs

#### Granger Elementary

##### Year 1

			Year 1 Costs
School Transformation Team Summer Stipends	\$150 x 5 days x 10 educators	\$	7,500.00
Whole School Summer Stipends	\$150 x 2 days x 41 educators	\$	12,300.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 41 educators	\$	15,375.00
"Teach Like a Champion 2.0" for each educator	\$23 x 41 educators	\$	943.00
"Data Wise" for each educator	\$29 x 41 educators	\$	1,189.00
<b>Total Year 1</b>		\$	<b>42,307.00</b>

##### Year 2

			Year 2 Costs
School Transformation Team Summer Stipends	\$150 x 3 days x 10 educators	\$	4,500.00
Whole School Summer Stipends	\$150 x 2 days x 41 educators	\$	12,300.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 41 educators	\$	15,375.00
<b>Total Year 2</b>		\$	<b>37,175.00</b>

##### Total Years 1 & 2

\$	79,482.00
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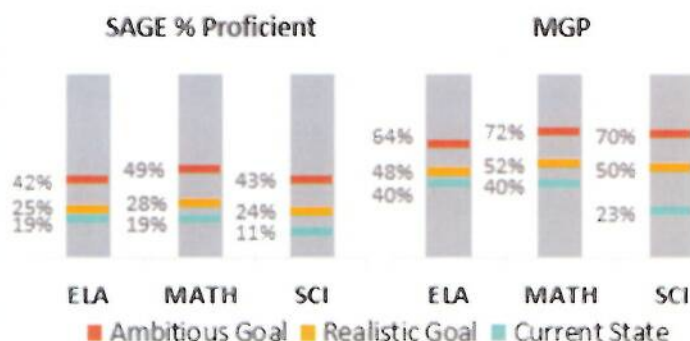
# Lincoln Elementary School Improvement Plan

March 1<sup>st</sup>, 2016

# Part B: Plan Abstract

## Lincoln Elementary

Turnaround Goals



School Grade\*

Ambitious Goal

Realistic Goal

Current State



\*Based on 2015 grading formulas



**Alignment of Standards and Curriculum**

Jan 2016 Ratings

Sufficient

- PLC agenda
- Structured protocols for data use in collaborative teacher teams
- Pacing guides, particularly for math
- Lesson plans
- Increase teacher use of Webb's Depth of Knowledge (DOK) for lesson planning
- Curriculum guides
- Utah Core Standards training
- Horizontal and vertical articulation of Utah Core Standards



**Classroom Instruction and Student Engagement**

Partial

- School-wide and classroom-level PBIS
- A variety of opportunities for active student engagement and feedback
- Evidence-Based Instructional Strategies (EBISs)
- Transparent Teacher Practices
- In-class coaching
- Group, team, and individual goal setting and learning for ongoing growth
- Make every minute count



**Assessment Practices**

Partial

- Common Formative Assessments
- Informal assessment to check for understanding during lesson
- Align CFAs with core standards
- Short-, medium-, and long-term data expectations for teachers and teams
- Data = instructional improvement
- Student ownership
- Rubrics and objective trackers



**Culture and Collaborative Relationships**

Partial

- Proactive communication to parents and staff
- Lincoln Leadership Team (STT)
- Collaborative Teacher Teams
- Accountability to students and colleagues
- Academic Parent & Teacher Teams (APTT)
- Clear role definitions for all teachers and teams
- Parent Teacher Home Visits



**Leadership**

Sufficient

- Actionable feedback for all school staff
- Ongoing thought partnership with Education Direction
- Progress monitor implementation of plan, student achievement, and instructional staff's learning
- Partnership Coaching supports

Improvement Strategies

Rating Scale





## Part C: Appraisal

### Celebration for Lincoln Elementary!

---

- 1 Teachers at Lincoln consistently have learning objectives and goals posted and communicate to their students.
- 2 During observations, teachers were actively engaged in teaching and managing the classroom environment.
- 3 Teachers are actively participating in PLCs (professional learning communities) and want to get better at collaboration, in general.
- 4 Lincoln Elementary has done a magnificent job addressing potential language barriers for parents and students, this proactive approach has made parents feel welcome and valued at the school.
- 5 Administration cares deeply about the success of the teachers, students, families, and school as a whole. They are ready and willing to put in the work to see student achievement increase.

## Sources of data and information for needs assessment/appraisal at Lincoln Elementary

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### Interviews

- Principal
- Assistant principal
- Teachers: 26

**28** total interviews

### Surveys

- Teacher self-assessment: 17
- Teacher post-interview appraisal: 24

**41** total survey responses

### Focus Groups

- Student focus group: 18
- Staff and itinerant educator focus groups: 11
- Parent/family focus group: 4

**33** total focus group participants

### Classroom Observation

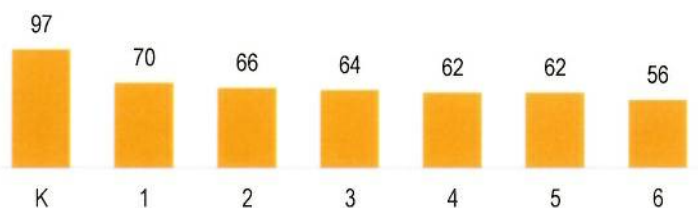
- 23 classrooms observed using 2 observation formats:
  - A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools
  - A momentary time sample that primarily codes student engagement levels and types

**377** total students observed

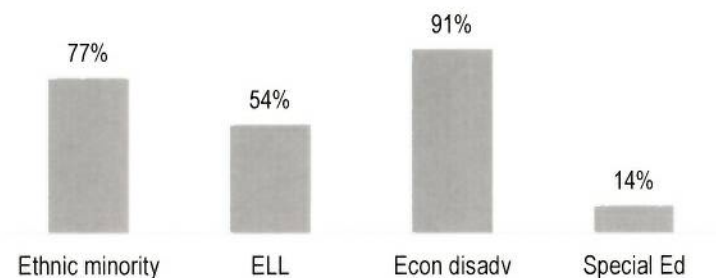
# Student demographics at Lincoln Elementary

## Enrollment by Grade

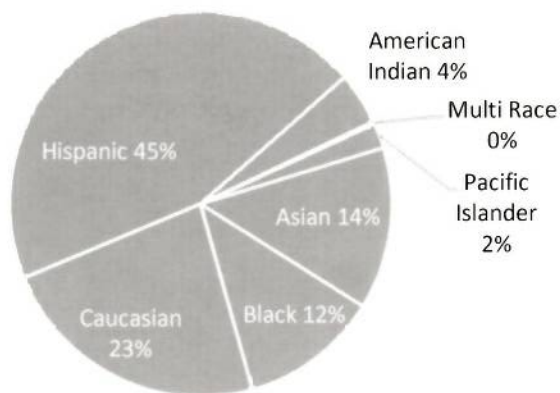
477 total students



## Subgroups



## Ethnicity



## Statistics

Absenteeism <10%

Mobility 31%

Stability PENDING

Testing 100%



## Five areas assessed at Lincoln Elementary

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



### Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration

# Alignment of standards and curriculum at Lincoln Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>PLC teams are learning how to collaborate and <u>plan more effectively</u>, leading to greater curricular consistency and focus on Utah Core Standards, for each grade-level.</li><li>Many teachers report having a stronger <u>focus on the Utah Core Standards</u> and “fantastic five” because of collaborative data use.</li><li>There is a concentrated effort among some of the PLCs to increase <u>the use of team developed formative assessments</u> to measure if Utah Core Standards are being mastered by students.</li></ul>	<ul style="list-style-type: none"><li>A significant number of teachers indicated that their PLC could benefit from more organization, structure and accountability. For example, agendas could be more specific and descriptive to increase the efficiency of teams.</li><li>Many teachers requested training on how to more effectively align curriculum vertically so students have smoother transitions to the next grade-level up and teachers are properly prepared to collaborate with other grade-level teams.</li><li>Most teachers expressed concern about the emphasis and scheduling of subjects, particularly a perceived lack of adequate focus on math.</li></ul>

## Teacher Rating

Sufficient

## Appraisal Rating

Sufficient



Lincoln Elementary - School Improvement Plan

# Classroom instruction and student engagement at Lincoln Elementary



Assets	Challenges
<ul style="list-style-type: none"> <li>School and classroom goals were displayed and communicated in the majority of the classrooms.</li> <li>Observations showed teachers are doing well with classroom management, providing clear routines to keep students engaged: <ul style="list-style-type: none"> <li>68% of the students were observed to be <u>actively</u> engaged</li> </ul> </li> <li>Teachers are regularly checking for understanding the use of teacher proximity to monitor student performance was regularly observed.</li> </ul>	<ul style="list-style-type: none"> <li>While active engagement is high school-wide, big differences were observed in level of engagement and rate of affirmative feedback to students, from class to class. In some classes students received little or no positive feedback during the observations.</li> <li>Level of questioning among the teachers focused predominately on general recall (DOK1).</li> <li>Instruction was rarely modified based on formative checks for understanding during the observed lessons: <ul style="list-style-type: none"> <li>Only 17% of the time were teachers observed to modify instruction</li> </ul> </li> </ul>

## Teacher Rating

Sufficient

## Appraisal Rating

Partial

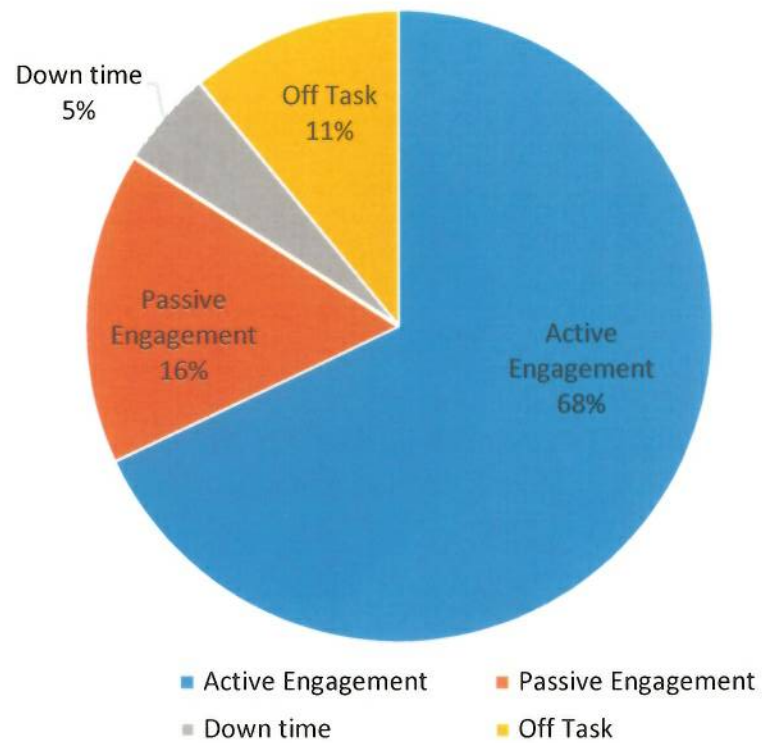




# Student engagement observation data



**Student Engagement in the Classroom**



# Assessment practices at Lincoln Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>Observations and interviews indicated that teachers are actively creating and administering common formative assessments.</li><li>PLCs are taking place; during PLCs teachers are creating assessments, reviewing data, grouping students, collaborating, and supporting each other.</li><li>Teachers are using a variety of assessments in the classroom (e.g. DIBELS, SAGE formative, CFAs, district benchmarks, and Go Math assessments).</li></ul>	<ul style="list-style-type: none"><li>Data derived from formative and summative assessments could be more consistently utilized to inform instructional planning, modify instruction in real time, and improve scaffolding for student learning.</li><li>Parents expressed interest in learning more about how their students are progressing and to what level should students learn at each grade-level.</li><li>Teachers would be better prepared to adjust instruction in the moment if quick informal assessments were simply part of the planning and delivery of every lesson.</li></ul>

## Teacher Rating

Sufficient

## Appraisal Rating

Partial

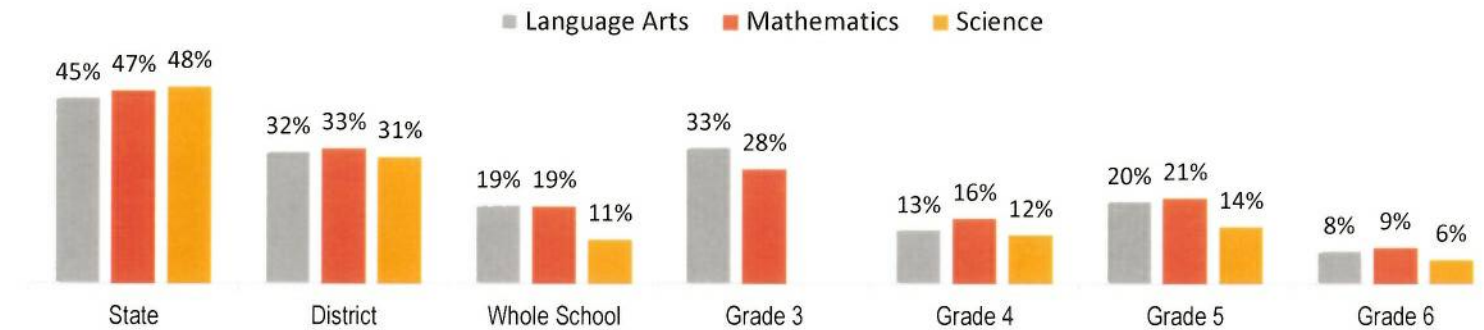


Lincoln Elementary - School Improvement Plan

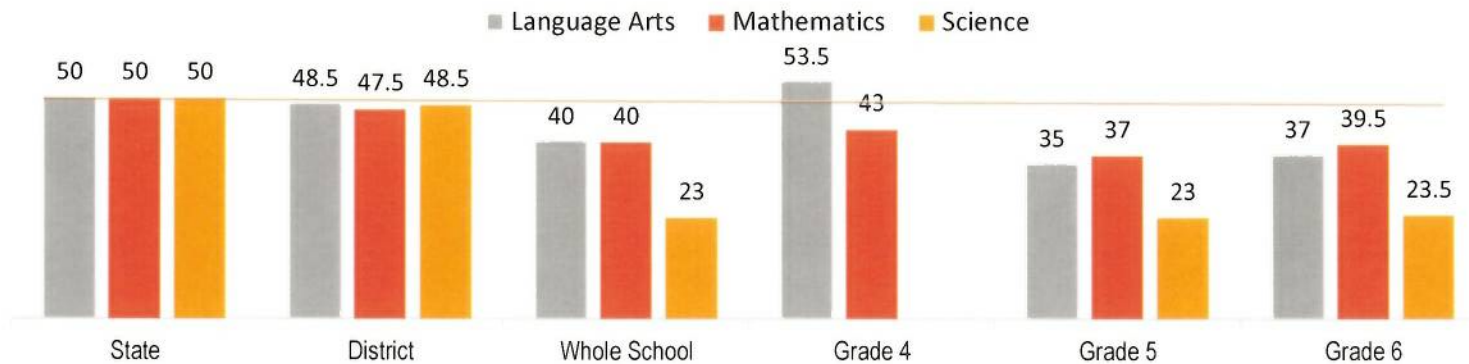
# 2015 SAGE results



## SAGE % Proficient



## Median Growth Percentile (MGP)





# Culture and collaborative relationships at Lincoln Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>Parents and students at Lincoln Elementary feel welcome and safe.</li><li>Lincoln Elementary has taken a proactive approach to eliminate potential barriers to communication, such as proactively communicating in families' home language in addition to English, the parents noticed and appreciate this effort!</li><li>Instructional staff is open and receptive to new teaching strategies; sometimes explicitly requesting in-classroom coaching to ensure implementation that is effective and evidence-based</li></ul>	<ul style="list-style-type: none"><li>Many teachers and staff expressed a desire to create a climate where the relationships between faculty members are more inclusive, positive, and collaborative.</li><li>Teachers would like to receive more communication from the administration that is delivered in a predictable cycle (e.g. weekly or monthly).</li><li>Parents want more communication from their students teachers, including grading and progress in learning key skills.<ul style="list-style-type: none"><li>Parents were unaware of the online gradebook available to review their child's/children's grades</li></ul></li></ul>

## Teacher Rating



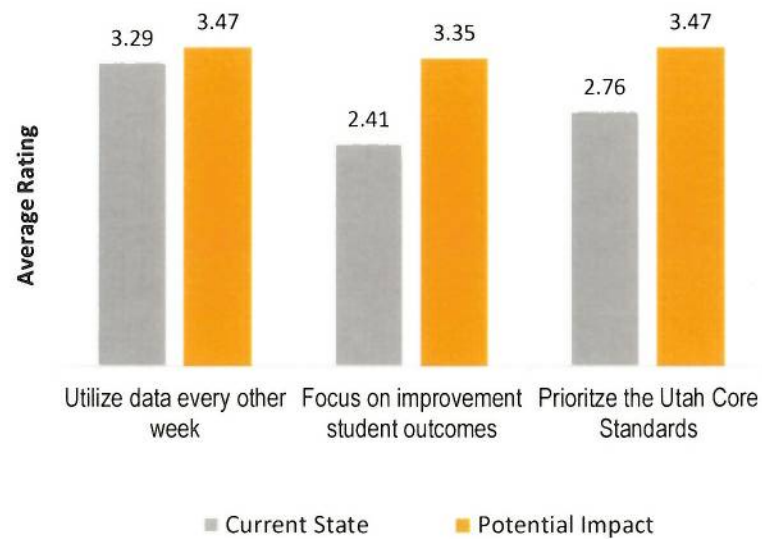
## Appraisal Rating



# Collaboration and engagement data



## Professional Learning Community <sup>2</sup>



<sup>1</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms

# Leadership at Lincoln Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>Lincoln's administration cares deeply about the staff, faculty, parents, students, and school as a whole.</li><li>Students, parents, and school staff appreciate the upbeat and positive way that the principal engages with them.</li><li>The administration is in classrooms observing and providing positive feedback to teachers.</li></ul>	<ul style="list-style-type: none"><li>Teachers would like to receive more constructive feedback from administration that is actionable and delivered in a predictable cycle (e.g. every 4 weeks).</li><li>Most teachers indicated that they would like school leadership to be more assertive in establishing, implementing, and following through on expectations for collaborative work, evidence-based instruction, student engagement levels, and family communication.</li></ul>

## Teacher Rating

Sufficient

## Appraisal Rating

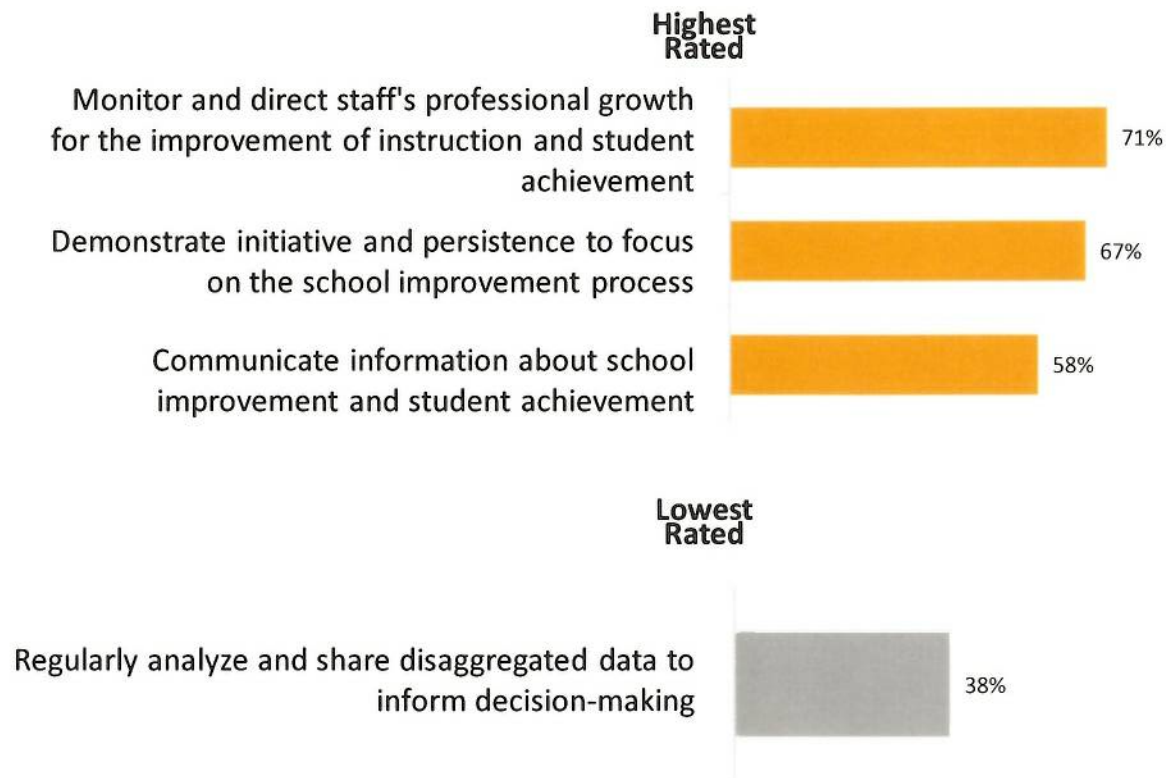
Sufficient



Lincoln Elementary - School Improvement Plan








# Teacher Assessment of School Leaders



Note: data represents % of teachers surveyed who selected Agree or Strongly Agree

# Summary

Sufficient		The use of data and effective analysis during PLCs is improving, resulting in more meaningful dialogue and effective planning. However, a significant number of teachers indicated that their PLC could benefit from more organization, structure and accountability. Added focus on preparation and planning, including implementation of the Utah Core Standards may be warranted.
Partial		Teachers are managing the classrooms well and provide clear goals and objectives to focus instruction. The school -wide rate of active engagement is high in many classrooms suggesting questioning techniques and higher level DOK may be an appropriate future focus. Many teachers expressed interest in receiving more feedback about their instruction and in-classroom coaching.
Partial		Teachers prioritized the need to align assessments to the Utah Core Standards. Teachers could be better prepared to adjust instruction in the moment if quick informal assessments were part of the planning and delivery process at regular intervals.
Partial		Communication was the word of the day: parents want more proactive information about their student's learning; teachers and school staff would like consistent structures for communication in general; and PLCs would like more clarity of expectations. Of note, parents expressed appreciation for the school's efforts to include English learners in the plans for communication with families.
Sufficient		The administration is consistently positive and optimistic. The leadership could improve in being more assertive and provide more in-depth feedback. Teachers expressed a strong desire for more constructive, frequent, and actionable feedback from the administration, coupled with more accountability for everyone.

## Part D: Goals and Strategies

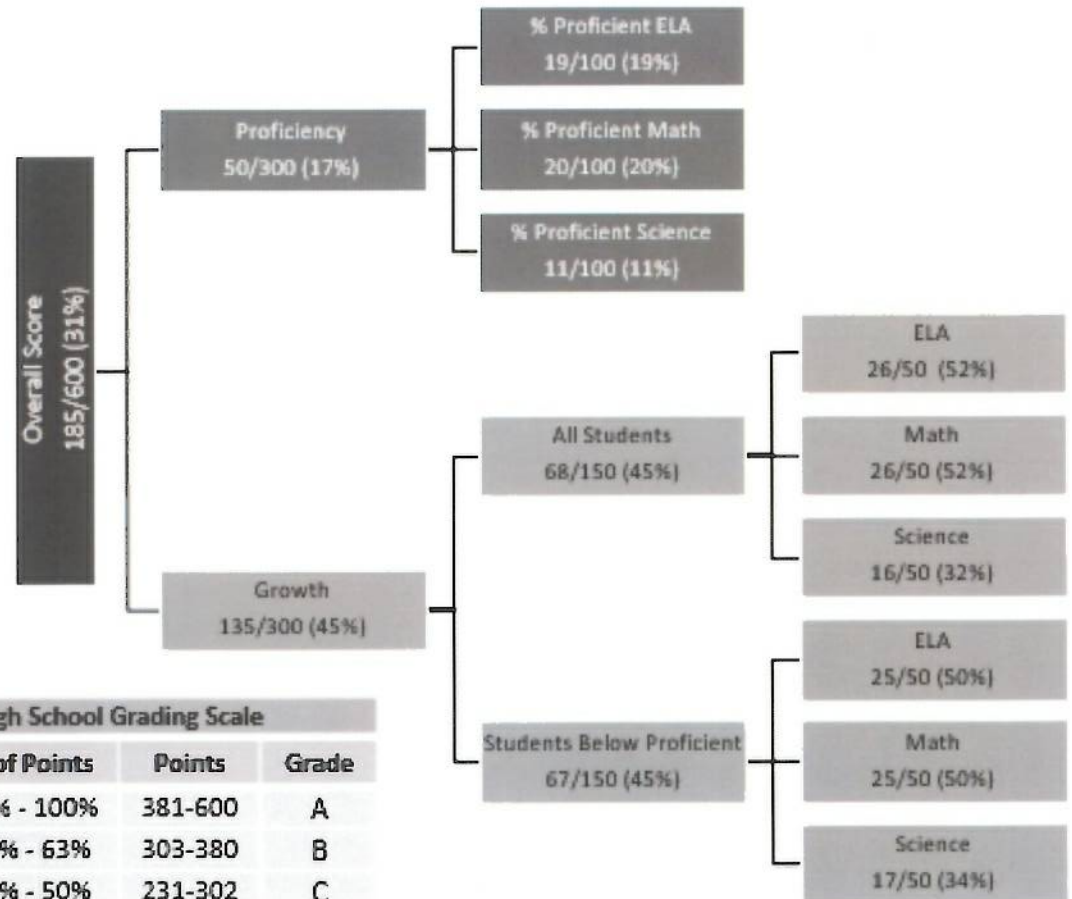
Increase overall score by 46 points to reach the grade level of C:

Overall Score	Overall %
185	31%

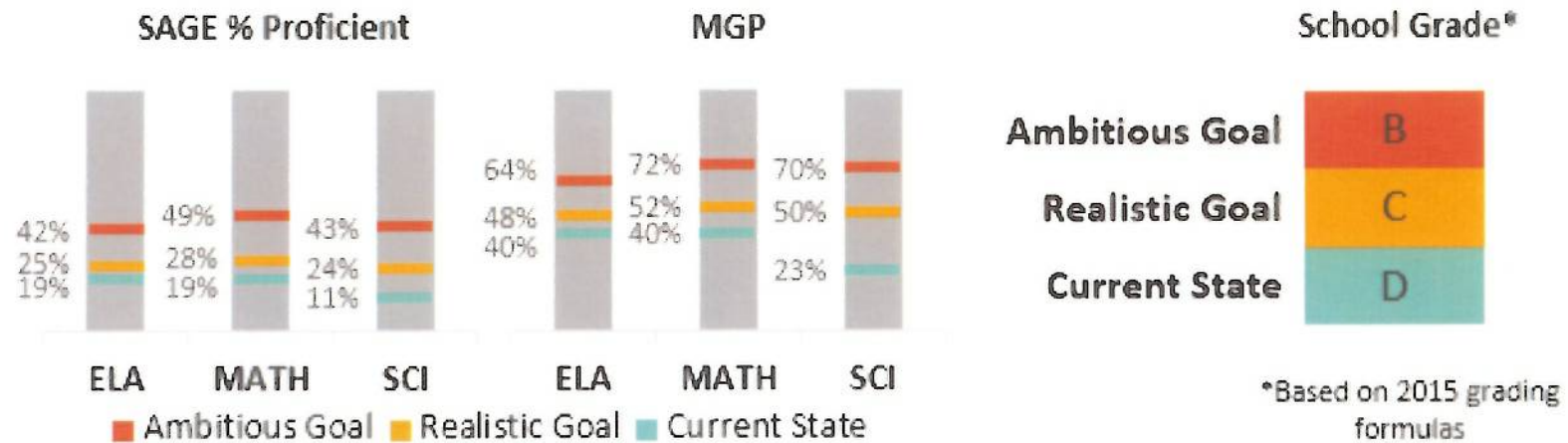
Additional Points Needed to Reach the Grade	
A	196
B	118
C	46
D	

Threshold Goal:  
Increase school  
grade by 1 letter

Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<i>Academic Proficiency</i> = 300 Points	39% - 50%	231-302	C
<i>Growth</i> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F



In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytopic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)



## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

---

## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership District Leadership Education Direction</i></b>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<b><i>All Teachers and Instructional Staff</i></b>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>

## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

---

### *Responsible Party*

### *Strategies*

---

#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math, and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Clear expectations for data collection and use
  - Co-developed classroom PBIS plans
  - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching

---

***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop own professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
-



## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
- 

### *Responsible Party*

### *Strategies*

---

#### ***School Leadership***

1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.
  2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.
  3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).
  4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.
  5. Communicate clear expectations for teacher engagement in collaboration.
  6. Determine and communicate expectations for participation in Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits.
  7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).
-

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
-

## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"><li>1. Professional development</li><li>2. Partnership Coaching</li><li>3. Systematic review of implementation data (including markers of progress)</li><li>4. Systematic review of student achievement data</li><li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li><li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li></ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"><li>1. Self-assessment and reflection protocols</li><li>2. Observations</li><li>3. Collaborative teacher team processes</li><li>4. Implementation and student achievement data</li></ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.



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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>• Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>• Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>• Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>• Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>• The principal</li><li>• School leadership team</li><li>• Collaborative teacher teams</li><li>• Teachers</li><li>• Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>• School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>• School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>• Improving the effectiveness of collaborative teacher teams</li><li>• Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>

			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	Early identification of future School-wide efforts to: <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols	Understanding of theory behind and essential components of <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> Common scope, sequence, and pacing guides for key subjects
	August 2016	Transformation plan kick-off	30-day plan for implementation of: <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0)
	At least once a month	Professional learning	Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture: <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness

## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b><i>Theory</i></b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b><i>Demonstration</i></b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>



<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%

## Part F: Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.



## Part G: Budget

*Title I funds must supplement, not supplant, the regular program of the school.*



# Oquirrh Hills Elementary School Improvement Plan

March 1<sup>st</sup>, 2016

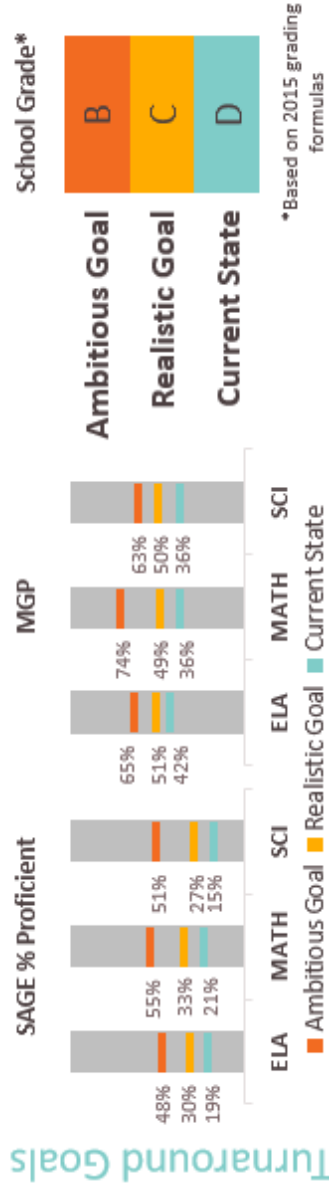
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# Part B: Plan Abstract

## Oquirrh Hills Elementary School



<b>Alignment of Standards and Curriculum</b> 	<b>Classroom Instruction and Student Engagement</b> 	<b>Assessment Practices</b> 	<b>Culture and Collaborative Relationships</b> 	<b>Leadership</b> 
<b>Sufficient</b> <ul style="list-style-type: none"> <li>Posted instructional goals</li> <li>Pacing guides, particularly for ELA</li> <li>Curriculum guides</li> <li>Adopt curricular supports for core subjects, when needed</li> <li>Utah Core Standards training</li> <li>Increase teacher use of Webb's Depth of Knowledge (DOK) for lesson planning</li> </ul>	<b>Partial</b> <ul style="list-style-type: none"> <li>Make every minute count</li> <li>Evidence-Based Instructional Strategies (EBISs)</li> <li>A variety of opportunities for active student engagement and feedback</li> <li>Transparent Teacher Practices</li> <li>School-wide and classroom-level PBIS</li> <li>In-class coaching</li> <li>Group, team, and individual goal setting and learning for ongoing growth</li> </ul>	<b>Sufficient</b> <ul style="list-style-type: none"> <li>Data = instructional improvement</li> <li>Informal assessment to check for understanding during lesson</li> <li>Use CFA data to guide Tier 1 instruction</li> <li>Structured protocols for data use in collaborative teacher teams</li> <li>Short-, medium-, and long-term data expectations for teachers and teams</li> <li>Rubrics and objective trackers</li> </ul>	<b>Sufficient</b> <ul style="list-style-type: none"> <li>Proactive communication to school staff, students, and families</li> <li>Behavior Intervention Plans</li> <li>Oquirrh Hills Leadership Team (STT)</li> <li>Collaborative Teacher Teams</li> <li>Accountability to students and colleagues</li> <li>Academic Parent &amp; Teacher Teams (APTT)</li> <li>Clear role definitions for all teachers and teams</li> <li>Parent Teacher Home Visits</li> </ul>	<b>Sufficient</b> <ul style="list-style-type: none"> <li>Actionable feedback for all school staff</li> <li>Ongoing partnership with Education Direction</li> <li>Progress monitor implementation of plan, student achievement, and instructional staff's learning</li> <li>Partnership Coaching supports</li> <li>Clear role definitions</li> </ul>



## Part C: Appraisal

### Celebration for Oquirrh Hills!

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- 1 Teachers are actively participating in grade level PLCs (professional learning communities) and they have collaborated to prioritize objectives, standards, and assessments
- 2 Actionable feedback is being given by the Instructional coaches and is valued by teachers
- 3 Teachers have clear scoring criteria for CFAs to assign students into WIN groups, aiding the impact and execution of interventions
- 4 Staff at Oquirrh Hills are a tight knit community; they are friendly and willing to support each other
- 5 The administration always has time for the faculty, staff, and students and is continuously listens to her staff and faculty

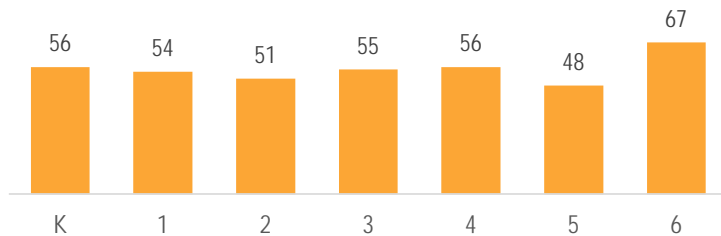
# Sources of data and information for needs assessment/appraisal at Oquirrh Hills

<b>Interviews</b> <ul style="list-style-type: none"><li>Principal</li><li>Teachers and staff: 17</li></ul> <b>18</b> total interviews	<b>Surveys</b> <ul style="list-style-type: none"><li>Teacher self-assessment: 21</li><li>Teacher post-interview appraisal: 17</li><li>Student Engagement Inventory: 150</li></ul> <b>188</b> total survey responses
<b>Focus Groups</b> <ul style="list-style-type: none"><li>Student focus group: 19</li><li>Staff and iterant educator focus groups: 11</li><li>Parent/family focus group: 6</li></ul> <b>36</b> total focus group participants	<b>Classroom Observation</b> <ul style="list-style-type: none"><li>16 classrooms observed using 2 observation formats:<ul style="list-style-type: none"><li>A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools</li><li>A momentary time sample that primarily codes student engagement levels and types</li></ul></li></ul> <b>321</b> total students observed

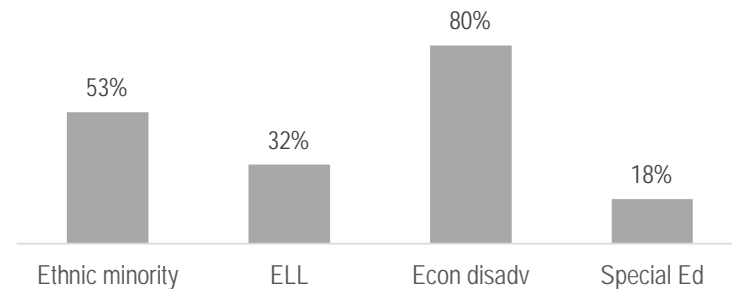
# Student demographics at Oquirrh Hills

## Enrollment by Grade

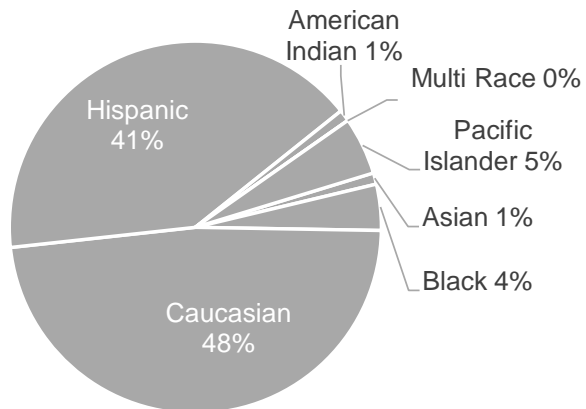
387 total students



## Subgroups



## Ethnicity



## Statistics

Absenteeism	<10%
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Mobility	26%
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Stability	Pending
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Testing	100%
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## Five areas assessed at Oquirrh Hills

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



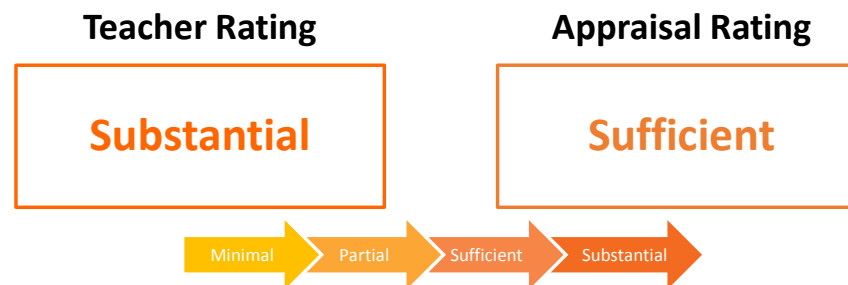
### Leadership

- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration

# Alignment of standards and curriculum at Oquirrh Hills



Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are actively participating in grade level PLCs (professional learning communities) and they have collaborated to prioritize objectives, standards, and assessments</li><li>There is a concentrated effort to increase the use of team developed formative assessments to measure if Utah Core Standards are being mastered by students</li><li>Teachers have effectively collaborated to create horizontal and vertical alignment</li></ul>	<ul style="list-style-type: none"><li>Learning objectives were not clearly posted or communicated to students in two-thirds of the classrooms.</li><li>Teachers feel a bit overwhelmed when teaching ELA content, one suggested reason is that the number of ELA tools can be overwhelming (i.e. Imagine It!, Great Leaps, Write up a Storm)</li></ul>



# Classroom instruction and student engagement at Oquirrh Hills



Assets	Challenges
<ul style="list-style-type: none"><li>Observations found evidence of the implementation of evidence-based instructional strategies</li><li>Students were generally well managed, with relatively few observed behavioral concerns in the classroom</li><li>Teachers are given adequate time to plan, which they use to prepare lessons and increase the use of differentiated instruction</li><li>Teachers are open to feedback and very willing to open their doors to coaches</li></ul>	<ul style="list-style-type: none"><li>Instructional and transition time could be more efficiently organized to make every minute count and decrease the 32% of down time and off task</li><li>The observed instructional feedback suggested that it may be helpful for teachers to focus on delivering more specific feedback with the goal to help the students “get it right” in the same instructional block of time</li><li>Students are given few opportunities to demonstrate their learning and understanding</li></ul>

## Teacher Rating

**Substantial**

## Appraisal Rating

**Partial**

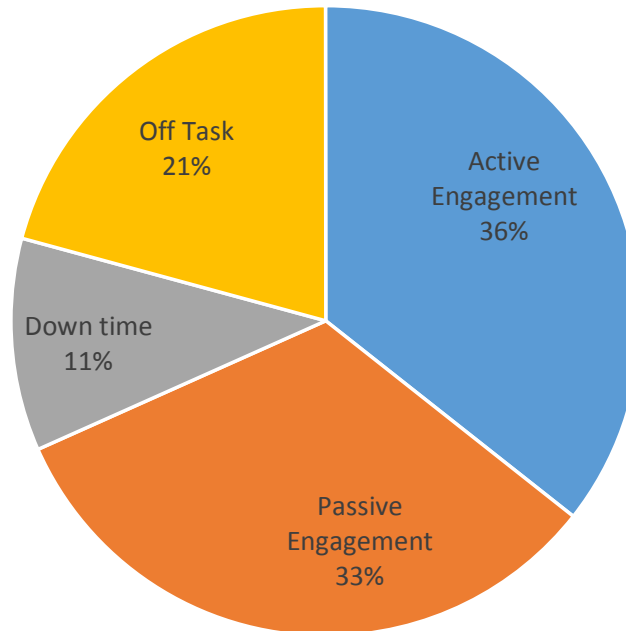


Oquirrh Hills Elementary - School Improvement Plan

# Student engagement observation data



## Student Engagement in the Classroom

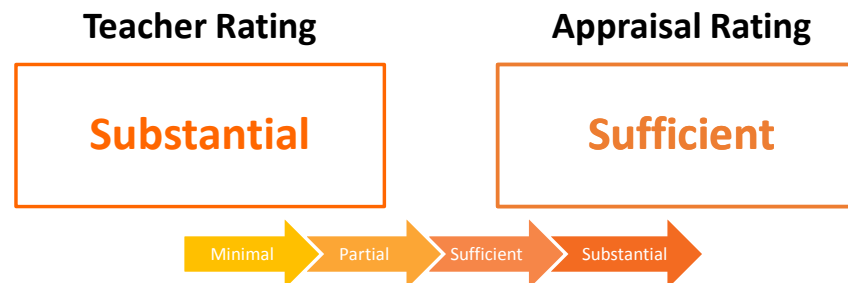




# Assessment practices at Oquirrh Hills



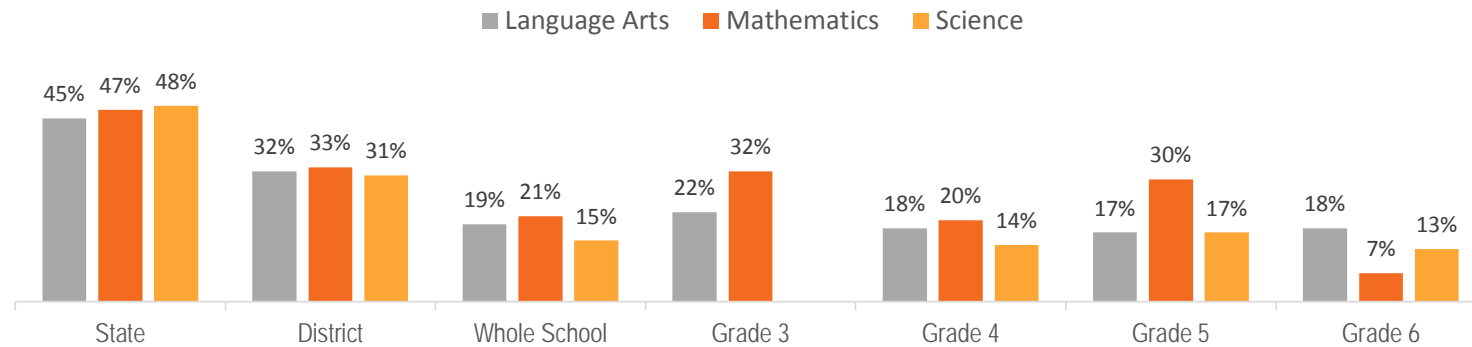
Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are actively collaborating to create CFAs (Common Formative Assessments )</li><li>Teachers have clear scoring criteria for CFAs, and they use the data and us the results to assign students into WIN groups, aiding the impact and execution of interventions</li><li>Each week faculty monitor student assessment data and track improvement over time</li></ul>	<ul style="list-style-type: none"><li>Pre-assessment data tends to be used primarily for Tier 2 instruction and could branch out to effectively guide Tier 1 instruction and fill learning gaps prior to students requiring intervention</li><li>Teachers would benefit from training on how to use quick informal assessments to guide instruction</li><li>PLCs could better monitor, track, and utilize CFA and benchmark data</li></ul>



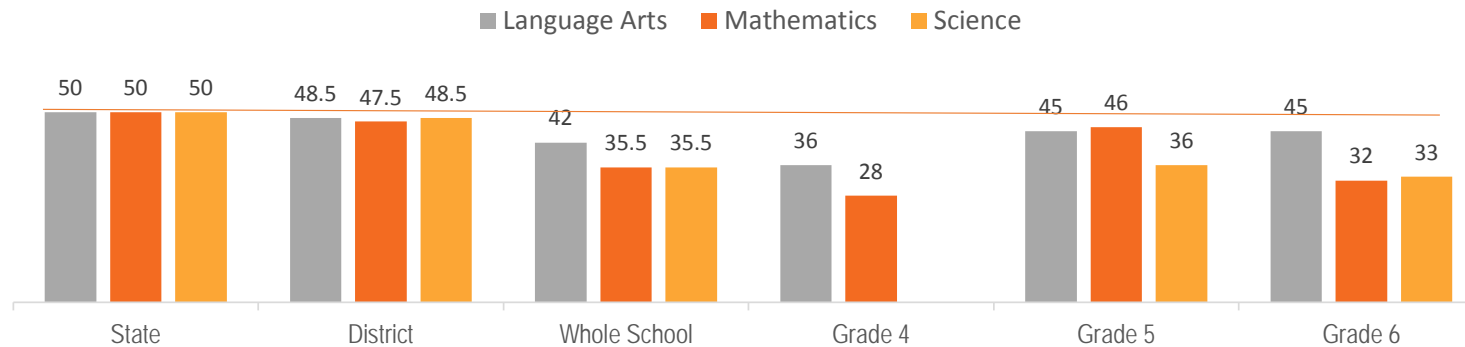
# 2015 SAGE results



## SAGE % Proficient



## Median Growth Percentile (MGP)



## Culture and collaborative relationships at Oquirrh Hills



### Assets

- Teachers feel valued and supported by administration and feel that communication from administration is satisfactory
- Staff at Oquirrh Hills are a tight knit community; they are friendly and willing to support each other
- Parents are supportive of the school and are appreciative of the parent center and after school programs

### Challenges

- A small number of highly disruptive students require a high level of time and support from staff and could possibly benefit from formal behavioral intervention plans
- Frequency of communication from teachers to parents could improve

### Teacher Rating

**Substantial**

### Appraisal Rating

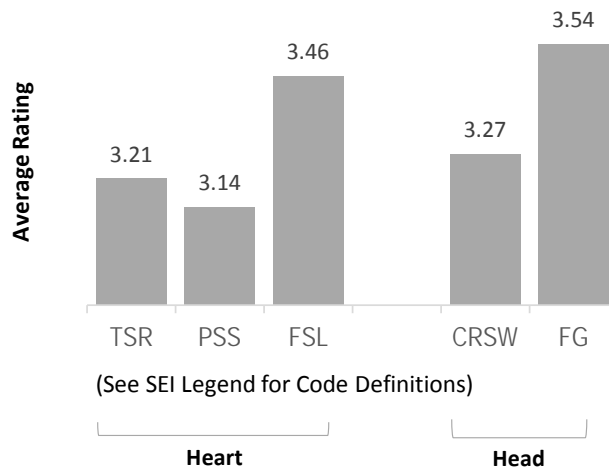
**Sufficient**



# Collaboration and engagement data

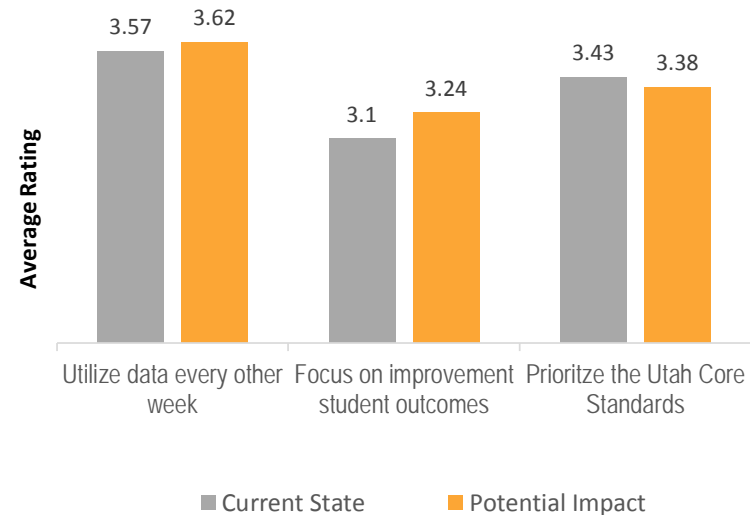


## Student Engagement Instrument



SEI Code Legend:  
TSR: Teacher-student Relationship  
PSS: Peer Support at School  
FSL: Family Support for Learning  
CRSW: Control and Relevance of School Work  
FG: Future Aspirations and Goals

## Professional Learning Community<sup>1</sup>



<sup>1</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms



# Leadership at Oquirrh Hills



## Assets

- School improvement initiatives are strategically chosen and have implementation supports such as professional development, additional teacher preparation time, and a supportive administration
- Principal Marberger is collaborative in her decision making, including deciding how improvement plans will be implemented
- The administration makes time for the faculty, staff, and students and listens to them

## Challenges

- There is no clear process to ensure that professional development or feedback is understood, re-taught if needed, or implemented
- The frequency and specificity of instructive feedback to faculty could be increased to support continuous improvement
- Some teachers and parents expressed concern that student discipline is inconsistent or too lenient

## Teacher Rating

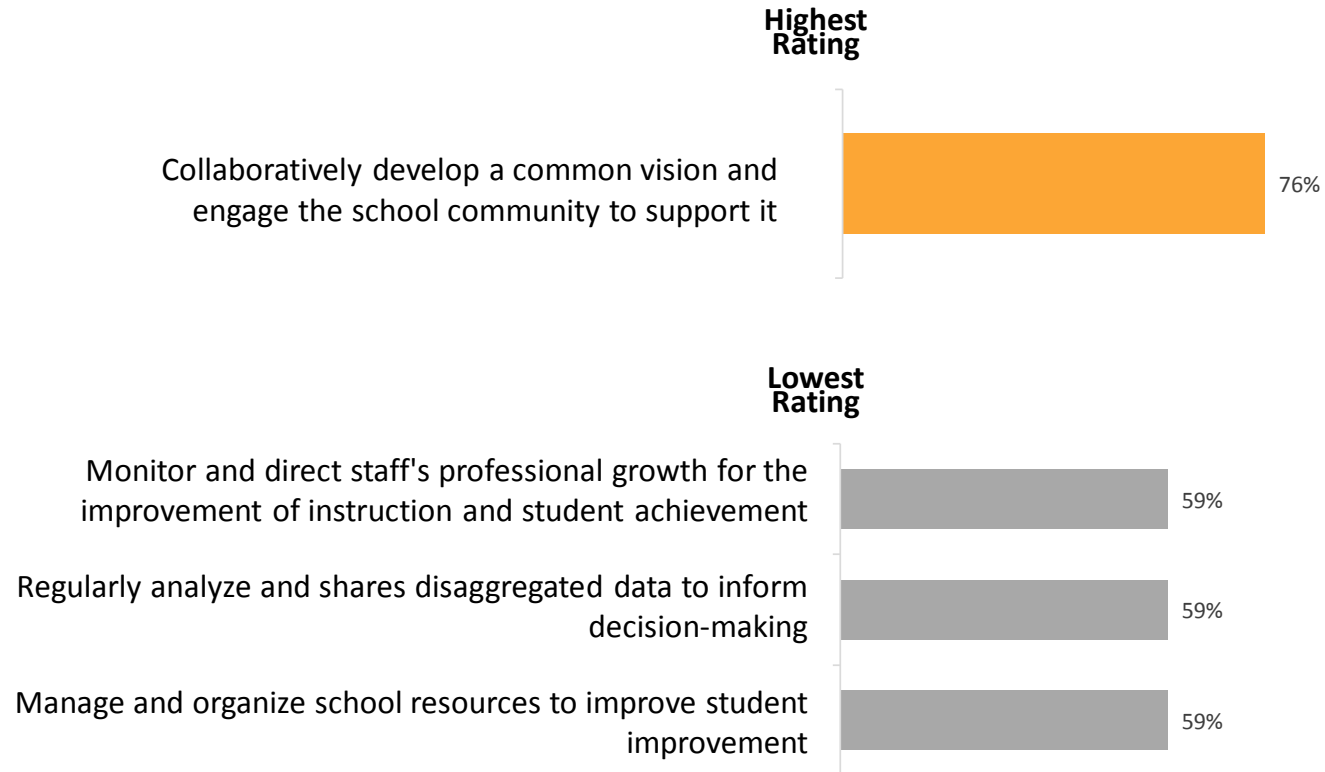
**Substantial**

## Appraisal Rating

**Sufficient**



# Teacher Assessment of School Leaders



Note: data represents % of teachers surveyed who selected Agree and Strongly Agree

## Summary

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Sufficient



Teachers are utilizing PLCs to prioritize essential standards, create common formative assessments, and align horizontally and vertically. Instructional goals could be posted more consistently and ELA could have a content focus rather than an activity focus.

Partial



Classrooms are typically well managed and teachers are able to plan out instruction, however, available instruction time is impaired by transition times, a few highly disruptive students, etc. Evidence-based instructional strategies such as PBIS, opportunities to respond, and feedback could be better incorporated to maximize student achievement.

Sufficient



Teachers are creating, administering, and reviewing CFAs. Data from CFAs are being utilized to create instructional groupings, however, CFA data is not typically used to inform Tier 1 instruction or create opportunities for differentiated instruction.

Sufficient



Oquirrh Hills has a community feel, with parents who care, friendly teachers, and an administration that makes time to listen. Behavior plans for a few key students and better parent communication could further grow the sense of community.

Sufficient



School improvement initiatives and PD are thoughtfully chosen and executed, however, follow-through and accountability for implementation could increase to further ensure adoption of high-impact instructional strategies.

## Part D: Goals and Strategies

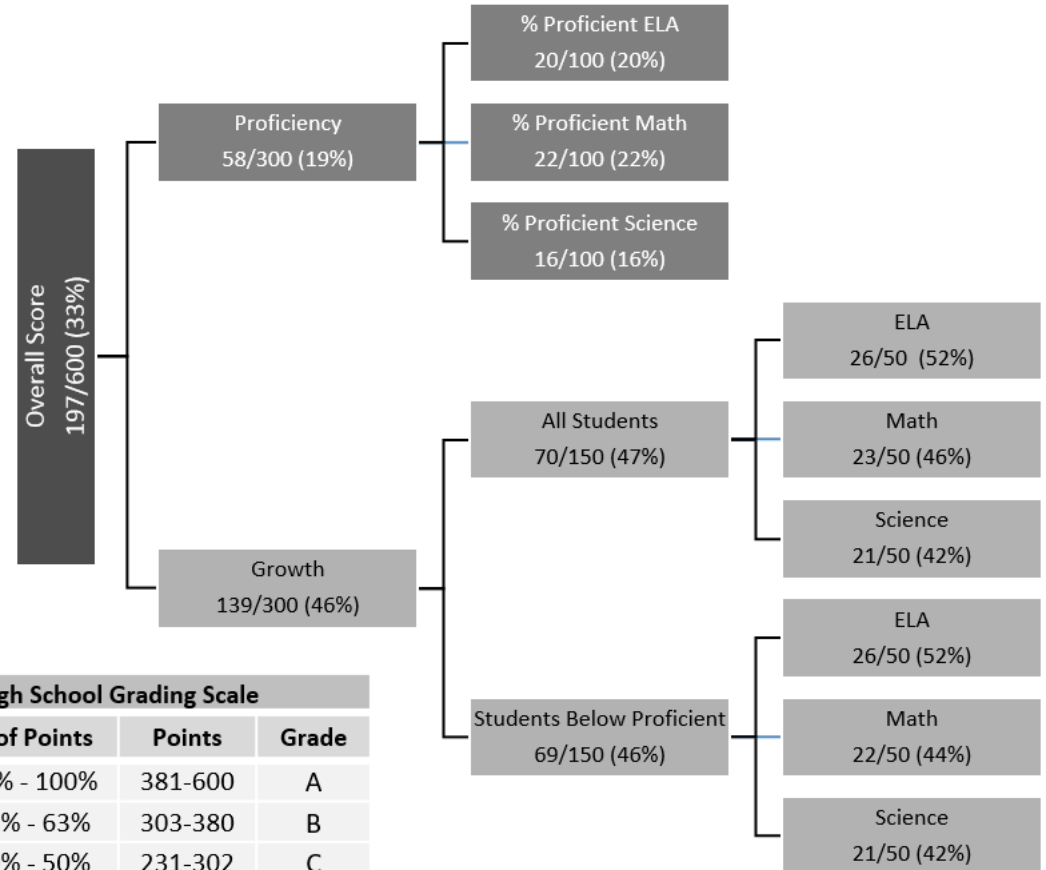
Increase overall score by 34 points to reach the grade level of C:

Overall Score	Overall %
197	33%

Additional Points Needed to Reach the Grade	
A	184
B	106
C	34
D	

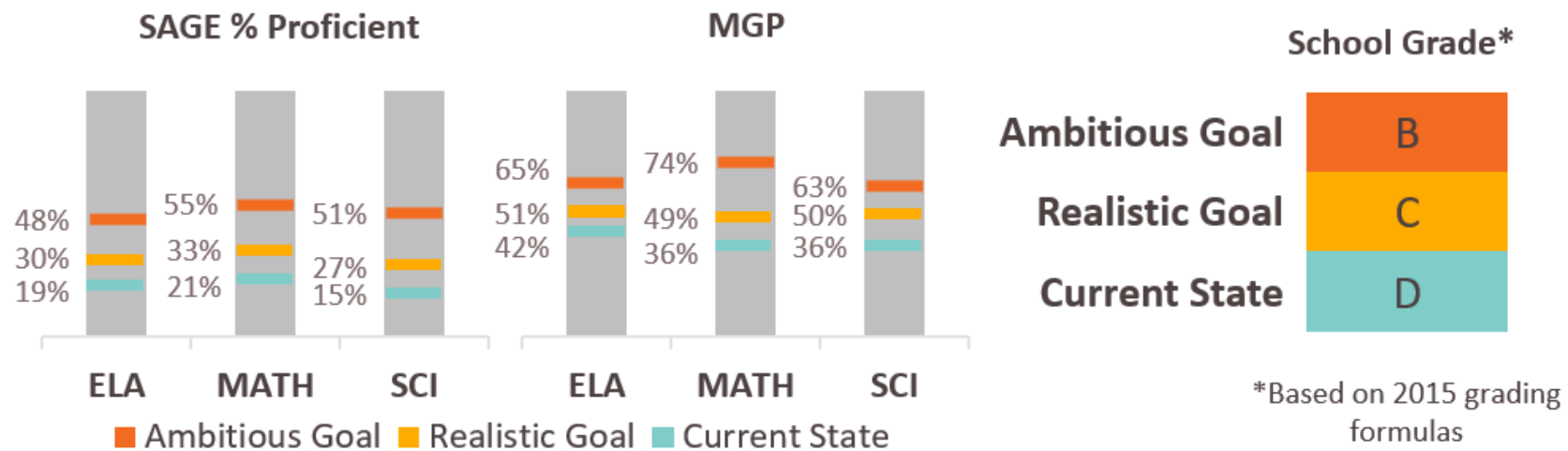
Threshold Goal:  
Increase school  
grade by 1 letter

Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<b>Academic Proficiency</b> = 300 Points	39% - 50%	231-302	C
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F





In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytypic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)

## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership District Leadership Education Direction</i></b>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<b><i>All Teachers and Instructional Staff</i></b>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>

## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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### **Responsible Party**

### **Strategies**

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#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math, and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Clear expectations for data collection and use
  - Co-developed classroom PBIS plans
  - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching



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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop own professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
-

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

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<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
-

## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"><li>1. Professional development</li><li>2. Partnership Coaching</li><li>3. Systematic review of implementation data (including markers of progress)</li><li>4. Systematic review of student achievement data</li><li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li><li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li></ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"><li>1. Self-assessment and reflection protocols</li><li>2. Observations</li><li>3. Collaborative teacher team processes</li><li>4. Implementation and student achievement data</li></ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.



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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>The principal</li><li>School leadership team</li><li>Collaborative teacher teams</li><li>Teachers</li><li>Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>Improving the effectiveness of collaborative teacher teams</li><li>Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>

			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	<p>Early identification of future School-wide efforts to:</p> <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols</p>	<p>Understanding of theory behind and essential components of</p> <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> <p>Common scope, sequence, and pacing guides for key subjects</p>
	August 2016	Transformation plan kick-off	<p>30-day plan for implementation of:</p> <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
	At least once a month	Professional learning	<p>Measurement of current 30-day plan</p> <p>Finalization of upcoming 30-day plan</p> <p>Further development of skills and collaborative culture:</p> <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> <p>Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness

## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b><i>Theory</i></b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b><i>Demonstration</i></b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>

<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and



## Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *“I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom”*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%

## Part F: Parent Involvement

***Please answer the following and attach documentation as needed.***

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.

## **Part G: Budget**

***Title I funds must supplement, not supplant, the regular program of the school.***





# **Redwood Elementary School Improvement Plan**

**March 1<sup>st</sup>, 2016**



## raisal ation for Redwood Elementary!

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- 1 Teachers are actively engaged in instruction, moving around the room, and emphasizing key vocabulary to increase student learning and support.
- 2 Teachers are doing a great job actively participating in PLCs and collaborating to prioritize standards and create objectives that are common and student-centered.
- 3 Teachers are excited, ready, and prepared to make the changes necessary for schoolwide and student growth.
- 4 Principal Koehler listens, cares, and works with the students directly. She is truly cares about the staff, faculty, and school as a whole.
- 5 Morale in the school is positive and upbeat, even when faced with challenging and unexpected situations.

## Sources of data and information for needs assessment/appraisal at Redwood Elementary

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### Interviews

- Principal
- Assistant principal
- Teachers and staff: 46

**48** total interviews

### Surveys

- Teacher self-assessment: 21
- Teacher post-interview appraisal: 37
- Student Engagement Inventory: 83

**141** total survey responses

### Focus Groups

- Student focus group: 16
- Staff and itinerant educator focus groups: 11
- Parent/family focus group: 11

**38** total focus group participants

### Classroom Observation

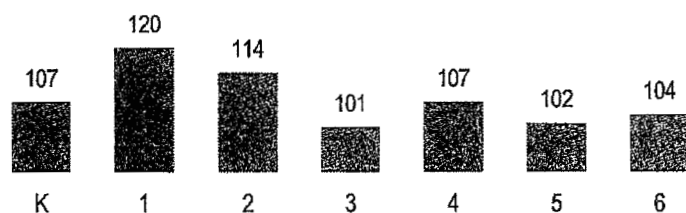
- 33 classrooms observed using 2 observation formats:
  - A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools
  - A momentary time sample that primarily codes student engagement levels and types

**551** total students observed

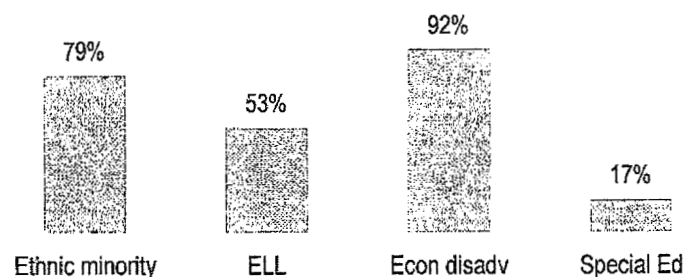
# Student demographics at Redwood Elementary

## Enrollment by Grade

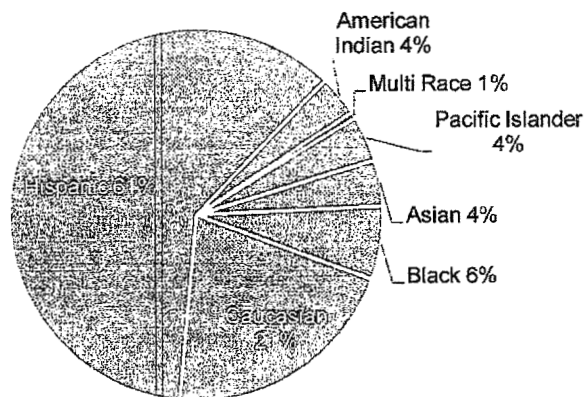
755 total students



## Subgroups



## Ethnicity



## Statistics

Absenteeism	<10%
Mobility	40%
Stability	pending
Testing	100%

## Five areas assessed at Redwood Elementary

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



### Leadership

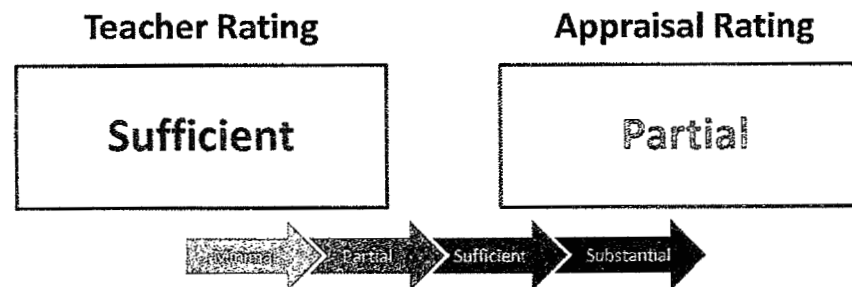
- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration



# Alignment of standards and curriculum at Redwood Elementary



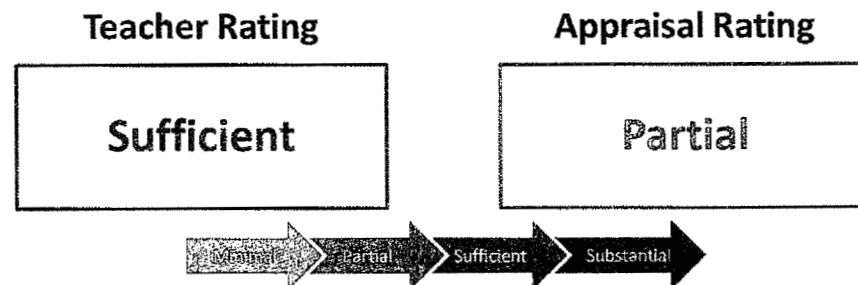
Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are actively participating in grade level PLCs (professional learning communities) and they collaborate to prioritize standards, objectives, and assessments</li><li>The faculty understands and believes in the importance of aligning explicit instruction to the Utah core standards</li><li>Teachers are excited to keep learning and improving to extend curricular rigor</li></ul>	<ul style="list-style-type: none"><li>Curriculum maps and pacing guides need to be customized to ensure that students are given equitable access to curriculum and teachers have had a an opportunity to own the work</li><li>Teachers feel they could benefit from PD (professional development) on the Utah Core Standards, curriculum, and how to align them with their current resources</li><li>CFA's are currently used primarily for re-teaching small groups, but could be better utilized to inform Tier 1 alignment with instructional standards</li></ul>



# Classroom instruction and student engagement at Redwood Elementary



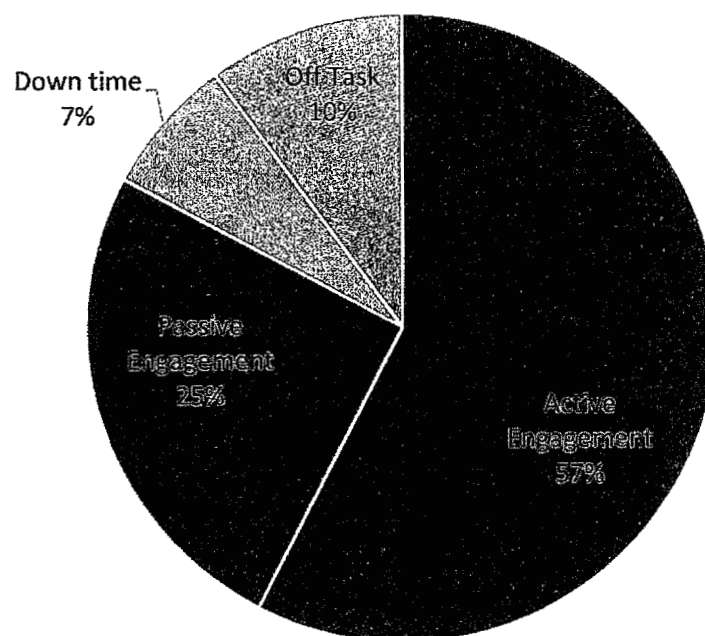
Assets	Challenges
<ul style="list-style-type: none"><li>▪ Students were generally well managed and some students were even observed self-managing/monitoring their own behavior</li><li>▪ In most classrooms teachers were actively engaged in instruction, moving around the room, and emphasizing key vocabulary to scaffold for increased student learning</li><li>▪ Active engagement, students showing what they are learning and thinking by speaking, writing, demonstrating, and reading (e.g. whisper reading), was observed at relatively high rates (57% of the time)</li></ul>	<ul style="list-style-type: none"><li>▪ While the overall rate of active engagement was relatively high, in some classes students were given very few opportunities to demonstrate their learning and understanding</li><li>▪ Observations suggest that instructional time could be more efficiently organized to make every minute count and decrease the down time and off task from 17%</li><li>▪ Learning objectives are not being consistently posted and communicated to students</li></ul>



# Student engagement observation data



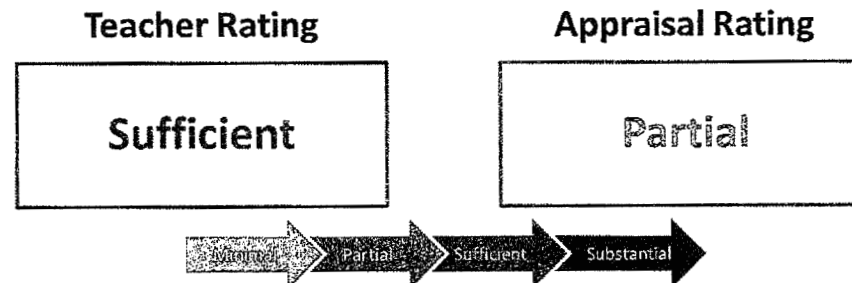
## Student Engagement in the Classroom



# Assessment practices at Redwood Elementary



Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are actively collaborating to create CFAs (Common Formative Assessments )</li><li>Teachers have clear scoring criteria for CFAs to assign students into instructional groups, aiding the impact and execution of interventions</li><li>CFAs are aligned to specific prioritized standards identified in PLCs</li></ul>	<ul style="list-style-type: none"><li>Interventions tend to focus primarily on Tier 2 instruction; given the needs of the students at Redwood, Tier 1 instruction needs to be bolstered to decrease the Tier 2 numbers</li><li>Teachers would benefit from training on how to use quick informal and formal assessments to guide tier 1 instruction and student learning</li><li>PLCs could better monitor, track, and utilize CFA and benchmark data</li></ul>

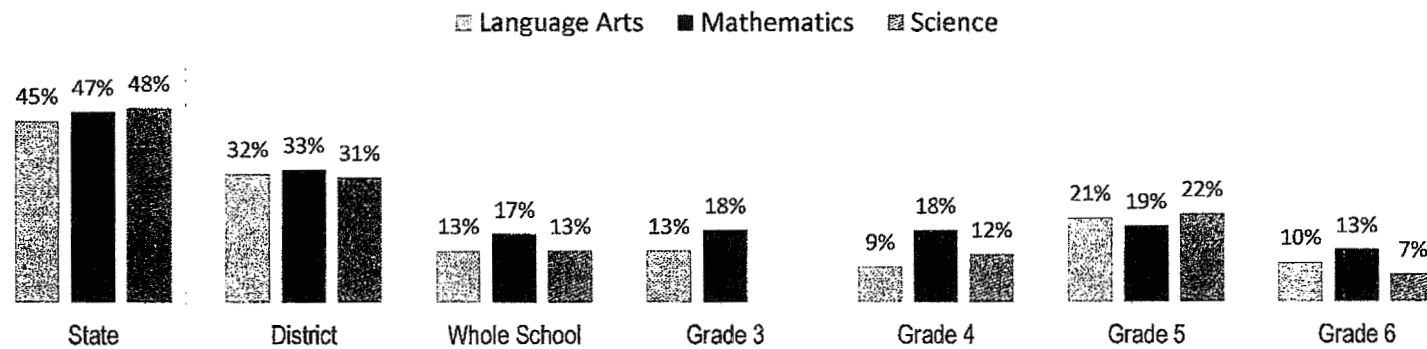




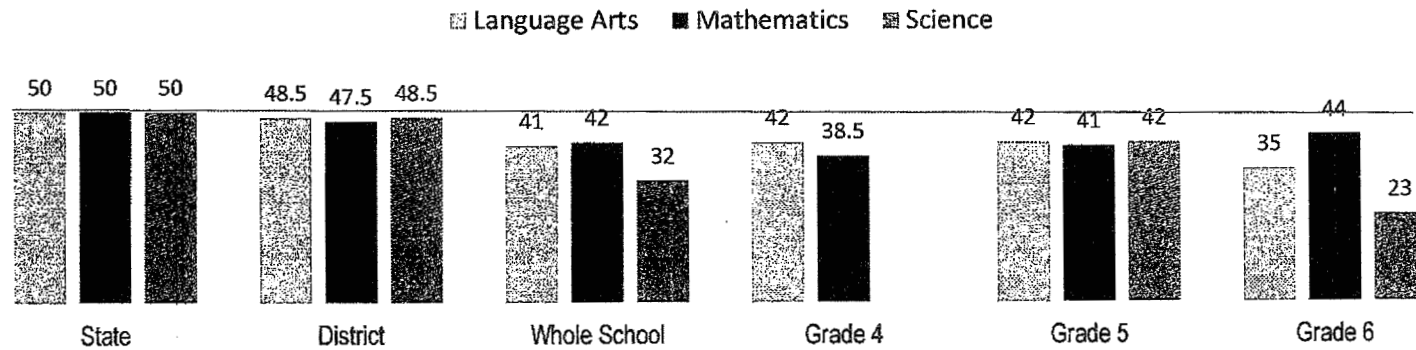
# 2015 SAGE results



## SAGE % Proficient



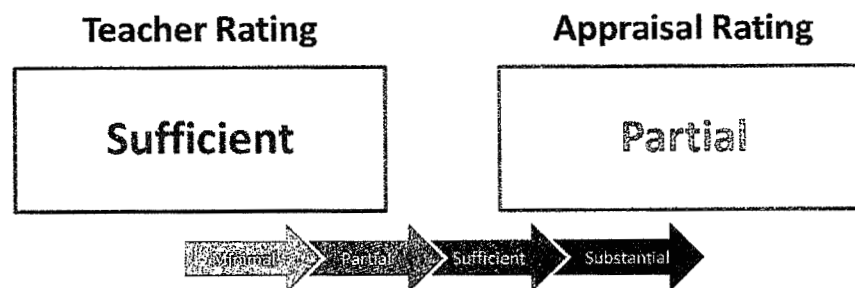
## Median Growth Percentile (MGP)



# Culture and collaborative relationships at Redwood Elementary



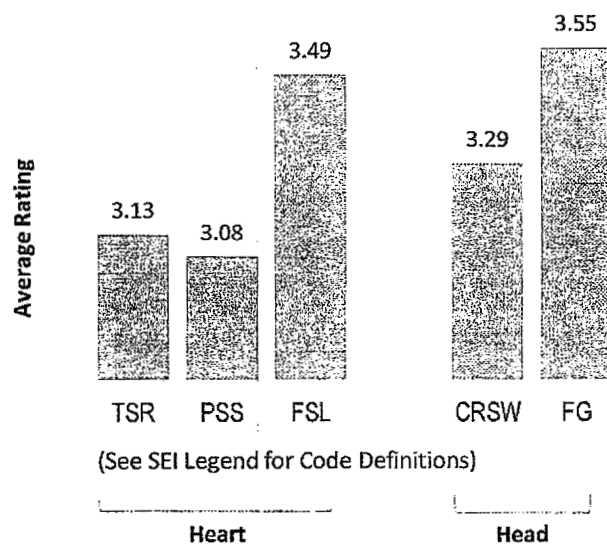
Assets	Challenges
<ul style="list-style-type: none"><li>Teachers are making a conscious choice to be a part of Redwood and want to want to make a difference</li><li>Parents expressed a desire to be more involved and tied to the academic elements of the school</li><li>Redwood has had a revolving door of consultants over the years, this is inherently challenging to a school's culture, but teachers expressed a desire to continue learning together and trying new things in Redwood's classrooms</li></ul>	<ul style="list-style-type: none"><li>Non-instructional support staff could be better included in the school-wide vision and dialogue</li><li>Some teachers are frustrated with the low parental involvement and in some cases parents don't feel welcome at the school</li><li>Parents expressed concern for student safety factors, such as bullying and facilities improvement (i.e. too few fences and ice)</li></ul>



# Collaboration and engagement data

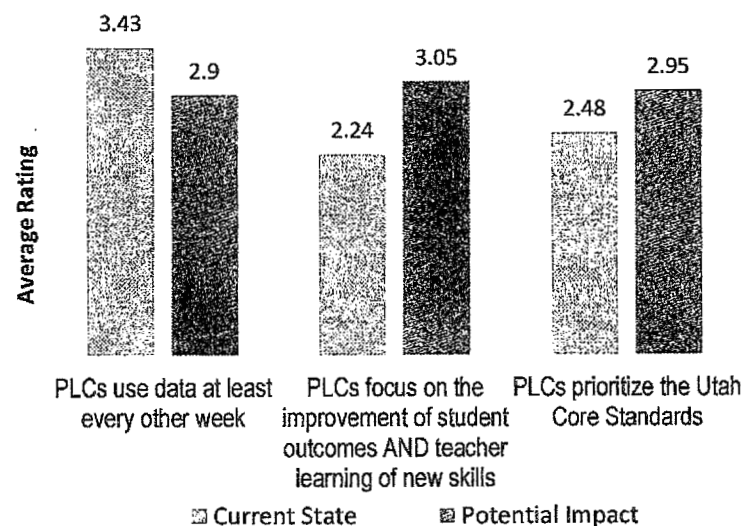


## Student Engagement Instrument



SEI Code Legend:  
 TSR: Teacher-student Relationship  
 PSS: Peer Support at School  
 FSL: Family Support for Learning  
 CRSW: Control and Relevance of School Work  
 FG: Future Aspirations and Goals

## Professional Learning Community<sup>1</sup>

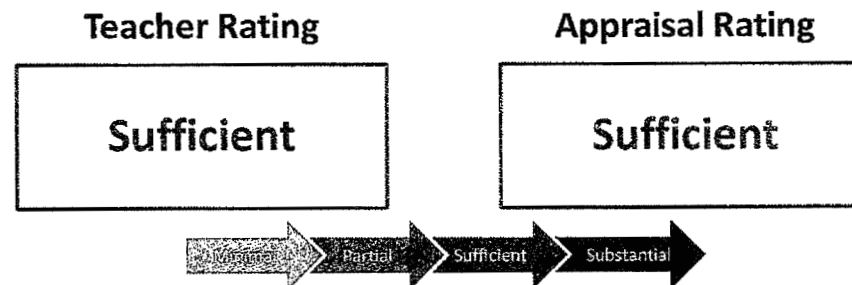


<sup>1</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms

# Leadership at Redwood Elementary



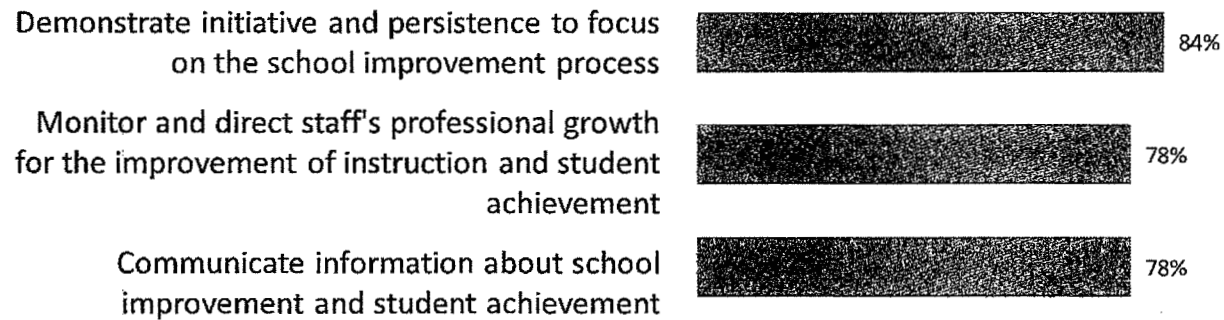
Assets	Challenges
<ul style="list-style-type: none"><li>▪ Staff love Principal Koehler. She listens well, cares about them, and isn't afraid to work with the students directly</li><li>▪ Redwood has many current and potential leaders with great skills; teachers are willing to lead and be led</li><li>▪ Administrator and teacher leaders are open sincerely committed to the turnaround process and helping Redwood to be the best it can be</li></ul>	<ul style="list-style-type: none"><li>▪ Everyone wants a clear school vision or focus, accompanied by a detailed plan of how to achieve those goals</li><li>▪ High administrative turnover over the years has inhibited improvement efforts by not allowing sustained focus on specific goals</li><li>▪ Many parents in the community expressed a strong desire to be more present at the school but have many obligations during the day (e.g. work)</li></ul>



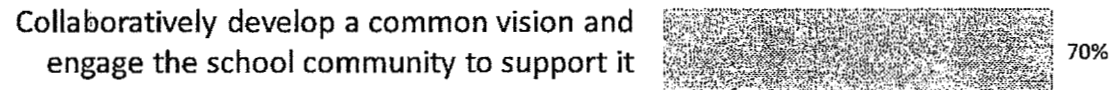
# Teacher Assessment of School Leaders



## Highest Ranked



## Lowest Ranked








Note: data represents % of teachers surveyed who selected Agree or Strongly Agree



## Summary

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Partial		Faculty are actively collaborating to evaluate objectives, standards, and assessments. Curriculum maps, pacing guides, and Utah core standard training could be more effectively utilized to guide instruction, customize maps, and better provide students equitable access to curriculum.
Partial		Teachers have effective classroom management resulting in the majority of their focus and time on actively teaching. Evidence-based instructional strategies such as objectives, opportunities to respond, and feedback could be increased to maximize student achievement.
Partial		Teachers are creating, administering, and reviewing CFAs. Data from CFAs are being utilized to create instructional groupings, however, CFA data is not typically used to inform Tier 1 instruction or co-develop plans for Tier 1 instruction.
Partial		The Redwood Elementary School Staff are a committed community and here to stay. They are ready and willing to make a positive difference. Overall the environment could be more inclusive: Redwood has low parental involvement and would benefit from bringing instructional and non-instruction staff together more.
Sufficient		The staff appreciate the direction that the new the administration is going and are excited to have a more consistent administration as a turnaround school. The school has a strong base of teacher leaders who are committed to improving the school.

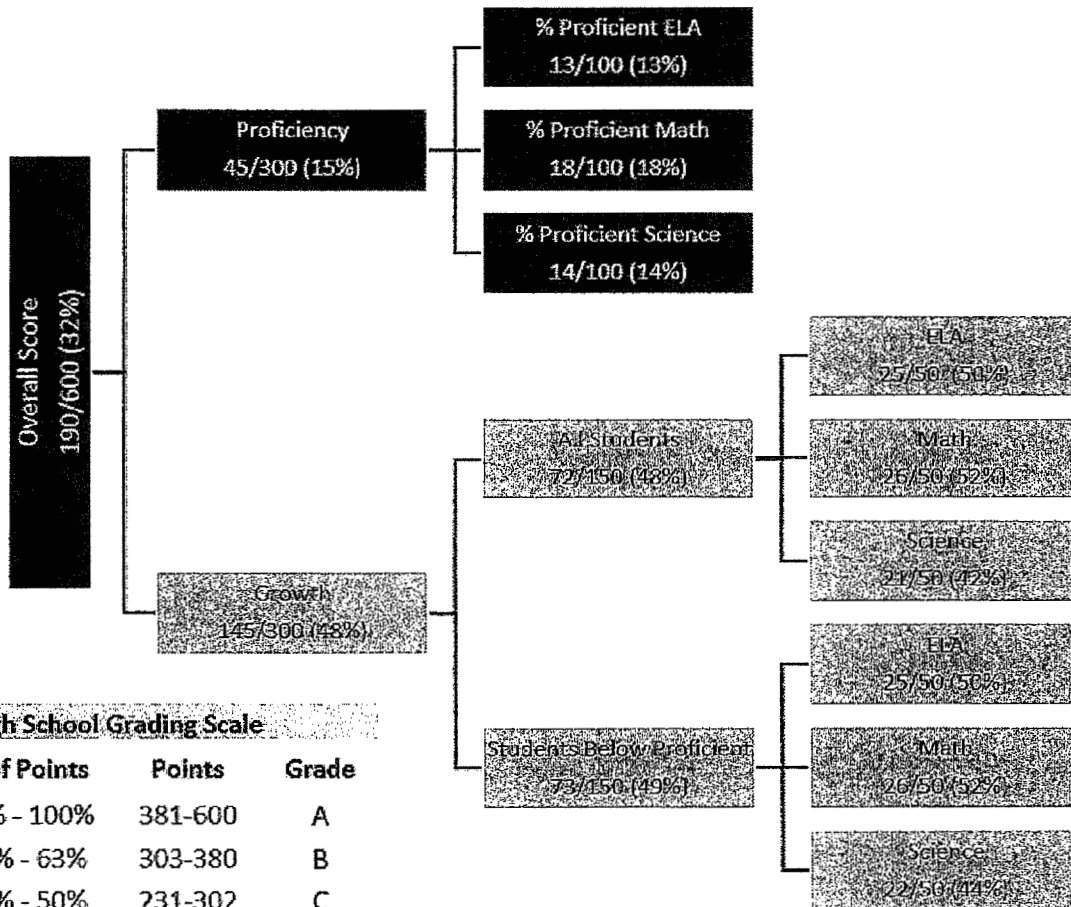
## Part D: Goals and Strategies

Increase overall score by 41 points to reach the grade level of C:

Overall Score	Overall %
190	32%

Additional Points Needed to Reach the Grade	
A	191
B	193
C	231
D	

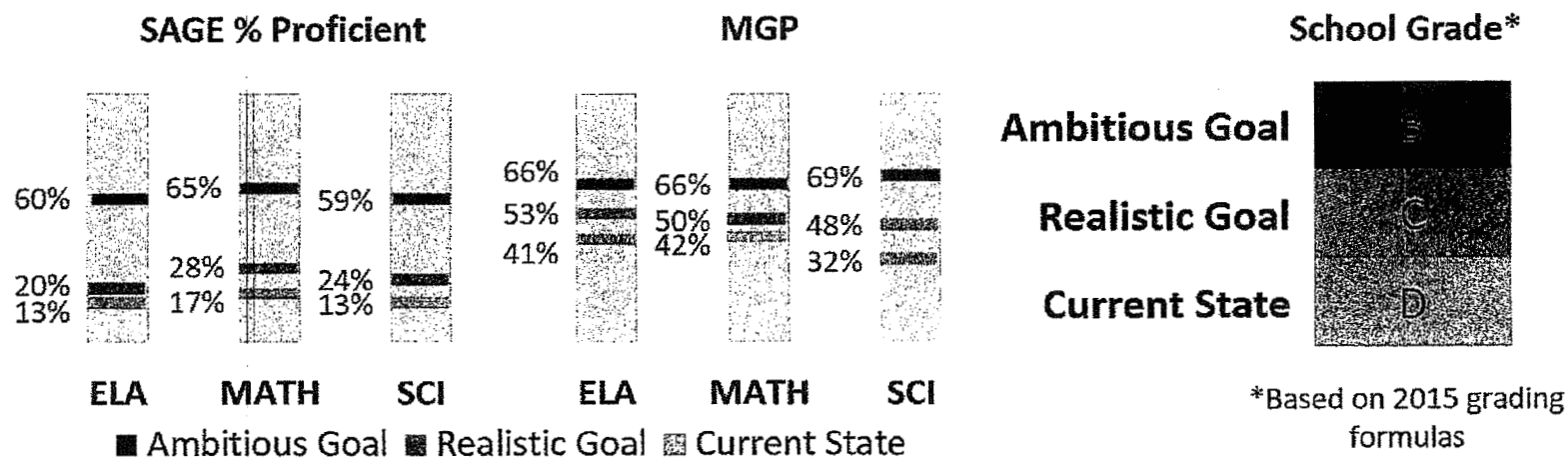
Threshold Goal:  
Increase school  
grade by 1 letter



### Elementary and Middle/Junior High School Grading Scale

Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<b>Academic Proficiency</b> = 300 Points	39% - 50%	231-302	C
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F

In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytopic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)

## **Improvement Plan: Focus 1**

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## **Improvement Plan: Focus 2**

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## **Improvement Plan: Focus 3**

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<b><i>Responsible Party</i></b>	<b><i>Strategies</i></b>
<b><i>School Leadership District Leadership Education Direction</i></b>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<b><i>All Teachers and Instructional Staff</i></b>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>



## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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### ***Responsible Party***

### ***Strategies***

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#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math, and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Clear expectations for data collection and use
  - Co-developed classroom PBIS plans
  - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching

***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
2. Develop own professional skill-set to effectively implement:
  - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
  - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
  - Assessment processes for short-, medium-, and long-term data collection and use
  - Co-developed (with grade- and/or course- partners) classroom PBIS plans
  - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
  - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
  - Lesson planning procedures that are collaborative and evidence-based
  - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching
  - Feedback received from leadership, teammates, students, and coaches

## Improvement Plan: Focus 3

Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

<i><b>Responsible Party</b></i>	<i><b>Strategies</b></i>
<i><b>School Leadership</b></i>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
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## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"> <li>1. Professional development</li> <li>2. Partnership Coaching</li> <li>3. Systematic review of implementation data (including markers of progress)</li> <li>4. Systematic review of student achievement data</li> <li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li> <li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li> </ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"> <li>1. Self-assessment and reflection protocols</li> <li>2. Observations</li> <li>3. Collaborative teacher team processes</li> <li>4. Implementation and student achievement data</li> </ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.



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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

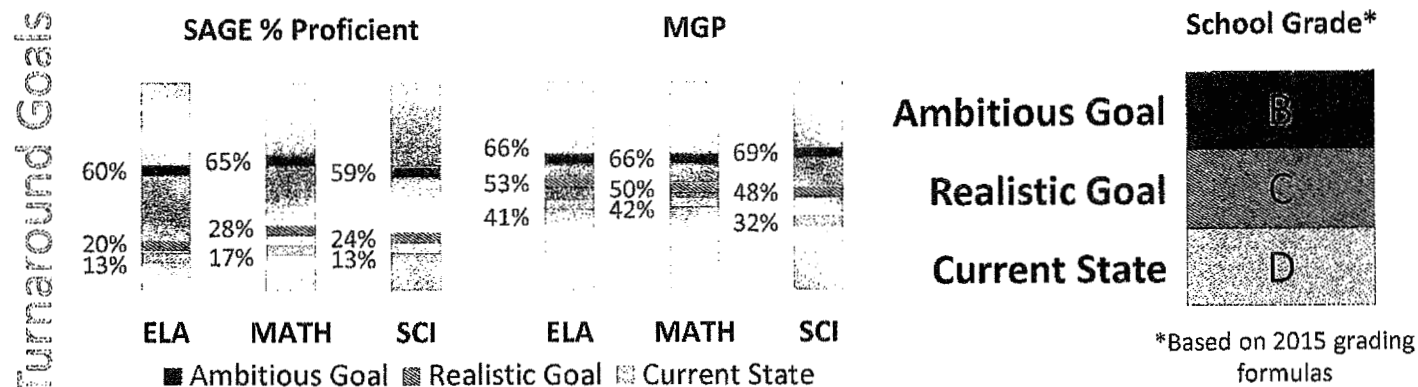
### School Development Plan






<i>Who</i>	<i>When</i>	<i>What</i>	<i>Outcomes</i>
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>The principal</li><li>School leadership team</li><li>Collaborative teacher teams</li><li>Teachers</li><li>Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>Improving the effectiveness of collaborative teacher teams</li><li>Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>



# School Improvement Plan

## Redwood Elementary School



<b>Improvement Strategies</b>					
	<b>Alignment of Standards and Curriculum</b>	<b>Classroom Instruction and Student Engagement</b>	<b>Assessment Practices</b>	<b>Culture and Collaborative Relationships</b>	<b>Leadership</b>
	<b>Feb 2016 Ratings</b>	<b>Partial</b>	<b>Partial</b>	<b>Partial</b>	<b>Sufficient</b>
	<ul style="list-style-type: none"> <li>Pacing guides</li> <li>Curriculum maps</li> <li>Adopt curricular supports for core subjects, when needed</li> <li>Lesson plans</li> <li>Utah Core Standards training</li> <li>Increase teacher use of Webb's Depth of Knowledge (DOK) for lesson planning</li> <li>Horizontal and vertical articulation of Utah Core Standards</li> </ul>	<ul style="list-style-type: none"> <li>A variety of opportunities for active student engagement and feedback</li> <li>Evidence-Based Instructional Strategies (EBISs)</li> <li>Transparent Teacher Practices</li> <li>In-class coaching</li> <li>Posted learning objectives</li> <li>Use CFAs to guide Tier 1 instruction</li> <li>Group, team, and individual goal setting and learning for ongoing growth</li> <li>Make every minute count</li> </ul>	<ul style="list-style-type: none"> <li>Common Formative Assessments</li> <li>Structured protocols for data use in collaborative teacher teams</li> <li>Informal assessment to check for understanding during lesson</li> <li>Short-, medium-, and long-term data expectations for teachers and teams</li> <li>Data = instructional improvement</li> <li>Student ownership</li> <li>Rubrics and objective trackers</li> </ul>	<ul style="list-style-type: none"> <li>Proactive communication to parents and all staff</li> <li>Redwood Leadership Team (STT)</li> <li>Collaborative Teacher Teams</li> <li>Accountability to students and colleagues</li> <li>Academic Parent &amp; Teacher Teams (APTT)</li> <li>Clear role definitions for all teachers and teams</li> <li>Parent Teacher Home Visits</li> </ul>	<ul style="list-style-type: none"> <li>Clearly defined improvement plan and school goals</li> <li>Ongoing partnership with Education Direction</li> <li>Progress monitor implementation of plan, student achievement, and instructional staff's learning</li> <li>Partnership Coaching supports</li> </ul>



			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	<p>Early identification of future School-wide efforts to:</p> <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols</p>	<p>Understanding of theory behind and essential components of</p> <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> <p>Common scope, sequence, and pacing guides for key subjects</p>
	August 2016	Transformation plan kick-off	<p>30-day plan for implementation of:</p> <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> <p>Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
	At least once a month	Professional learning	<p>Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture:</p> <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> <p>Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)</p>
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness

## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i><b>PL Component</b></i>	<i><b>Rationale</b></i>	<i><b>Examples</b></i>	<i><b>Education Direction Gold Standard</b></i>
<i><b>Theory</b></i>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<i><b>Demonstration</b></i>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>

<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	Specific and timely feedback applied to:  Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

<b>Condition of Professional Development</b>	<b>Type of Professional Learning and Development</b>	<b>Educator Proficiency</b>		
		<b>Knowledge</b>	<b>Skill Demonstration</b>	<b>Use in the Classroom</b>
<b>1</b>	Theory and Discussion of Strategies	10%	5%	0%
<b>2</b>	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
<b>3</b>	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
<b>4</b>	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%



## Part F: Parent Involvement

***Please answer the following and attach documentation as needed.***

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.

# School Improvement Plan Template

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School Years (2) 2016-2018

## Part A: General Information

School Name Roosevelt Elementary District Name Granite

Date Presented to Local School Board \_\_\_\_\_

Date Submitted to USOE \_\_\_\_\_

### Focus School: Reason for identification

- ☐ Language Arts Improvement Status
- ☐ Mathematics Improvement Status
- ☐ Graduation rate less than 60%
- ☐ Large achievement gaps between Whole School and Sub-group

## Part B: Appraisal Process

In fall 2015, Catapult Learning was selected by the Utah State Office of Education to assist in a major initiative to improve educational opportunities and outcomes for students. Catapult Learning conducted a collaborative, in-depth analysis of the systems and capacities of the Roosevelt Elementary School in conjunction with school, district and the school's current partner, UEPC. The plan for extensive data collection at the school was one aspect of the work.

Additionally, a Collaborative Quality Analysis, focused on attributes evident in exemplary schools, was conducted. That effort is supported with feedback from staff, students and parents. A team of highly experienced educational leaders entered into this Collaborative Quality Analysis process with the school in order to identify areas of strength and areas for development.

As presumed by the initiative to improve the school, the achievement results are in need of improvement. They do not compare to similar schools in the state. Although there is a structured lesson plan template available, teachers vary in effective planning processes to address differentiation based on student needs, learning styles, and critical thinking skills. A review of lesson plans and classroom observations indicated that many students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and to develop core skills.

Based on a range of audit activities, the school was benchmarked against Catapult Learning's Five Strand Design Standards – 21 Attributes of Exemplary schools—on a four point scale of Beginning-Developing-Proficient-Exemplary. These 21 Attributes are linked to the five research questions detailed within this report. The ranking of each attribute was drafted by the Catapult team, based on data collected during the visit. It was presented as a preliminary draft to the principal, Jill Hale, district partner, and Cori Groth and Ashley McKinney, UEPC representatives. The draft was then reviewed and revised based on the collection of additional evidence from this team. The team used consensus to determine the final ratings.

Eight of the features were rated as 'Beginning', five as 'Beginning/Developing', eight as 'Developing', 0 as 'Proficient' and 0 as "Exemplary". These results indicate that the school is at an early stage of effectiveness with regard to the Attributes of an Exemplary School. In order to improve student learning, a major focus needs to be placed on improving the quality of pedagogy and classroom learning environments. These results also indicate the need to strengthen a number of related processes and structures; notably the distribution and clear assignment of leadership responsibilities and effective protocols, the use of specific data driven action plans to focus activity, and the development of a proactive system of student support.

Roosevelt Elementary was designated as a SIG school approximately two years ago. At that time the former principal was replaced as part of the restructuring process with the schools' current principal. In addition, it was noted during the visit that the school has had continuous staff turnover. 63% of the staff is new in the last five years. The current principal and staff are working hard to provide a quality education for their students. In conversations with all stakeholders, there is a common goal to improve the school. Both parents and school staff recognize their part in this improvement cycle and there is buy-in to begin this process of developing a culture of achievement for Roosevelt Elementary School. The school serves a unique population in comparison to other schools in the district. These unique attributes include a student population that is bussed from a number of locations around the city, a high Limited English Proficiency (LEP) population making up 54.2% of the school population, a refugee population of 20% of the student population with 10% in their first year in the country. It was also noted during the visit that few students come from the neighborhood in which the school sits.

2-YEAR PROFICIENCY TRENDS									
ELA	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
3 <sup>rd</sup>	23%	9%	-14%	30%	31%	+1	44%	45%	+1
4 <sup>th</sup>	19%	18%	-1%	27%	30%	+3	42%	42%	0
5 <sup>th</sup>	18%	17%	-1%	28%	32%	+4	42%	44%	+2
6 <sup>th</sup>	20%	13%	-7%	31%		+1	43%	44%	+1
MATH	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
3 <sup>rd</sup>	22%	10%	-12%	34%	37%	+3	44%	45%	+1
4 <sup>th</sup>	33%	23%	-10%	37%	33%	-4	42%	42%	0
5 <sup>th</sup>	18%	16%	-2%	32%	35%	+3	42%	44%	+2
6 <sup>th</sup>	12%	9%	-3%	30%	30%	0	36%	39%	
SCIENCE	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
4 <sup>th</sup>	20%	7%	-13%	27%	29%	+2	43%	45%	+2
5 <sup>th</sup>	20%	17%	-3%	31%	36%	+5	46%	51%	+5
6 <sup>th</sup>	12%	9%	-3%	32%	31%	-1	45%	47%	+2



## Part C:      Goals

Set goals that are directly related to the reasons the school was identified as a Priority or Focus School. For each goal, describe the strategies and action steps that the school will use to improve student achievement.

- The team **must** adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency. These changes could allow for increased learning time, a change in the infrastructure of the school, or a revised allocation of resources.
- The team **must** include strategies to ensure that *all* students are taught by highly qualified teachers.
- The team **may** include strategies for extended day or year, if appropriate.

Use the following form to guide the planning. Please duplicate the following form as needed for each goal.

Overriding Measurable Achievement Goals attached to all focus goals:

By the end of the 2016-17 school year, students in all subgroups will increase in proficiency in reading, math and science by 10% as measured by SAGE test scores. By the end of the 2017-18 school year, students in all subgroups will increase proficiency in reading, math and science by an additional 10% as measured by SAGE test scores.

Legislative goal

By the end of the 2015-16 school year, Roosevelt will increase their rating from an F to a D on the state's school report card.

Focus Goals:

1. By the end of the 2017-18 school year, 100% of teachers will deliver rigorous Tier I instruction that is systematic and explicit and is based upon a common planning framework as evidenced by walkthrough data, student artifacts and document review.
2. By the end of the 2017-18 school year, 100% of the leadership team, staff and students will review and analyze assessment data and use the analysis to inform instruction as measured by documentation in meeting minutes, data walls, data folders, student data folders and reflection journals.
3. By the end of the 2016-17 school year, formal referral processes will be in place to identify students who have unique academic and behavior challenges requiring intervention beyond Tier 1 instruction so that 100% of students' needs will be addressed and their progress formally monitored.
4. By the end of the 2017-18 school year, there will be a 90% reduction in behavior referrals that will improve the school climate.
5. By the end of the 2017-18 school year, results of a survey administered to all staff will return 90% positive responses to statements about the presence of a collective focus on student achievement, open communication systems, and broadly distributed leadership.

**School Improvement Goals and Strategies Form**

**(Complete one for each goal and then transfer the information to Tracker)**

<b>Focus Goal 1:</b> By the end of the 2017-18 school year, 100% of teachers will deliver rigorous Tier I instruction that is systematic and explicit and is based upon a common planning framework as evidenced by walkthrough data, student artifacts and document review.		
<b>Goal</b>	<b>Timeline</b>	<b>Responsible Party</b>
Strategy 1	<p>Strengthen Tier 1 instruction so that all teachers are consistently utilizing systematic, explicit instruction that includes students understanding the objective and actively manipulating the lesson content in whole group and small groups settings.</p> <p><u>3/16-5/16:</u> Provide training and support in order to strengthen cycle of instruction with a particular focus on learning objectives introduced and woven throughout instruction and checks for understanding consistently included in whole group and small group instruction.</p> <p><u>8/16-5/17:</u> Provide training and support in order to strengthen the cycle of instruction with a particular focus on the anatomy of a lesson to include opportunities for teacher directed instruction, interactive think aloud, guided practice with a partner, independent practice, and evidence of learning.</p> <p><u>8/17-5/18:</u> Support and monitor Tier I instruction I ensuring the mastery of content standards and building of essential skills.</p>	<p>Administration, building level coaches, provider coaches, teachers</p> <p>Administration, building level coaches, provider coaches, teachers</p> <p>Administration, building level coaches, provider coaches, teachers</p>
Strategy 2	Implement a planning framework that is grounded in research-based best practices aimed at meeting the needs of all learners that is agreed upon by leaders and teachers and utilized for planning in all curriculum areas.	

<b>Focus Goal 1:</b> By the end of the 2017-18 school year, 100% of teachers will deliver rigorous Tier I instruction that is systematic and explicit and is based upon a common planning framework as evidenced by walkthrough data, student artifacts and document review.		
	<p><u>8/16-5/17:</u> With support, the leadership team will identify a format for creating planning/pacing guides for math and ELA at each grade level that will guide the planning of instruction.</p> <p><u>8/17-5/18:</u> All teachers will utilize the school-wide planning/pacing guides to deliver instruction in all subjects.</p>	<p>School leadership team, provider coaches, teachers</p> <p>All teachers</p>
Strategy 3	<p>Ensure that instruction is rigorous, increasing the DOK level to include the application of critical thinking skills and problem solving.</p> <p><u>8/16-5/17:</u> Provide training and support during planning and instruction to ensure that rigorous instructional tasks are designed and implemented in reading and math.</p> <p><u>8/17-5/18:</u> Provide training and support during planning and instruction to ensure that rigorous instructional tasks are designed and implemented in all curriculum areas.</p>	<p>Administration, building coaches, provider coaches</p> <p>Administration, building coaches, provider coaches</p>
Scientifically Based Research Support	<p>Briars, Diane J., and Lauren B. Resnick. (2000). Standards, assessment- and what else? The essential elements of standards-based school improvement. Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing. <a href="http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf">http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf</a></p> <p>Cohen, P.A. (1981). Student ratings of instruction and student achievement: A meta-analysis of multisection validity studies. <i>Review of</i></p>	



**Focus Goal 1:** By the end of the 2017-18 school year, 100% of teachers will deliver rigorous Tier I instruction that is systematic and explicit and is based upon a common planning framework as evidenced by walkthrough data, student artifacts and document review.

*Educational Research*, 51(3), 281-309.

Nuthall, G.A. (2005). The cultural myths and realities of classroom teaching and learning: A personal journey. *Teachers College Record*, 107(5), 895-934.

Rosenthal, R., & Rubin, D.B. (1978). Interpersonal expectancy effects: The first 345 studies. *Behavioral and Brain Sciences*, 1(3), 377-415.

Sanders, W.L., & Rivers, J.C. (1996). Cumulative and residual effect of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center.

Slavin, Robert E., Nancy A. Madden, Nancy L. Karweit, Barbara J. Livermon, and Lawrence Dolan (1990). Success for all: First-year outcomes of a comprehensive plan for reforming urban education. *American Educational Research Journal*, 27, 255-278.

Timperley, H., Wilson, A., Barrar, H., & Funk, I.Y.Y. (2007). Teacherprofessional learning and development: Best evidence synthesis iteration. Wellington, New Zealand: Ministry of Education.

Wade, R.K. (1985). What makes a difference in in-service teacher education? A meta-analysis of research. *Educational*

<b>Focus Goal 1:</b> By the end of the 2017-18 school year, 100% of teachers will deliver rigorous Tier I instruction that is systematic and explicit and is based upon a common planning framework as evidenced by walkthrough data, student artifacts and document review.		
	<i>Leadership</i> , 42(4), 48- 54.	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	<p>Quarterly review of student artifacts such as exit slips and other informal assessment artifacts as well as formative and summative assessment data.</p> <p>Walkthrough data to measure incidence of teacher implementation throughout the school.</p> <p>Evidence of planning framework such as pacing guides in place.</p>	
Professional Development to Support Strategies	Provider coaches to provide training and model for building coaches and teachers.	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Professional development calendar, observation of lessons modeled by provider coaches, document review (pacing guides, grade level meeting minutes), walkthrough data, student assessment results.	

**Focus Goal 2:** By the end of the 2017-18 school year, 100% of the leadership team, staff and students will review and analyze assessment data and use the analysis to inform instruction as measured by documentation in meeting minutes, data walls, data folders, student data folders and reflection journals.

Goal	Timeline	Responsible Party
Strategy 1	<p><u>8/16-5/17</u> Support the school leadership team to set aside one meeting per month for assessment data review and analysis, reviewing school growth, grade level growth and subgroup growth.</p> <p><u>8/16</u> Identify and calendar assessment data that will be reviewed by the leadership team.</p> <p><u>12/16-5/17</u> Leadership team and grade level teachers will determine how data will be displayed (bulletin boards, data room) and build the displays that will then be updated on a monthly basis.</p>	<p>Leadership team and provider lead</p> <p>Leadership team</p> <p>Leadership team and grade level teachers</p>
Strategy 2	<p><u>8/16-12/16</u> Train and support the grade levels to set aside at least one meeting per month for assessment data review, analysis.</p> <p><u>1/17-5/18</u> Train and support grade levels to identify a systematic process to ensure that assessment results and analysis are consistently use for planning of teaching and re-teaching in whole group, small group and intervention groups.</p>	<p>Administration, building coaches, provider lead</p> <p>Administration, building coaches, provider coaches</p>
Strategy 3	<p><u>8/16-10/16</u> Train and support grade level teachers to design learning tasks that provide students with opportunities to self-assess and self-reflect upon their learning.</p> <p><u>11/16-5/17</u> Ensure that teachers share assessment data with individual students and teach them how to report their progress in a data notebook/folder.</p>	<p>Provider coaches and building coaches</p> <p>Administration, building coaches, teachers and students</p> <p>Teachers and students</p>

<b>Focus Goal 2:</b> By the end of the 2017-18 school year, 100% of the leadership team, staff and students will review and analyze assessment data and use the analysis to inform instruction as measured by documentation in meeting minutes, data walls, data folders, student data folders and reflection journals.		
	<u>8/17-12/17</u> Teachers will train students to use their data notebooks/folders to self-reflect on their progress. <u>12/17-5/18</u> Teachers and students will work together to present performance information to families at conferences.	Teachers, students, families
Scientifically Based Research Support	<p>Black, P. and William, D. (1998b). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 80 (2): 139-148.</p> <p>Harris, D. E., &amp; Carr, J. F. (2001). <i>Succeeding with standards: Linking curriculum, assessment, and action planning</i>. Alexandria, VA: ASCD.</p> <p>Johnson, J. (1997). Data-driven school improvement. ERIC Digest, Number 109.</p> <p>McCurdy, B.L., and Shapiro, E.S. (1992). A comparison of teacher monitoring, peer monitoring, and self-monitoring with curriculum-based measurement in reading among students with learning disabilities. <i>Journal of Special Education</i>, 26 (2), 162-180.</p> <p>Sadler, D.R. (1989). Formative assessment and the design of instructional systems. <i>Instructional Science</i>, 18 (2), 119-144.</p>	
Expected Impact in Core Academic Areas	All stakeholders will use assessment data in an effective manner to monitor growth, impact	

<b>Focus Goal 2:</b> By the end of the 2017-18 school year, 100% of the leadership team, staff and students will review and analyze assessment data and use the analysis to inform instruction as measured by documentation in meeting minutes, data walls, data folders, student data folders and reflection journals.		
(How will success be measured on a quarterly basis?	instruction, and inform decisions. Assessment data will be shared with all stakeholders. Students will become more reflective learners as they are taught to chart their progress, reflect on their learning and share their performance data with their families.	
Professional Development to Support Strategies	Provider lead to work with leadership team, provider coaches to work with teachers, administration and building coaches to train teachers to use a systematic approach to data informing instruction in all settings.	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?	Leadership team meeting minutes, grade level meeting minutes, classroom walkthroughs, data walls, data folders, student data folders and reflection journals, feedback from families attending conferences.	



**Focus Goal 3:** By the end of the 2016-17 school year, formal referral processes will be in place to identify students who have unique academic and behavior challenges requiring intervention beyond Tier 1 instruction so that 100% of students' needs will be addressed and their progress formally monitored.

Goal	Timeline	Responsible Party
Strategy 1	<p><u>8/16-9/16</u> Identify the SST.</p> <p><u>9/16-10/16</u> With support, the team will formalize the referral process and identify a standard protocol of assessments to screen students and determine specific interventions aligned with identified needs.</p> <p><u>9/16-10/16</u> With support, the team will establish a progress monitoring schedule for Tier II to measure the effectiveness of interventions after a specific number of data points are collected.</p> <p><u>11/16</u> The SST will present their completed products to the leadership team for review and feedback.</p> <p><u>12/16</u> The SST will train all staff on the referral and progress monitoring process.</p> <p><u>1/17-5/17</u> The referral and monitoring process will be implemented school wide.</p> <p><u>8/17-9/17</u> The SST and the leadership team will evaluate the effectiveness of the referral process and progress monitoring protocol and revise as necessary</p> <p><u>10/17</u> The SST will present updated information to the staff.</p> <p><u>11/17-5/18</u> The referral and monitoring processes will be implemented school wide.</p>	<p>Administration Administration, SST team, provider lead</p> <p>Administration, SST team, provider lead</p> <p>SST, Leadership team</p> <p>SST, teachers</p> <p>SST, leadership team, provider lead</p>

<b>Focus Goal 3:</b> By the end of the 2016-17 school year, formal referral processes will be in place to identify students who have unique academic and behavior challenges requiring intervention beyond Tier 1 instruction so that 100% of students' needs will be addressed and their progress formally monitored.		
Strategy 2	<u>8/16-5/18</u> Provide all staff with on-going support and training in effective strategies to work with families in poverty, refugee families, and students whose first language is not English.	Administration, outside agencies, provider lead, SST team
Strategy 3	<u>8/16</u> Provide training to all teachers in APTT	State representative
Scientifically Based Research Support	<p>Coleman, J.S. &amp; Hoffer, T. 1987, Public and Private High Schools: The Impact of Communities.</p> <p>Comer, James P. (1988) Educating poor minority children, <i>Scientific American</i>. 259 (5).</p> <p>Hart, B., &amp; Risley, T.R. (1995). <i>Meaningful differences in the everyday experience of young American children</i>. Baltimore; Brookes.</p> <p>Jeynes, W.H. (2003). A meta-analysis: The effects of parental involvement on Minority children's academic achievement. <i>Education and Urban Society</i> 35(2), 202-218.</p>	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	<p>Students with academic and behavior challenges will be identified and provided appropriate intervention to increase their proficiency and reduce behavioral challenges.</p> <p>During Tier I instruction, teachers will utilize strategies to meet the needs of all learners. Teachers will increase their understanding of working with all families and children represented at the school.</p>	

<b>Focus Goal 3:</b> By the end of the 2016-17 school year, formal referral processes will be in place to identify students who have unique academic and behavior challenges requiring intervention beyond Tier 1 instruction so that 100% of students' needs will be addressed and their progress formally monitored.		
Professional Development to Support Strategies	SST team to train staff, outside provider to train staff, yearly book study to increase staff understanding, state to train staff on APTT.	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Logs of students in the referral process, intervention logs, progress monitoring graphs, minutes of meetings, teacher feedback surveys, walkthrough observations.	

<b>Focus Goal 4:</b> By the end of the 2017-18 school year, there will be a 90% reduction in behavior referrals that will improve the school climate.		
<b>Goal</b>	<b>Timeline</b>	<b>Responsible Party</b>
Strategy 1	<u>8/16-9/16</u> Identify the PBIS team and review the PBIS for any adjustments. <u>9/16</u> Present updates to staff and ensure that all staff understand the system and are prepared to implement it with fidelity. <u>9/16-5/17</u> Implement the PBIS. <u>8/17-9/17</u> Identify the PBIS team and review the PBIS for any adjustments. <u>9/17</u> Present updates to staff and ensure that all staff understand the system and are prepared to implement it with fidelity. <u>9/17-5/18</u> Implement the PBIS	Administration, PBIS team  Administration, PBIS team  All staff Administration, PBIS team  Administration, PBIS team  All staff
Strategy 2	<u>8/16-9/16</u> Identify norms that include standards, rubrics, and/or exemplars for posting student work. <u>9/16</u> Share norms for posting student work with staff <u>10/16-5/18</u> Teachers will use displays throughout the school to reinforce high expectations, cultural diversity, college and career readiness, and attention to the school mission and goals.	Leadership team  Leadership team  Teachers
Strategy 3	<u>8/16-5/18</u> Teachers will engage in personal goal setting with students and students will track progress.	Teachers  Teachers

<b>Focus Goal 4:</b> By the end of the 2017-18 school year, there will be a 90% reduction in behavior referrals that will improve the school climate.		
	<u>10/16-5/18</u> Increase student attendance and active participation in SEP conferences.	
Scientifically Based Research Support	<p>Albert, Linda. (2003). <i>Cooperative discipline</i>. Circle Pines, MN: AGS Publishers</p> <p>Cheng, Yin Cheong. Classroom Environment and Student Affective Performance: An Effective Profile. <i>The Journal of Experimental Education</i>. Vol. 62, No. 3 (Spring, 1994), 221-239.</p> <p>Lorsbach, Anthony and Jerry Jinks. Self-efficacy Theory and Learning Environment Research. <i>Learning Environments Research</i>. Vol. 2, No. 2 (May 1, 1995), 157-167.</p> <p>Rosen, J. A., Glennie, E. J., Dalton B. W., Lennon, J. M., and Bozick, R. N. (2010). <i>Noncognitive Skills in the Classroom: New Perspectives on Educational Research</i>. Research Triangle Park, NC: RTI Press</p> <p>Zimmerman B.J. (2000). <i>Self-efficacy: An essential motive to learn. Contemporary Educational Psychology</i>, 25 (1), 82-91.</p> <p>Zimmerman, B. J., Bandura, A., &amp; Martinez-Pons, M. (1992). Self- motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. <i>American Educational Research Journal</i>, 29(3), 663–676.</p>	



<b>Focus Goal 4:</b> By the end of the 2017-18 school year, there will be a 90% reduction in behavior referrals that will improve the school climate.		
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	A decrease in student off task behavior will support increased learning time and a positive climate for learning. Students setting goals and monitoring their progress as well as active participation in conferences will increase student ownership in their learning.	
Professional Development to Support Strategies	None required	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Track the number of behavior referrals, climate walk to observe student work and other displays, student data books/folders, track student attendance at conferences.	

**Focus Goal 5:** By the end of the 2017-18 school year, results of a survey administered to all staff will return 90% positive responses to statements about the presence of a collective focus on student achievement, open communication systems, and broadly distributed leadership.

Goal	Timeline	Responsible Party
Strategy 1	<p><u>3/16-4/16</u> Administration will meet with instructional coaches clarify roles and responsibilities.</p> <p><u>8/16</u> Hold a leadership team retreat to establish role of the team, roles and responsibilities within the team, review of vision, mission, and goals. Create a calendar of weekly meetings and designate one meeting a month to review and analyze data. Establish a template for meeting agendas and meeting minutes and create a calendar of assigned tasks for all members of the team.</p> <p><u>9/16-5/17</u> Grade level representatives from the leadership team will solicit feedback and bring the information to the leadership team. Leadership team minutes will be published for the staff to increase communication and build ownership of school goals. Leadership team will invite members of the SST team to the meeting once a month.</p> <p><u>8/17</u> Hold a leadership team retreat to revisit roles and responsibilities, review norms and make any necessary revisions.</p>	<p>Administration, instructional coaches, provider lead</p> <p>Administration, provider lead, leadership team</p> <p>Administration and leadership team</p>

<b>Focus Goal 5:</b> By the end of the 2017-18 school year, results of a survey administered to all staff will return 90% positive responses to statements about the presence of a collective focus on student achievement, open communication systems, and broadly distributed leadership.		
	<p><u>9/17-5/18</u> Leadership team will meet weekly.</p> <p><u>8/16</u> Grade levels will meet to establish their norms, roles and responsibilities at meetings and designate one meeting a month to review student concerns and at least one meeting month to review and analyze data.</p> <p><u>8/16</u> Hold a 2-day retreat with all staff to revisit the school's vision, mission and goals and prepare for the opening of the new school year.</p> <p><u>9/16</u> Hold a 2-day retreat with all staff to revisit goals and prepare for the opening of the new school year.</p>	<p>Administration and leadership team</p> <p>Administration and teachers</p> <p>Administration, provider lead and coaches</p> <p>Administration, provider lead and coaches</p>
Strategy 2	<p><u>8/16</u> Provide support to administrative team to identify strategies to improve personal communication with stakeholders on a regular basis and determine communication methods to ensure parents are aware of student progress.</p> <p><u>9/16-5/18</u> Implement consistent personal communication with stakeholders.</p> <p><u>9/16-5/18</u> Include opportunities to celebrate staff accomplishments.</p>	<p>Administration and provider lead</p> <p>Administration</p> <p>Administration and leadership team</p>
Scientifically Based Research Support	<p>Allensworth, E., Ponisciak, S., &amp; Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago Public Schools. Chicago: Consortium on Chicago School Research.</p> <p>Darling-Hammond, L., Hightower, A.M., Husbands, J.L., LaFors, J.R., Young, V. M., &amp;</p>	

<b>Focus Goal 5:</b> By the end of the 2017-18 school year, results of a survey administered to all staff will return 90% positive responses to statements about the presence of a collective focus on student achievement, open communication systems, and broadly distributed leadership.		
	<p>Christopher, C. (2005). <i>Instructional leadership for systemic change: The story of San Diego's reform</i>. Lanham, MD: ScarecrowEducation Press.</p> <p>Elmore, Richard F. (2001). <i>Building a new structure for school leadership</i>. Albert Shanker Institute.</p> <p>Leithwood, K. and C. Riehl. (2003). <i>What we know about successful school leadership</i>. American Educational Research Association.</p> <p>Marzano, Robert J., Timothy Waters, McNulty, Brian A. (2005) <i>School Leadership that Works: From Research to Results</i>. Alexandria, VA: ASCD</p> <p>Spillane, J., Halverson, R., &amp; Diamond, J. (2001). Investigating school leadership practice: A distributed perspective (Research news and comment). <i>Educational Researcher</i>, 30(3), 23–28.</p>	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?	<p>An increase in participation of the leadership team and grade level teams in monitoring progress and maintaining a focus on achievement will bring about a culture of achievement.</p> <p>Maintaining open communication with stakeholders will strengthen the commitment of all to the school's mission and goals.</p>	
Professional Development to Support Strategies	<p>Provider lead to support the administration and leadership team.</p>	

<b>Focus Goal 5:</b> By the end of the 2017-18 school year, results of a survey administered to all staff will return 90% positive responses to statements about the presence of a collective focus on student achievement, open communication systems, and broadly distributed leadership.		
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Copies of meeting agendas and minutes, satisfaction survey results.	

#### Part D: Professional Development Plan.

Describe the mentoring program and HQT plan. The team **must** include a mentoring component.. The team **must** include strategies to ensure that **all** students are taught by highly qualified teachers.

	Train the trainer model: Catapult Learning coaches to provide initial training and modeling to building coaches and teachers. Building coaches continue to provide support based on individual teacher proficiency level; monitor and adjust accordingly.
	Community engagement process to develop vision, mission, values and beliefs.
	ELL strategies, Multi-tier interventions
	Provider coaches to provide training and modeling to building coaches and teachers.  Data binder and formative assessment samples and templates
	PBIS continued training
	Speakers: Achievement Gap, Growth Mindset, Efficacy



	APTT Training Home visits Growth Mindset Training Closing the Achievement Gap strategies/training Develop intervention menu
	Professional Learning Community training
	Attendance at the following conferences: Catapult Conferences – June/16, February/17, February/18
	Evaluate Assessment Training
	Book Study: one per year

## Part E: Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.

The Roosevelt Elementary community recognizes and celebrates its diversity. We encourage all parents and guardians to participate in their child's education as school volunteers, and PTA and/or Community Council members.

Communications with families is provided through written communication (fliers, memos and monthly newsletters) translated into Spanish and other languages as available, Teleparent in English and Spanish, marquee, and school website. When parents desire further clarification, interpretation and/or additional support they are encouraged to contact the office at 385-646-4996 for assistance. (Other languages are translated as available).

Parents are encouraged to remain in regular contact with their child's teacher to support learning and to resolve

any concerns. School-parent-student compact is discussed and signed at the first SEP Conference. The purpose of this compact is to increase every child's academic success.

Parents at Roosevelt Elementary may participate in the Family Parent Center programs. Parent Liaison and others will assist Spanish-speaking parents with their student's educational concerns. Parent Liaison and others will assist Somali-speaking parents with their student's educational concerns when available. Parent Liaison and others will assist Arabic-speaking parents with their student's educational concerns when available.

Parent Liaisons will translate for SEPS, telephone communications and other meetings or coordinator translators as needed.

The benefits received by being a Title 1 school for Roosevelt students are discussed at all Family Nights and other school events. The Title 1 abstract is sent to all parents and also is translated in Spanish.

Describe the plan for involving parents in the decision-making processes of the school.

- School folders sent home weekly
- Memos, monthly newsletters and calendars
- School website
- Social media
- Teleparent
- Marquee
- Family nights (Math Night, Science Night, Literacy Night, Outreach BBQ, and Cultural Night)
- PTA family nights
- Monthly Community Council meetings
- Monthly PTA meetings
- SEP conferences
- District and community fliers
- IEP and 504 conferences
- Parent classroom volunteers
- Attendance by parents in classes offered in the Parent Center
- Spanish-Speaking, Somali-Speaking and Arabic-Speaking Parent Liaisons
- Teacher websites

Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.

1. Parents, faculty and students work together and communicate with each other through:

- Memos, monthly newsletters and calendars
- Wednesday folders
- PTA meetings
- Community Council
- Special events and activities
- On-line grades program
- Teleparent
- Volunteers
- Social media
- Teacher and School websites

2. Assistance is offered to parents to help them become involved in the school and to help them improve their student's achievement through:

- School Family Nights Activities such as Math Night, Science Night, Literacy Night, Outreach BBQ and Cultural Nights
- SEP conferences
- PTA Parent Nights

## Part F: Budget

- Title I funds **must** supplement, not supplant, the regular program of the school.

Allocation	Describe how the funding sources will support the schoolwide plan.
\$9,000	Conference training in leadership, pedagogy and curriculum to expand the skill level of the leadership team (June, 2016, TBD date, 2017, TBD date, 2018) Conference attendance for 2/school @\$1500 per person
\$10,000	Substitutes for teacher release time for coaching and peer observations
\$45,000	Extended contracted days (5) Teacher=\$32.00 x 7 = 224+Benefits=\$300 per day x 30 staff members
\$9,000	August APTT State Training (1 day=\$300 x 30 staff)

\$1,000	Mileage reimbursement to travel to exemplary Granite schools for peer observations
\$6,000	Administration Retreat (Leadership team – 2 days-2016, 2 days-2017)
\$5,000	Book Studies
\$16,000	Speakers(motivational experts) for beginning of the year kick off meetings 2016, 2017, 2018 (To be shared with Wilson Elementary)
\$1,000	Monthly teacher recognition (18 months)

# South Kearns School Improvement Plan

March 1<sup>st</sup>, 2016



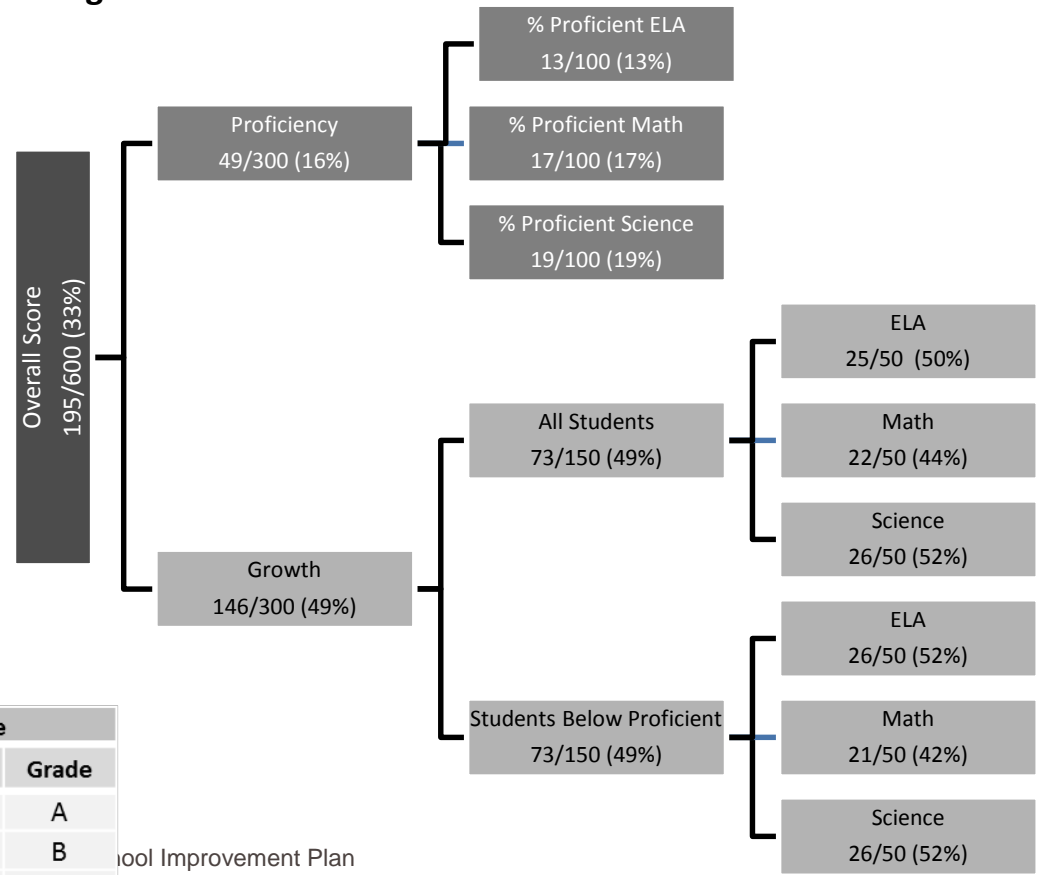
## Goals and Strategies

Increase overall score by 33 points to reach the next grade:

Overall Score	Overall %
195	33%

Additional Points Needed to Reach the Grade	
A	186
B	108
C	36
D	

Threshold Goal:  
Increase school  
grade by 1 letter



Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<b>Academic Proficiency</b> = 300 Points	39% - 50%	231-302	C
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F



School Improvement Plan

**In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah St Polytopic Vector Analysis (PVA)\*:**

\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)

## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership District Leadership Education Direction</i></b>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<b><i>All Teachers and Instructional Staff</i></b>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>

## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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<i>Responsible Party</i>	<i>Strategies</i>
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### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
  2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math and science.
  3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
  4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
  5. Establish expectations and measure implementation of:
    - Assessment processes for short-, medium-, and long-term data
    - Clear expectations for data collection and use
    - Co-developed classroom PBIS plans
    - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
    - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
    - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
    - Lesson planning procedures that are collaborative and evidence-based
    - Ongoing coaching and professional learning for all school staff
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
-



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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop own professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
-

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

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<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
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## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"> <li>1. Professional development</li> <li>2. Partnership Coaching</li> <li>3. Systematic review of implementation data (including markers of progress)</li> <li>4. Systematic review of student achievement data</li> <li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li> <li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li> </ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"> <li>1. Self-assessment and reflection protocols</li> <li>2. Observations</li> <li>3. Collaborative teacher team processes</li> <li>4. Implementation and student achievement data</li> </ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.

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## Part E: Professional Development Plan

## Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

## School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	Leadership Training <ul style="list-style-type: none"> <li>Using school leadership teams to guide the implementation of ambitious school improvement strategies</li> <li>Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li> <li>Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li> <li>Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li> </ul>	Coordination of lengthy plans into narrowly focused and purposeful actions for: <ul style="list-style-type: none"> <li>The principal</li> <li>School leadership team</li> <li>Collaborative teacher teams</li> <li>Teachers</li> <li>Coach(es)</li> </ul> Actions are focused on the following: <ul style="list-style-type: none"> <li>School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li> <li>School-wide efforts to implement and refine instructional techniques (EBISs)</li> <li>Improving the effectiveness of collaborative teacher teams</li> <li>Supporting groups of teachers with common needs (e.g. new teachers)</li> <li>Communicating with families</li> <li>Using data effectively</li> </ul>

<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	Early identification of future School-wide efforts to: <ul style="list-style-type: none"> <li>• Address common student learning challenges (Learner Centered Problems) and</li> <li>• focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>• Introduction to Transparent Teacher Practices</li> <li>• Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols	Understanding of theory behind and essential components of <ul style="list-style-type: none"> <li>• Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>• Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> Common scope, sequence, and pacing guides for key subjects
	August 2016	Transformation plan kick-off	30-day plan for implementation of: <ul style="list-style-type: none"> <li>• Learner Centered Problem</li> <li>• Evidence-Based Instructional Strategy</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0)
	At least once a month	Professional learning	Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture: <ul style="list-style-type: none"> <li>• Theory</li> <li>• Demonstration</li> <li>• Practice</li> <li>• Coaching</li> </ul> Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness

## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b><i>Theory</i></b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b><i>Demonstration</i></b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>

<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>



## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say “*I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom*”) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%

## Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.

## Budget

*Title I funds must supplement, not supplant, the regular program of the school.*

**Part A: General Information**

**School Name:** Woodrow Wilson Elementary

**District Name:** Granite

**Principal:** Jadee Talbot

**Date Presented to Local School Board** \_\_\_\_\_

**Date Submitted to USOE**\_\_\_\_\_

## Title I School Improvement Plan Peer Review

Assurances	Examples of Acceptable Evidence
The plan includes evidence of the participation of parents, school staff, the LEA, and external consultants.	<ul style="list-style-type: none"> <li>• Signature page</li> <li>• List of participants and signatures</li> <li>• Minutes of meetings held</li> </ul>
The plan covers a two-year period.	<ul style="list-style-type: none"> <li>• Timeline</li> </ul>
Funds are used to supplement, not supplant, non-federal funding.	<ul style="list-style-type: none"> <li>• Budget descriptions</li> </ul>
The school improvement plan is presented to the local school board.	<ul style="list-style-type: none"> <li>• Date when the plan was presented</li> <li>• Board agenda when the plan was presented</li> </ul>

Required Components	Examples of Acceptable Evidence
Incorporate scientifically-based research strategies.	<ul style="list-style-type: none"> <li>• Citation of accepted, experimental or quasi-experimental, statistically sound, peer-reviewed and published research</li> </ul>
Incorporate strategies to strengthen core academic subjects.	<ul style="list-style-type: none"> <li>• Specific reference to language arts, mathematics, or science</li> <li>• Activities to align the school curriculum with state standards</li> </ul>
Address the specific academic issues that caused the school to be identified for school improvement.	<ul style="list-style-type: none"> <li>• Assessment data, including disaggregated subgroup data</li> <li>• Comprehensive needs assessment</li> </ul>
Adopt policies and practices in core academic subjects that have the greatest likelihood of ensuring that all groups will meet proficiency.	<ul style="list-style-type: none"> <li>• Increased learning time</li> <li>• Provisions for an accelerated/enriched curriculum</li> <li>• Strategies that meet the needs of <i>all</i> students</li> <li>• Change in infrastructure/organizational structures</li> </ul>
Professional development: a. Addresses academic achievement problems that caused the school to be identified as a Priority or Focus School. b. Provided in a manner that affords increased opportunity for instructional staff participation.	<ul style="list-style-type: none"> <li>• Content based on Utah Core Standards</li> <li>• Alignment of classroom activities to Utah Core Standards and assessments</li> <li>• Data analysis training</li> <li>• Endorsement programs</li> <li>• More time provided for professional development</li> </ul>
Specifies how professional development funds will be used to increase achievement for all students.	<ul style="list-style-type: none"> <li>• Cohesive year-long professional development plan</li> <li>• Agendas for professional development targeting core areas</li> <li>• Names and titles of intended presenters</li> </ul>

Required Components	Examples of Acceptable Evidence
Establishes specific annual, measurable objectives (AMOs) for continuous and substantial progress by each group of students.	<ul style="list-style-type: none"> <li>• Statement of target goals for school and subgroups</li> <li>• Evidence of individual student monitoring</li> </ul>
Describes how the school will notify parents of the school's improvement status in a format and language understandable to parents.	<ul style="list-style-type: none"> <li>• Letters</li> <li>• Newsletters</li> <li>• Meetings (agendas and minutes)</li> </ul>
Specifies the responsibilities of: <ul style="list-style-type: none"> <li>• The school.</li> <li>• The LEA.</li> <li>• The state.</li> </ul> Includes technical assistance to be provided by the LEA.	<ul style="list-style-type: none"> <li>• Names of those responsible for implementation of all aspects of the plan</li> <li>• Levels of professional development (local, state, national)</li> <li>• Funding sources</li> </ul>
Includes strategies to promote effective parental involvement.	<ul style="list-style-type: none"> <li>• Parent meetings and decision making opportunities</li> <li>• Parent learning opportunities</li> <li>• Volunteer programs</li> <li>• School Community Council</li> </ul>
Incorporates extended day and/or extended year activities as appropriate.	<ul style="list-style-type: none"> <li>• Before or after school academic programs</li> <li>• Summer school programs</li> <li>• Extended day kindergarten</li> <li>• Preschool programs</li> </ul>
Incorporates a teacher coaching program.	<ul style="list-style-type: none"> <li>• Employ an instructional coach</li> <li>• Peer coaching or study groups focusing on academic achievement</li> </ul>

The District School Improvement Plan Peer Review Team assures that the Title I School Improvement Plan meets all statutory requirements and is designed to address the reason(s) the school was identified as a Priority or Focus School.

Signatures:

\_\_\_\_\_

\_\_\_\_\_



## 2 YEAR PROFICIENCY TRENDS

ELA	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
3 <sup>rd</sup>			-14%	30%	31%	+1	44%	45%	+1
4 <sup>th</sup>			-1%	27%	30%	+3	42%	42%	0
5 <sup>th</sup>			-1%	28%	32%	+4	42%	44%	+2
6 <sup>th</sup>			-7%	31%		+1	43%	44%	+1

MATH	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
3 <sup>rd</sup>			-12%	34%	37%	+3	44%	45%	+1
4 <sup>th</sup>			-10%	37%	33%	-4	42%	42%	0
5 <sup>th</sup>			-2%	32%	35%	+3	42%	44%	+2
6 <sup>th</sup>			-3%	30%	30%	0	36%	39%	

SCIENCE	School 13-14	School 14-15	Change	Granite 13-14	Granite 14-15	Change	Utah 13-14	Utah 14-15	Change
4 <sup>th</sup>			-13%	27%	29%	+2	43%	45%	+2
5 <sup>th</sup>			-3%	31%	36%	+5	46%	51%	+5
6 <sup>th</sup>			-3%	32%	31%	-1	45%	47%	+2

**Context of Woodrow Wilson Elementary**

Woodrow Wilson Elementary was rebuilt in 2005 as part of the Granite Education Center. Wilson serves approximately 760 students in grades K-6. Woodrow Wilson is identified as a Title 1 school that serves a diverse student population including, according to Granite School District, many refugees and students from over 25 countries, speaking roughly 30 languages.

Wilson Elementary stands apart from other elementary schools due in part to the Beverly Sorensen Art Program where all students receive weekly art instruction. Wilson additionally supports student learning through technology. They currently have two 35 seat computer labs, 3 Chromebook carts, small group mini iPad set in every classroom, and tech in 20 trainings put on by our STS to support teaching and learning with technology.

Wilson was identified as a Focus School in 2012 due to inconsistent proficiency rates in both Mathematics and Language Arts. Where some years or grade levels (ex: Language Arts 2011-2012 for 3<sup>rd</sup> and 6<sup>th</sup> grade, Mathematics, 2009-2010 for 3<sup>rd</sup> and 6<sup>th</sup> grade) show increased attainment, consistent and maintained CRT growth through the years has been a struggle at Wilson.

**Appraisal Process**

In October 2015, Catapult Learning was contracted as the external School Support Team for Woodrow Wilson Elementary by the School District. In January, 2016, Catapult Learning was selected by the Utah State Office of Education to assist in a major initiative to improve educational opportunities and outcomes for students. Catapult Learning conducted an in-depth analysis of the systems and capacities of the Woodrow Wilson Elementary School. The plan for extensive data collection at the school was one aspect of the work.

Additionally, a Collaborative Quality Analysis, focused on attributes evident in exemplary schools, was conducted. That effort is supported with feedback from staff, students and parents. A team of highly experienced educational leaders entered into this Collaborative Quality Analysis process in order to identify areas of strength and areas for development.

As presumed by the initiative to improve the school, the achievement results are in need of improvement. They do not compare to similar schools in the state. There isn't a structured lesson planning template in place and teachers vary in effective planning processes to address differentiation based on student needs, learning styles, learner needs, and critical thinking skills. Classroom observations and the lack of visible lesson planning indicated that many students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and develop core learning skills. Classroom observations revealed that out of the six instructional competency categories most teachers were performing at the developing level. However, of the

areas observed and identified as yes, most were at a beginning level instructionally or early levels of depth of knowledge.

Based on a range of audit activities, the school was benchmarked against Catapult Learning's Five Strand Design Standards – 21 Attributes of Exemplary schools—on a four point scale of Beginning-Developing-Proficient-Exemplary. These 21 Attributes are linked to the five research questions detailed within this report.

15 of the features were rated as 'Beginning', 4 as 'Developing', 2 as 'Proficient' and 0 as "Exemplary". These results indicate that the school is at an early stage of effectiveness with regard to the Attributes of an Exemplary School. In order to improve student learning, a major focus needs to be placed on improving the quality of pedagogy and classroom learning environments. However, this is unlikely to show benefit without strengthening a number of related processes and structures; notably the distribution and clear assignment of leadership responsibilities and effective protocols, the use of specific data driven action plans to focus activity, and the development of a proactive system of student support.

After presenting the Appraisal summary and suggested opportunities for improvement to the school administration and school faculty, Catapult Learning collected feedback on next steps and revised Wilson's School Improvement Plan.

## **Part C: Goals**

### **Overriding Measurable Achievement Goals attached to all focus goals:**

By the end of the 2016-17 school year, students in all subgroups will increase in proficiency in reading, math and science by 10% as measured by SAGE test scores. By the end of the 2017-18 school year, students in all subgroups will increase proficiency in reading, math and science by an additional 10% as measured by SAGE test scores

**Comparable Schools Goal: JADEE PLEASE PUT THIS INFORMATION IN IF YOU HAVE IT/DELETE IF YOU DON'T**

### **Legislative goal**

**By the end of the 2015-16 school year, Woodrow Wilson Elementary will increase their rating from a D to a C on the state's school report card.**

### **Focus Goal 1:**

Strengthen pedagogical competencies to provide high quality Tier 1 Instruction designed to increase student performance in English Language Arts (ELA) and Math

### **Targeted Areas:**

- School leaders and staff have a clear and common understanding of the key competencies that teachers need for effective instruction.
- All teachers consistently use a structured planning framework to deliver explicit, systematic instruction that engages all students.
- The school ensures that all students receive an engaging and rigorous curriculum that meets their learning needs, ensures the mastery of content standards, and builds essential skills.
- Classroom instruction includes opportunities for students to apply literacy and numeracy strategies to critical-thinking and problem-solving activities across subject areas.
- The school provides ongoing, differentiated professional development and job-embedded coaching to develop teacher skills and content knowledge and improve support of students.

**Focus Goal 2:**

Establish a distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency

**Targeted Areas:**

- School vision, mission, values, and goals clearly reflect a collective focus on student learning and achievement.
- Intentional, collaborative, and open communication systems are in place.
- Leadership and decision-making are broadly distributed among school leaders and staff members.
- The school uses a variety of data to maintain a process for continuous improvement of the school, its instructional practices, and its impact on student achievement.

**Focus Goal 3:**

Systematically enhance the effectiveness of Assessment for Learning practices

**Targeted Areas:**

- Teachers use multiple strategies to assess achievement and analyze data to inform instruction.
- Students understand the learning objectives being set for them by the school and the teacher, and they tactively participate in evaluation of performance and monitoring of progress.
- School leaders analyze a variety of assessment data to evaluate teacher efficacy and inform decisions on professional development.

**Focus Goal 4:**

Create a school culture that supports and promotes learning for all

**Targeted Areas:**

- Establish a safe and positive school culture that is intentionally implemented and explicitly connects all stakeholders to a set of shared values.
- The school environment is conducive to a variety of learning needs and pedagogical approaches and is the responsibility of all stakeholders.
- Students take ownership of their learning and act as change agents to extend learning, broaden horizons, and enrich their understanding of themselves.

**Focus Goal 5:**

Provide targeted interventions to maximize student and family supports

**Targeted Areas:**

- The school provides a structure to build meaningful relationships between students, staff and parents.
- A student support team uses assessment and data analysis to identify students in need of special support and prescribes interventions or other services as needed.
- School teams (grade-level teams, PLCs, etc.) meet to discuss the diverse needs of students and share strategies and resources to meet those needs.
- Student conferences are guided by a variety of performance data, review student progress, set future goals, and include participation from internal or external specialists as needed.
- The school actively encourages families and community members to participate and become full partners in the educational decisions that affect student learning.



## School Improvement Goals and Strategies Form

<b>Focus Goal 1:</b> Strengthen pedagogical competencies to provide high quality Tier 1 and Tier 2 instruction to increase student achievement in English Language Arts (ELA) and Math proficiency by 10% on the SAGE assessment for the 2016-2017 in grades 3 – 6 and 10% on Common Formative Assessments in Grades K-2.		
Goal	Timeline	Responsible Party
<b>Targeted Area 1:</b> School leaders and staff have a clear and common understanding of the key competencies that teachers need for effective instruction.	<ul style="list-style-type: none"> <li>School leaders and staff collaboratively identify the research-based instructional competencies that are necessary for effective teaching within the mission, vision, goals, and values of the school.</li> <li>All teachers and staff have a common vocabulary for teaching and learning based on research-based instructional competencies that articulate a vision of effective teaching.</li> <li>All teachers and school leaders use a common vocabulary in collaborative discussions, which results in effective teaching.</li> <li>School leaders provide internal and external opportunities to see models of, and set benchmarks for, exemplary execution of key competencies. <b>[Cycle of Instruction] 3/16-5/17</b></li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers.
<b>Targeted Area 2:</b> All teachers consistently use a structured planning framework to deliver explicit, systematic instruction that engages all students.	<ul style="list-style-type: none"> <li>The school defines and articulates a planning framework grounded in research-based best practices aimed at meeting the needs of all learners.</li> <li>All teachers actively plan for and deliver systematic, explicit instruction that is interesting, relevant, at the appropriate challenge level, and that addresses the differing needs and levels of students.</li> <li>Teacher instruction is designed to build competent, independent application of skills, and regularly assesses evidence of independent competence in real-world contexts. <b>[Lesson Planning] 8/16-5/17</b></li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers.

<b>Focus Goal 1:</b> Strengthen pedagogical competencies to provide high quality Tier 1 and Tier 2 instruction to increase student achievement in English Language Arts (ELA) and Math proficiency by 10% on the SAGE assessment for the 2016-2017 in grades 3 – 6 and 10% on Common Formative Assessments in Grades K-2.		
<b>Targeted Area 3:</b> The school ensures that all students receive an engaging and rigorous curriculum that meets their learning needs, ensures the mastery of content standards, and builds essential skills.	<ul style="list-style-type: none"> <li>• All teachers share a common definition of academic rigor as it applies to instruction across grade levels and subject areas.</li> <li>• All teachers embed/utilize standards in their planning and pacing guides to pace students through the curriculum and ensure mastery of all standards.</li> <li>• School teams create benchmarks or definitions of mastery of skills and content. All teachers have a shared understanding of the essential skills students need to be successful in their learning and life, and they are adept in utilizing strategies to support students in developing these skills through modeling and explicit teaching.</li> <li>• All teachers meet on a regular basis to collaboratively map curriculum and align content vertically and horizontally and to deliver a coherently-mapped curriculum that is shared with students and families.</li> <li>• All teachers provide accurate, specific, and timely feedback designed to build student skills and improve content knowledge. The feedback is routine and highlights the next steps the student needs to take to move to the next level in his/her work.</li> </ul> <b>[Depth of Knowledge] 8/17-5/18</b>	Administration, building level coaches, Catapult Implementation Team, teachers.
<b>Targeted Area 4:</b> Classroom instruction includes opportunities for students to apply literacy and numeracy strategies to critical-	<ul style="list-style-type: none"> <li>• All teachers explicitly teach literacy and numeracy strategies in the context of their subject areas.</li> <li>• All teachers provide opportunities for students to engage in critical-thinking and problem-</li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers.

<b>Focus Goal 1:</b> Strengthen pedagogical competencies to provide high quality Tier 1 and Tier 2 instruction to increase student achievement in English Language Arts (ELA) and Math proficiency by 10% on the SAGE assessment for the 2016-2017 in grades 3 – 6 and 10% on Common Formative Assessments in Grades K-2.		
thinking and problem-solving activities across subject areas.	solving activities. <ul style="list-style-type: none"> <li>All teachers provide opportunities for students to apply literacy and numeracy strategies in real-world, open-ended contexts.</li> </ul> <b>[Cross-curricular problem solving] 8/17-5/18</b>	
<b>Targeted Area 5:</b> The school provides ongoing, differentiated professional development and job-embedded coaching to develop teacher skills and content knowledge and improve support of students.	<ul style="list-style-type: none"> <li>A detailed system and process is in place to observe teaching and learning; school leaders conduct classroom observations to assess all classroom instruction on a regular basis and provide feedback for ongoing teacher improvement.</li> <li>Deliberate structures and systems are in place for all teachers to conduct ongoing peer observations, provide feedback, and share best practices, and to identify strategies to improve teaching for learning.</li> <li>A formal system is in place to generate classroom observation data on strengths and areas in need of development to inform whole-school professional development and teacher team development along with a development plan for each teacher</li> <li>School leaders create a structure and system of professional development driven by school evaluation and teacher self-reflection; it meets the various needs of all individuals, school teams, and the school as a whole</li> </ul> <b>[Coaching/Peer observations] 3/16-5/18</b>	Administration, building level coaches, Catapult Implementation Team, teachers.
Scientifically Based Research Support	Briars, Diane J., and Lauren B. Resnick. (2000). Standards, assessment and what else? The essential elements of standards-based school improvement. Center for the Study of Evaluation, National Center for Research on Evaluation,	

<b>Focus Goal 1:</b> Strengthen pedagogical competencies to provide high quality Tier 1 and Tier 2 instruction to increase student achievement in English Language Arts (ELA) and Math proficiency by 10% on the SAGE assessment for the 2016-2017 in grades 3 – 6 and 10% on Common Formative Assessments in Grades K-2.		
Scientifically Based Research Support	Standards, and Student Testing. <a href="http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf">http://www.cse.ucla.edu/CRESST/Reports/TECH528.pdf</a>  Cohen, P.A. (1981). Student ratings of instruction and student achievement: A meta-analysis of multisection validity studies. <i>Review of Educational Research</i> , 51(3), 281-309.  Nuthall, G.A. (2005). The cultural myths and realities of classroom teaching and learning: A personal journey. <i>Teachers College Record</i> , 107(5), 895-934.  Rosenthal, R., & Rubin, D.B. (1978). Interpersonal expectancy effects: The first 345 studies. <i>Behavioral and Brain Sciences</i> , 1(3), 377-415.  Sanders, W.L., & Rivers, J.C. (1996). Cumulative and residual effect of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center.  Slavin, Robert E., Nancy A. Madden, Nancy L. Karweit, Barbara J. Livermon, and Lawrence Dolan (1990). Success for all: First-year outcomes of a comprehensive plan for reforming urban education. <i>American Educational Research Journal</i> , 27, 255-278.  Timperley, H., Wilson, A., Barrar, H., & Funk, I.Y.Y. (2007). Teacher professional learning and development: Best evidence synthesis iteration.	
Scientifically Based Research Support	Wellington, New Zealand: Ministry of Education.	

<b>Focus Goal 1:</b> Strengthen pedagogical competencies to provide high quality Tier 1 and Tier 2 instruction to increase student achievement in English Language Arts (ELA) and Math proficiency by 10% on the SAGE assessment for the 2016-2017 in grades 3 – 6 and 10% on Common Formative Assessments in Grades K-2.		
	Wade, R.K. (1985). What makes a difference in in-service teacher education? A meta-analysis of research. <i>Educational Leadership</i> , 42(4), 48-54.	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	Quarterly review of student artifacts such as exit slips and other informal assessment artifacts as well as formative and summative assessment data.  Walkthrough data to measure incidence of teacher implementation the school.  Evidence of planning framework such as pacing guides in place.	
Professional Development to Support Strategies	Train the trainer model: Catapult Learning coaches to provide initial training and modeling to building coaches and teachers. Building coaches continue to provide support based on individual teacher proficiency level; monitor and adjust accordingly.	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Professional development calendar, observation of lessons modeled by provider coaches, document review (pacing guides, grade level meeting minutes), walkthrough data, student assessment results.	

<b>Focus Goal 2:</b> By April 2017 and 2018, 80% of survey results and leadership self-reflection rubric will show that distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency is at a proficient or exemplary level.		
<b>Goal</b>	<b>Timeline</b>	<b>Responsible Party</b>

<b>Focus Goal 2:</b> By April 2017 and 2018, 80% of survey results and leadership self-reflection rubric will show that distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency is at a proficient or exemplary level.		
<b>Targeted Area 1:</b> School vision, mission, values, and goals clearly reflect a collective focus on student learning and achievement.	<ul style="list-style-type: none"> <li>School leaders clearly define the school's mission, vision, goals, and values, which collectively focus on achievement and student learning</li> <li>School leaders clearly communicate the school's mission, vision, values, and goals to all stakeholders.</li> <li>The school's mission, vision, values, and goals are fully implemented throughout the school.</li> <li>All leaders use celebrations to continually reinforce the school's mission, vision, values, and goals.</li> </ul> <b>[Culture/Climate] 6/16-5/17</b>	Administration, building level coaches, Catapult Implementation Team, teachers, parents, students
<b>Targeted Area 2:</b> Intentional, collaborative, and open communication systems are in place.	<ul style="list-style-type: none"> <li>School leaders engage in regular, ongoing communication in multiple formats about school goals and stakeholder roles.</li> <li>All stakeholders have tools and opportunities to offer feedback about ongoing goals and stakeholder roles in multiple formats.</li> <li>School leaders set clear expectations for and monitor open communication between teachers and parents, which occurs on a weekly basis.</li> </ul> <b>[Feedback] 8/16-8/17</b>	Administration, building level coaches, Catapult Implementation Team, teachers.
<b>Targeted Area 3:</b> Leadership and decision-making are broadly distributed among school leaders and staff members.	<ul style="list-style-type: none"> <li>School leaders actively pursue and secure revenue, instructional resources, human resources, and in-kind opportunities to provide an equitable educational program to all students, and use technology to improve resource management efficiency and effectiveness</li> <li>All staff members have clearly defined roles with assigned responsibilities to lead, which contribute to the decision-making process on a school-wide level.</li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers.



<b>Focus Goal 2:</b> By April 2017 and 2018, 80% of survey results and leadership self-reflection rubric will show that distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency is at a proficient or exemplary level.		
	<ul style="list-style-type: none"> <li>• The principal and other school leaders efficiently delegate appropriate responsibilities to all staff members, empowering them to make decisions and take immediate action, if needed.</li> <li>• All teams implement ground rules and protocols for regularly held team meetings, determine agendas in advance, distribute meeting minutes in a timely manner, and rotate roles on a consistent basis.</li> </ul> <b>[Roles/Responsibilities] 3/16-5/17</b>	
<b>Targeted Area 4:</b> The school uses a variety of data to maintain a process for continuous improvement of the school, its instructional practices, and its impact on student achievement.	<ul style="list-style-type: none"> <li>• School leaders explicitly address the challenges of organizational change by using research and best practices, prioritizing and planning, allocating resources to address barriers, and monitoring progress.</li> <li>• All school teams facilitate monthly reflection processes based on monitoring, feedback, and data at both the school-wide and classroom levels.</li> <li>• School leaders set clear expectations for and monitor continuous evaluation of student achievement data to inform instruction.</li> <li>• School leaders and staff always use the process of Plan-Do-Check-Act, and include external stakeholders, to analyze, reflect, and make adjustments or standardize actions in order to improve the school's progress towards goals and mission.</li> </ul> <b>[Reflection] 8/16-5/18</b>	Administration, building level coaches, Catapult Implementation Team, teachers, community members, parent, District officials

<b>Focus Goal 2:</b> By April 2017 and 2018, 80% of survey results and leadership self-reflection rubric will show that distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency is at a proficient or exemplary level.		
Scientifically Based Research Support	<p>Allensworth, E., Ponisciak, S., &amp; Mazzeo, C. (2009). <i>The schools teachers leave: Teacher mobility in Chicago Public Schools</i>. Chicago: Consortium on Chicago School Research.</p> <p>Darling-Hammond, L., Hightower, A.M., Husbands, J.L., LaFors, J.R., Young, V. M., &amp; Christopher, C. (2005). <i>Instructional leadership for systemic change: The story of San Diego's reform</i>. Lanham, MD: Scarecrow Education Press.</p> <p>Elmore, Richard F. (2001). <i>Building a new structure for school leadership</i>. Albert Shanker Institute.</p> <p>Leithwood, K. and C. Riehl. (2003). <i>What we know about successful school leadership</i>. American Educational Research Association.</p> <p>Marzano, Robert J., Timothy Waters, McNulty, Brian A. (2005) <i>School Leadership that Works: From Research to Results</i>. Alexandria, VA: ASCD</p> <p>Spillane, J., Halverson, R., &amp; Diamond, J. (2001). Investigating school leadership practice: A distributed perspective (Research news and comment). <i>Educational Researcher</i>, 30(3), 23–28.</p>	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	<p>Quarterly review of teacher artifacts such as exit slips and other informal reflection tools as well as observation data.</p> <p>Walkthrough data to measure mission, vision, goals implementation throughout the school.</p> <p>Implementation framework continuum rubric</p>	

<b>Focus Goal 2:</b> By April 2017 and 2018, 80% of survey results and leadership self-reflection rubric will show that distributive leadership framework to support continuous improvement through autonomy, sense of belonging and competency is at a proficient or exemplary level.		
Professional Development to Support Strategies	Community engagement process to develop vision, mission, values and beliefs.	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Focus group feedback meetings  Surveys  Walkthrough data	

### Required Plan Components

<b>Focus Goal 3:</b> 100% of staff will systematically engage in Assessment for Learning practices to enhance instruction and increase student achievement.		
Goal	Timeline	Responsible Party
<b>Targeted Area 1:</b> Teachers use multiple strategies to assess achievement and analyze data to inform instruction.	<ul style="list-style-type: none"> <li>• High expectations and consistent criteria for achievement are observable in all classrooms.</li> <li>• All teachers employ ongoing formative and summative assessments, self and peer performance tasks, and probing questions to monitor student understanding and assess critical thinking.</li> <li>• All teachers analyze summative and formative assessment data.</li> <li>• All teachers use summative and formative assessment data to adjust and modify instruction in response to identified student needs.</li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers

<b>Focus Goal 3:</b> 100% of staff will systematically engage in Assessment for Learning practices to enhance instruction and increase student achievement.		
	<ul style="list-style-type: none"> <li>School-wide systems are in place to configure and present achievement data in a way that is accessible to all stakeholders and informs regular conversations about students' learning goals and progress.</li> </ul> <b>[Modify and adjust to inform teaching decisions] 3/16-5/17</b>	
<b>Targeted Area 2:</b> Students understand the learning objectives being set for them by the school and the teacher, and they actively participate in evaluation of performance and monitoring of progress.	<ul style="list-style-type: none"> <li>Students understand and can always explain their class and individual learning objectives, which are communicated in student-friendly language by all of their teachers.</li> <li>All teachers create ongoing opportunities for students to engage in self-reflection and self-assessment based on formative feedback from teachers and peers</li> <li>All teachers create frequent opportunities for students to assess the performance of their peers and provide constructive feedback that supports further improvement</li> <li>All teachers implement structures for students to consistently track their progress toward meeting achievement goals and to independently determine next steps they need to take.</li> </ul> <b>[Learning objectives] 3/16-5/17</b>	Administration, building level coaches, Catapult Implementation Team, teachers
<b>Targeted Area 3:</b> School leaders analyze a variety of assessment data to evaluate teacher efficacy and inform decisions on professional development.	<ul style="list-style-type: none"> <li>All school teams employ data analysis to evaluate the impact of their intervention programs.</li> <li>All school teams utilize data analysis meetings to systematize best pedagogical practices based on student achievement data.</li> <li>School teams review and analyze key subgroup data from summative, formative, and progress-monitoring assessments on a monthly basis.</li> </ul>	Administration, building level coaches, Catapult Implementation Team, teachers

<b>Focus Goal 3:</b> 100% of staff will systematically engage in Assessment for Learning practices to enhance instruction and increase student achievement.		
	<ul style="list-style-type: none"> <li>School leaders and teams share proposed actions resulting from data analysis with students and parents and incorporate feedback when appropriate.</li> <li>School leaders always monitor to ensure that data-driven decisions are enacted, and engage in a cycle of analysis to evaluate the effectiveness of those decisions with their school teams.</li> </ul> <b>[Data teams] 8/16-8/17</b>	
Scientifically Based Research Support	<p>Black, P. and William, D. (1998b). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 80 (2): 139-148.</p> <p>Harris, D. E., &amp; Carr, J. F. (2001). <i>Succeeding with standards: Linking curriculum, assessment, and action planning</i>. Alexandria, VA: ASCD.</p> <p>Johnson, J. (1997). Data-driven school improvement. ERIC Digest, Number 109.</p> <p>McCurdy, B.L., and Shapiro, E.S. (1992). A comparison of teacher monitoring, peer monitoring, and self-monitoring with curriculum-based measurement in reading among students with learning disabilities. <i>Journal of Special Education</i>, 26 (2), 162-180.</p> <p>Sadler, D.R. (1989). Formative assessment and the design of instructional systems. <i>Instructional Science</i>, 18 (2), 119-144.</p>	
Expected Impact in Core Academic Areas (How will success be measured on a	Weekly review of teacher data binders during PLC meetings such as exit slips and other informal assessment artifacts as well as formative and summative assessment data.	

<b>Focus Goal 3:</b> 100% of staff will systematically engage in Assessment for Learning practices to enhance instruction and increase student achievement.		
quarterly basis?	Walkthrough data to measure incidence of teacher implementation throughout the school.  Evidence of planning framework such as lesson plans.  Data team discussions	
Professional Development to Support Strategies	Provider coaches to provide training and modeling to building coaches and teachers.  Data binder and formative assessment samples and templates	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Professional development calendar, observation feedback of lessons from administration and provider coaches, document review (data binders, grade level meeting minutes, lesson plans), walkthrough data, student assessment results.	

<b>Focus Goal 4:</b> <b>At least 90% of the students will respond to tiered intervention supports for behavior as evidenced by behavior data by receiving one referral or less during 2016-2017 and 2017-2018 school years to create a school culture that supports and promotes learning for all.</b>		
<b>Goal</b>	<b>Timeline</b>	<b>Responsible Party</b>
<b>Targeted Area 1:</b> Establish a safe and positive school culture that is intentionally implemented and explicitly connects all stakeholders to a set of shared values.	<ul style="list-style-type: none"> <li>The school culture is clearly defined and intentionally implemented through shared values and goals, and all school stakeholders know and can clearly and consistently articulate the school culture.</li> <li>All teachers and administrators clearly articulate high expectations for all students by establishing academic and behavioral goals and celebrating</li> </ul>	Administration, building level coaches, Catapult Implementation Team, staff, students and parents, PBIS team



<b>Focus Goal 4:</b> <b>At least 90% of the students will respond to tiered intervention supports for behavior as evidenced by behavior data by receiving one referral or less during 2016-2017 and 2017-2018 school years to create a school culture that supports and promotes learning for all.</b>		
	<p>achievement in alignment with college-and career readiness.</p> <ul style="list-style-type: none"> <li>• All stakeholders intentionally implement the community code based on a set of shared values through their actions during the school day and at community events.</li> <li>• All stakeholders have opportunities to collaborate in the defining, implementing, and monitoring of a positive school culture and consistently demonstrate ownership through their language, attitudes, and behaviors.</li> </ul> <p><b>[Community code] 8/16-5/17</b></p>	
<b>Targeted Area 2:</b> The school environment is conducive to a variety of learning needs and pedagogical approaches and is the responsibility of all stakeholders.	<ul style="list-style-type: none"> <li>• The school environment includes many physical spaces and displays that address a variety of learning needs and are adaptable and dynamic. Spaces and displays include student-generated work that reflects student ownership and diversity.</li> <li>• All areas of the school environment are intentionally used as a resource to support learning and various pedagogical approaches for all students and consistently reinforce positive behavior.</li> <li>• All areas of the school environment display student learning, meaningful feedback and progress, and celebrate achievement.</li> </ul> <p><b>[Climate] 8/17-5/18</b></p>	Administration, building level coaches, Catapult Implementation Team, staff
<b>Targeted Area 3:</b> Students take ownership of their learning and act as change agents to extend learning,	<ul style="list-style-type: none"> <li>• All leaders and teachers intentionally foster student ownership of learning school-wide by engaging all students in the development of rules and routines, asking for student feedback on learning experiences, and allowing students to lead learning and behavioral conversations</li> </ul>	Administration, building level coaches, Catapult Implementation Team, staff, students and parents, PBIS team

<b>Focus Goal 4:</b> <b>At least 90% of the students will respond to tiered intervention supports for behavior as evidenced by behavior data by receiving one referral or less during 2016-2017 and 2017-2018 school years to create a school culture that supports and promotes learning for all.</b>		
broaden horizons, and enrich their understanding of themselves.	that engage, motivate, and encourage student self-reflection. <ul style="list-style-type: none"> <li>• The school provides all students with ongoing opportunities to develop personal relationships with a key school community member in order to understand each student on a personal level, review their learning, and ensure achievement of personal goals.</li> <li>• The school has defined a fully developed menu of experiential and enrichment learning opportunities that are appropriate and accessible for all students.</li> </ul> <b>[Student voice and choice] 8/17-5/18</b>	
Scientifically Based Research Support	<p>Albert, Linda. (2003). <i>Cooperative discipline</i>. Circle Pines, MN: AGS Publishers</p> <p>Cheng, Yin Cheong. Classroom Environment and Student Affective Performance: An Effective Profile. <i>The Journal of Experimental Education</i>. Vol. 62, No. 3 (Spring, 1994), 221-239.</p> <p>Lorsbach, Anthony and Jerry Jinks. Self-efficacy Theory and Learning Environment Research. <i>Learning Environments Research</i>. Vol. 2, No. 2 (May 1, 1995), 157-167.</p> <p>Rosen, J. A., Glennie, E. J., Dalton B. W., Lennon, J. M., and Bozick, R. N. (2010). Noncognitive Skills in the Classroom: <i>New Perspectives on Educational Research</i>. Research Triangle Park, NC: RTI Press</p> <p>Zimmerman B.J. (2000). <i>Self-efficacy: An essential motive to learn</i>. <i>Contemporary Educational Psychology</i>, 25 (1), 82-91.</p>	

<b>Focus Goal 4:</b> <b>At least 90% of the students will respond to tiered intervention supports for behavior as evidenced by behavior data by receiving one referral or less during 2016-2017 and 2017-2018 school years to create a school culture that supports and promotes learning for all.</b>		
	Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. <i>American Educational Research Journal</i> , 29(3), 663–676.	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	Student discipline data via Educators Handbook; survey information, walkthroughs	
Professional Development to Support Strategies	PBIS continued training,	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	Professional development calendar, PBIS Implementation Plan, walkthrough data, student behavior data.	

<b>Focus Goal 5:</b> <b>Decrease the achievement gap in proficiency between the lowest performing subgroups (black) and the highest performing subgroup (W), as measured by the SAGE reading and math tests in grades 3-6 by providing targeted interventions to maximize student and family supports</b>		
<b>Goal</b>	<b>Timeline</b>	<b>Responsible Party</b>

<b>Focus Goal 5:</b> <b>Decrease the achievement gap in proficiency between the lowest performing subgroups (black) and the highest performing subgroup (W), as measured by the SAGE reading and math tests in grades 3-6 by providing targeted interventions to maximize student and family supports</b>		
<b>Targeted Area 1:</b> The school provides a structure to build meaningful relationships between students, staff and parents.	<ul style="list-style-type: none"> <li>The school creates explicit programs or structures to model and teach important social and behavioral skills to support students in need. Parents, students, teachers, and leaders are part of the programs.</li> </ul> <b>[Relationships] 8/16-5/18</b>	Administration, building level coaches, Catapult Implementation Team, staff, students and parents
<b>Targeted Area 2:</b> A student support team uses assessment and data analysis to identify students in need of special support and prescribes interventions or other services as needed.	<ul style="list-style-type: none"> <li>The student support team conducts formal screenings/diagnostics across subject areas (reading, writing, math, and behavior) 3 to 4 times a year to identify students in need of special services.</li> <li>The student support team uses data from multiple assessments on a routine, scheduled basis to prescribe interventions or other services to students in need/at risk</li> <li>The student support team creates formal mechanisms to assist all classroom teachers in support of students in need</li> <li>The student support team communicates regularly with parents and caregivers to discuss interventions or other services and to elicit the support of relevant community resources.</li> </ul> <b>[RTI] 8/16-5/17</b>	Administration, building level coaches, Catapult Implementation Team, staff, SST
<b>Targeted Area 3:</b> School teams (grade-level teams, PLCs, etc.) meet to discuss the diverse needs of students and share strategies and	<ul style="list-style-type: none"> <li>All teacher teams collaborate bimonthly to create or share resources and strategies to address the needs of their students</li> </ul> <b>[Interventions] 8/17-5/18</b>	Administration, building level coaches, Catapult Implementation Team, staff

<b>Focus Goal 5:</b> <b>Decrease the achievement gap in proficiency between the lowest performing subgroups (black) and the highest performing subgroup (W), as measured by the SAGE reading and math tests in grades 3-6 by providing targeted interventions to maximize student and family supports</b>		
resources to meet those needs.		
<b>Targeted Area 4:</b> Student conferences are guided by a variety of performance data, review student progress, set future goals, and include participation from internal or external specialists as needed.	<ul style="list-style-type: none"> <li>Formal school-wide student conferences occur with all students and parents on an ongoing, regular basis. All conferences include teachers, parents, and students in a collaborative and purposeful conversation about student goals and are primarily led by the students themselves.</li> <li>All student conferences are informed and guided by a variety of performance data.  <b>[Student led conferences] 8/17-5/18</b> </li> </ul>	Administration, building level coaches, Catapult Implementation Team, staff, students and parents
<b>Targeted Area 5:</b> The school actively encourages families and community members to participate and become full partners in the educational decisions that affect student learning.	<ul style="list-style-type: none"> <li>The school creates mechanisms for ongoing outreach, events, and communication in order to empower parents and community members as active partners in the school. Stakeholders serve in leadership roles fostering further outreach.  <b>[Community outreach] 8/17-5/18</b> </li> </ul>	Administration, building level coaches, Catapult Implementation Team, staff, students, parents, community members
Scientifically Based Research Support	Coleman, J.S. & Hoffer, T. 1987. Public and Private High Schools: The Impact of Communities.  Comer, James P. (1988). Educating poor minority children. <i>Scientific American</i> . 259 (5).  Hart, B., & Risley, T. R. (1995). <i>Meaningful</i>	

<b>Focus Goal 5:</b> <b>Decrease the achievement gap in proficiency between the lowest performing subgroups (black) and the highest performing subgroup (W), as measured by the SAGE reading and math tests in grades 3-6 by providing targeted interventions to maximize student and family supports</b>		
	<p><i>differences in the everyday experience of young American children.</i> Baltimore: Brookes.</p> <p>Jeynes, W. H. (2003). A meta-analysis: The effects of parental involvement on Minority children's academic achievement. <i>Education and Urban Society</i>, 35(2), 202-218.</p> <p>Pong, S.-I, Dronkers, J. &amp; Hampden-Thompson, G. (2003). Family policies and children's school achievement in single- versus two-parent families. <i>Journal of Marriage and Family</i>, 65, 681-699.</p>	
Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis?)	<p>Quarterly review of student artifacts such as exit slips and other informal assessment artifacts as well as formative and summative assessment data.</p> <p>Walkthrough data to measure incidence of teacher implementation throughout the school.</p>	
Professional Development to Support Strategies	<p>APTT Training</p> <p>Home visits</p> <p>Mindset Training</p> <p>Closing the Achievement Gap strategies</p> <p>Develop intervention menu</p>	
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal?)	<p>Increased achievement results on monthly benchmarks and student formative/summative assessments in subgroup populations</p>	

The plan must include:



**Part D: Professional Development Plan.**

	Train the trainer model: Catapult Learning coaches to provide initial training and modeling to building coaches and teachers. Building coaches continue to provide support based on individual teacher proficiency level; monitor and adjust accordingly.
	Community engagement process to develop vision, mission, values and beliefs.
	ELL strategies, Multi-tier interventions
	Provider coaches to provide training and modeling to building coaches and teachers.  Data binder and formative assessment samples and templates
	PBIS continued training
	Speakers: Achievement Gap, Growth Mindset, Efficacy
	APTT Training Home visits Growth Mindset Training Closing the Achievement Gap strategies/training Develop intervention menu
	Professional Learning Community training
	Attendance at the following conferences: Catapult Conferences – June/16, February/17, February/18
	Evaluate Assessment Training
	Book Study: <b><u>Closing the Attitude Gap: How to Fire Up Your Students to Strive for Success</u></b> by Baruti Kafele

## Part E: Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.

At the beginning of the school year we will present the school-wide Title I plan at Community Council and PTA Meetings. The plan will be presented in English and Spanish and interpreted in other languages for patrons as needed. If parents desire further clarification, interpretation or additional support they are encouraged to contact the office at 385-646-5102 for assistance.

Describe the plan for involving parents in the decision-making processes of the school.

Woodrow Wilson Elementary is a diverse school with many cultures, languages, and students with special needs. The Woodrow Wilson Elementary School staff regards parent involvement vital to student academic success. We ask parents to reinforce classroom instruction and learning at home. We encourage parents and guardians to partner in their child's education as volunteers, involvement in the PTA, Community Council, Toyota Family Literacy Program (including Adult ESL, PACT Time, and Parenting Skills), School Family Center, United Way Community Learning Center, SEPs, and Family Nights including: Back to School/Lights On, Literacy/Book Fair, Math Night, and our annual Arts Festival.

Parents are kept informed through:

- Monthly school newsletter and calendar
- School Web Site/Teacher websites
- District and Community Fliers
- SEP Conferences (Information is provided regarding student curriculum, Common Core Standards, student academic and behavior expectations, academic achievement, and school sponsored programs)
- School/Home communication including phone calls, e-mail, and letters
- Information is always communicated in English and Spanish and SEP Conferences and DIBELS NEXT levels are communicated to parents in seven languages
- Grade Book, Progress Reports and Report Cards
- The School-Parent Compact
- Parent Involvement Policy
- Announcements on the school marquee

Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.

Woodrow Wilson Elementary School will create a structure where all student conferences result in the teacher, student and parents collaboratively re-setting the student goals and creating a collaborative plan for achieving them. The school will continue to provide a full-time staff member to serve as parent and community liaison. Formal processes and structures exist to communicate with parents and community members on an ongoing, regular basis. The student support team communicates regularly with parents and caregivers to discuss interventions or other services and to elicit the support of relevant community resources.

## Part F: Budget

Title I Priority and Focus Schools receive a supplemental grant from the Utah State Office of Education. The school improvement budget must reflect a commitment to the strategies being adopted to improve student achievement. An amount equal to 10% of the regular Title IA allocation must be used for professional development. Funds must be used to supplement, not supplant, the regular school program. Reimbursement requests will be completed through the Utah Consolidated Application (UCA).

Title I funds **must** supplement, not supplant, the regular program of the school.

Allocation	Describe how the funding sources will support the schoolwide plan.
\$10,000	Conference training in leadership, pedagogy and curriculum to expand the skill level of the leadership team
\$20,000	Substitutes for teacher release time
\$75,000	Extended contracted days (5) Teacher=\$32.00 x 7 = 224+Benefits=\$300 per day x 50 staff members
	APTT State Training
	Home Visits
\$2,000	Mileage reimbursement to travel to exemplary Granite schools for peer observations
\$6,000	Administration Retreat
\$5,000	Book Studies
\$16,000	Speakers (To be shared with Roosevelt Elementary)
\$10,000	Student Family Resource Center

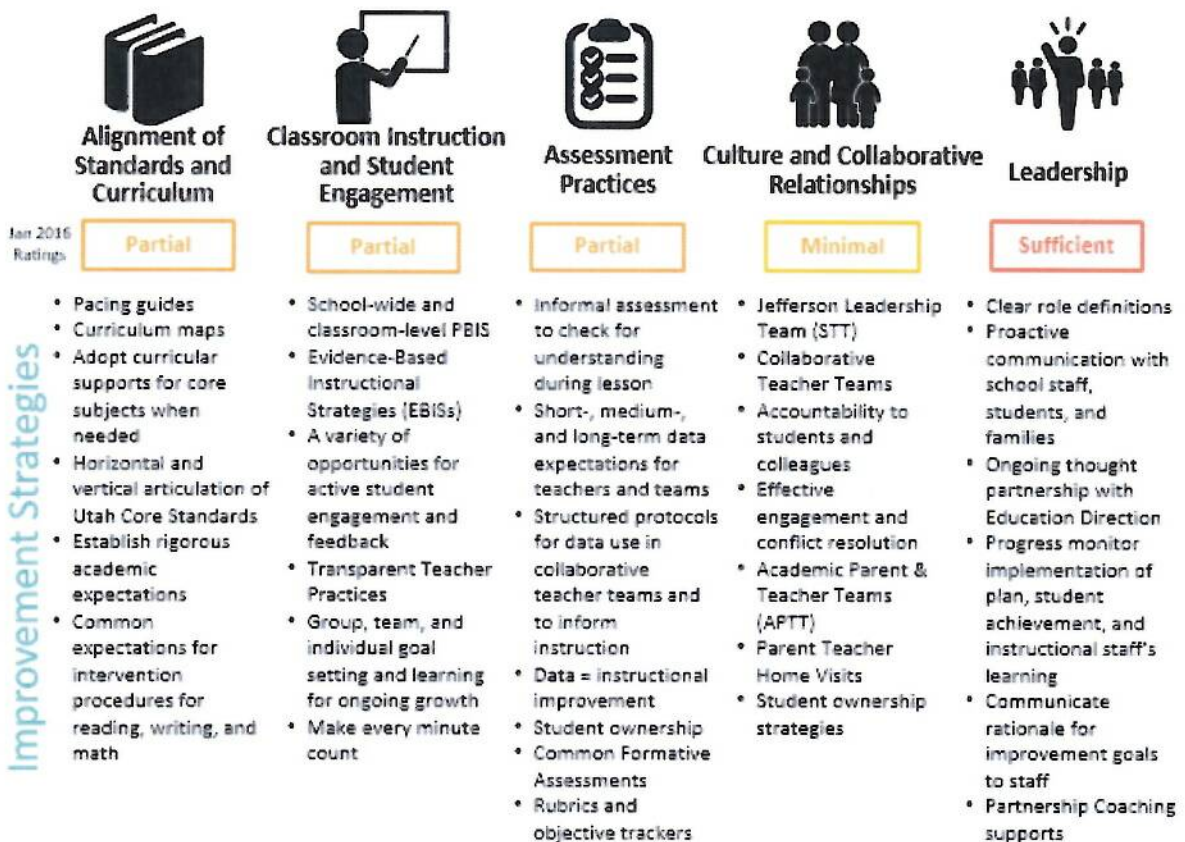
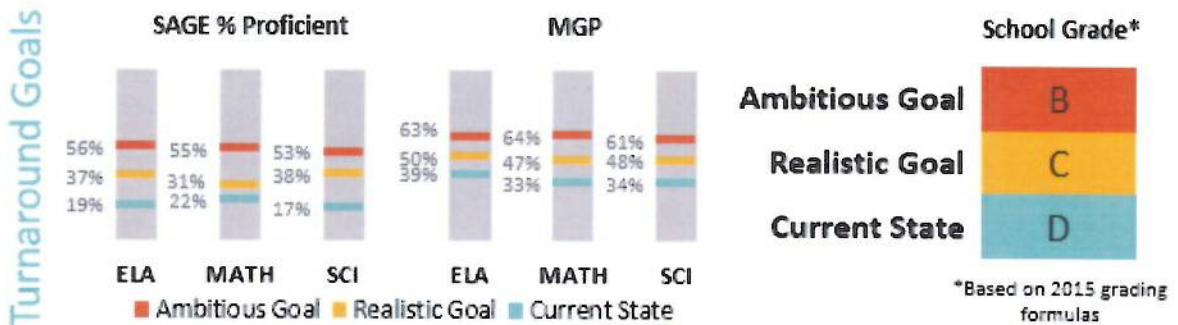


# Jefferson Jr. High School Improvement Plan

March 1<sup>st</sup>, 2016

# Part B: Plan Abstract

## Thomas Jefferson Jr. High



### Rating Scale





## Part C: Appraisal

### Celebration for Jefferson Jr. High!

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- 1 The Faculty at Jefferson understand and believe in the importance of aligning explicit instruction to the Utah core standards
- 2 Instructional staff is open and eager to learn and implement to new teaching strategies and receive in-classroom/one on one coaching to improve students learning
- 3 Administration, teachers, staff, students, and parents all care deeply about the success of the school and are willing to put in the work to see student achievement increase
- 4 School leadership demonstrates initiative and persistence to improve the school in its entirety
- 5 The community values the school and believe it provides their child/children with many opportunities

## Sources of data and information for needs assessment/appraisal at Jefferson Jr. High

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### Interviews

- Principal
- Assistant Principal: 2
- Teachers and Staff: 29

**32** total interviews

### Surveys

- Teacher self-assessment: 10
- Teacher post-interview appraisal: 32

**42** total survey responses

### Focus Groups

- Student focus groups: 18
- Staff and itinerant educator focus group: 7
- Parent/family focus group: 11

**36** total focus group participants

### Classroom Observation

- 32 classrooms observed using 2 observation formats:
  - A checklist that aligns teacher actions with the Utah State Office of Education instructional standards for Title I schools
  - A momentary time sample that primarily codes student engagement levels and types

**617** total students observed

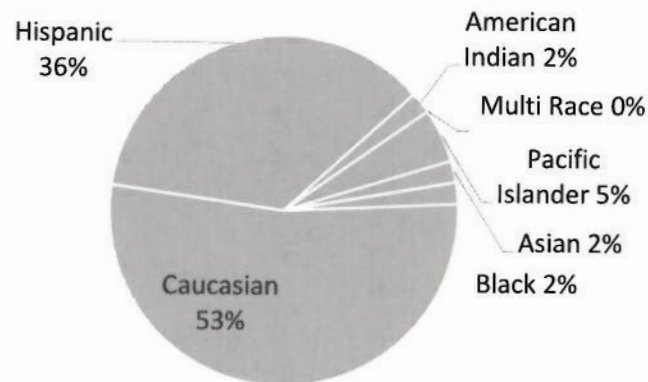
# Student demographics at Jefferson Jr. High

## Enrollment by Grade

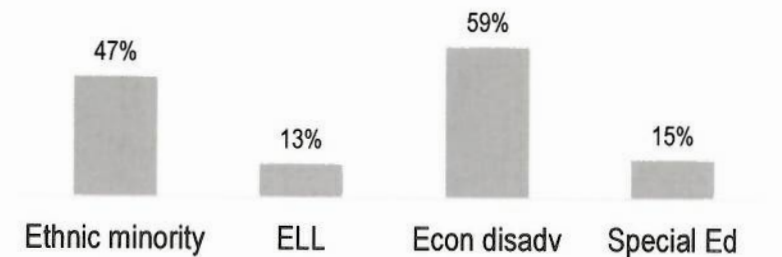
724 total students



## Ethnicity



## Subgroups



## Statistics

Absenteeism	14%
Mobility	15%
Stability	pending
Testing	100%

## Five areas assessed at Jefferson Jr. High

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### Alignment of Standards and Curriculum

- Examine implementation of The Utah Core Standards:
  - Lesson design template
  - Curriculum maps
  - Pacing guides
  - PLC process



### Classroom Instruction and Student Engagement

- Observe the use of evidence-based instructional strategies
- Learn from student work samples
- Investigate use of transparent strategies (e.g. lesson study; video modeling; peer coaching)
- Quantify student engagement levels



### Assessment Practices

- Analyze the use of assessment to measure learning and proactively address concerns:
  - Classroom level data
  - Screeners
  - DIBELS and SRI
  - SAGE



### Culture and Collaborative Relationships

- Explore levels of parent engagement
- Examine strength of data culture and collaboration
- Measure prevalence of growth mindset among students and adults
- Monitor implementation of Positive Behavioral Interventions and Supports (PBIS)



### Leadership

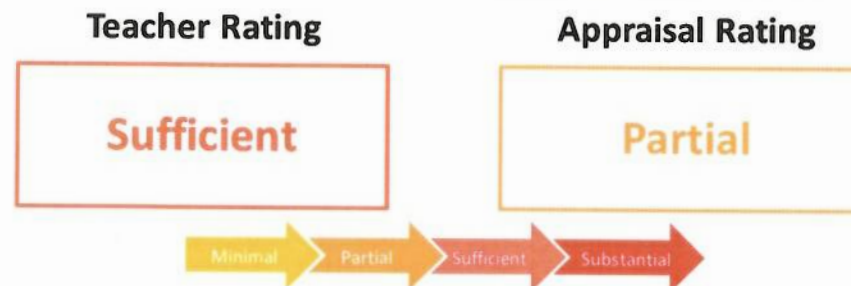
- Describe current perceptions regarding implementation of evidence-based leadership practices
- Map structures for teacher leadership and collaboration



# Alignment of standards and curriculum at Jefferson Jr. High



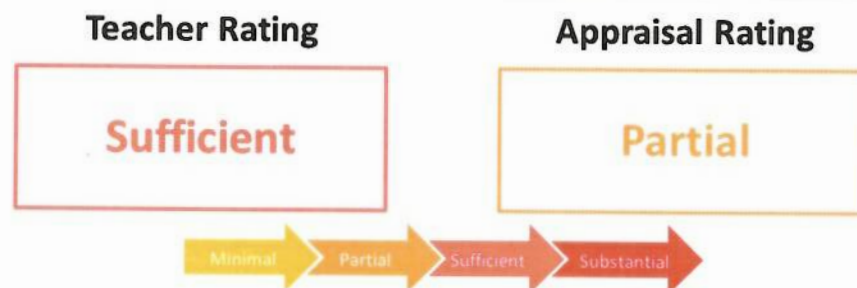
Assets	Challenges
<ul style="list-style-type: none"><li>▪ The faculty understands and believes in the importance of aligning explicit instruction to the Utah core standards</li><li>▪ Teachers are utilizing available resources including district tools, curriculum maps, pacing guides, etc.</li></ul>	<ul style="list-style-type: none"><li>▪ Teachers and staff have not set high academic expectations for student mastery of the Utah Core Standards and rigorous content use:<ul style="list-style-type: none"><li>– During observations students were permitted, by teachers, to not pay attention, walk around the class, or read novels instead of engaging in the lesson at hand; off task students were rarely re-directed to engage in the teaching of the instructional objective</li></ul></li><li>▪ Instructional staff could benefit from training on roles and responsibilities related to curriculum, including how to effectively balance the district guidelines and the Utah Core Standards</li></ul>



# Classroom instruction and student engagement at Jefferson Jr. High



Assets	Challenges
<ul style="list-style-type: none"><li>Some teachers are effective engaging students with a variety of questions, utilizing student groupings, and providing instructional supports</li><li>Instructional staff is open and receptive to new teaching strategies; sometimes explicitly requesting in-classroom coaching to ensure that they are “doing [instruction] the right way”</li></ul>	<ul style="list-style-type: none"><li>Behavioral disruptions are common in the classroom and often go uncorrected<ul style="list-style-type: none"><li>17% (at minimum) of Jefferson students are either off task or not presented with a learning task at any given time</li><li>The same students who were well behaved in one classroom were disruptive in other classes, suggesting that improvement is possible with greater consistency from class to class</li></ul></li><li>Classroom instruction could be improved by increasing scaffolding/support, checks for understanding, and creating a more student-focused learning environment</li></ul>

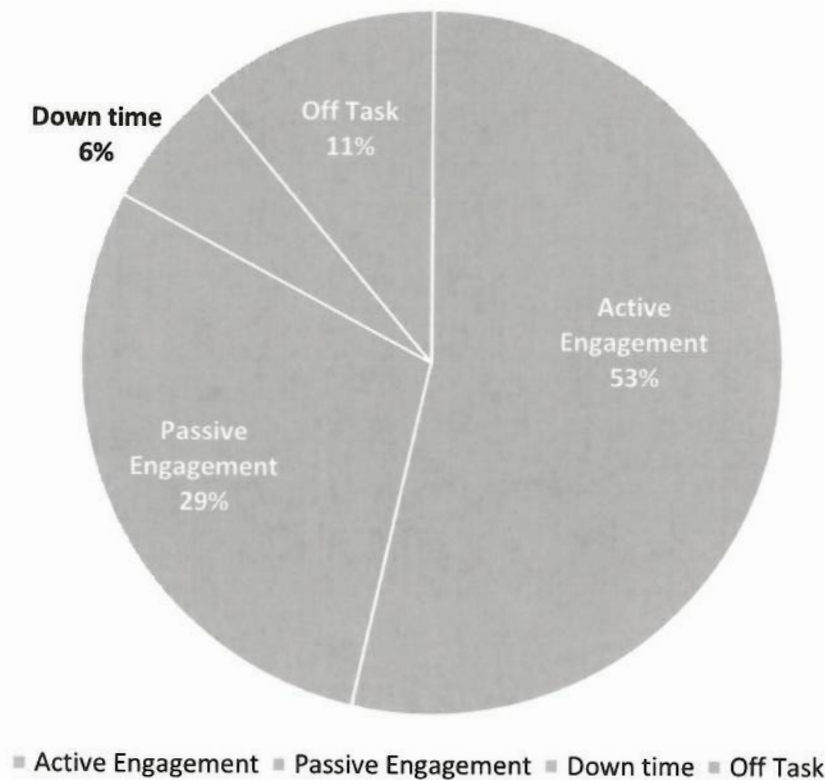




# Student engagement observation data at Jefferson Jr. High



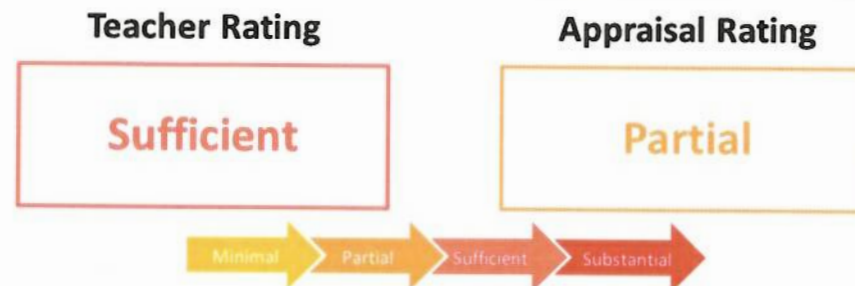
**Student Engagement in the Classroom**



# Assessment practices at Jefferson Jr. High



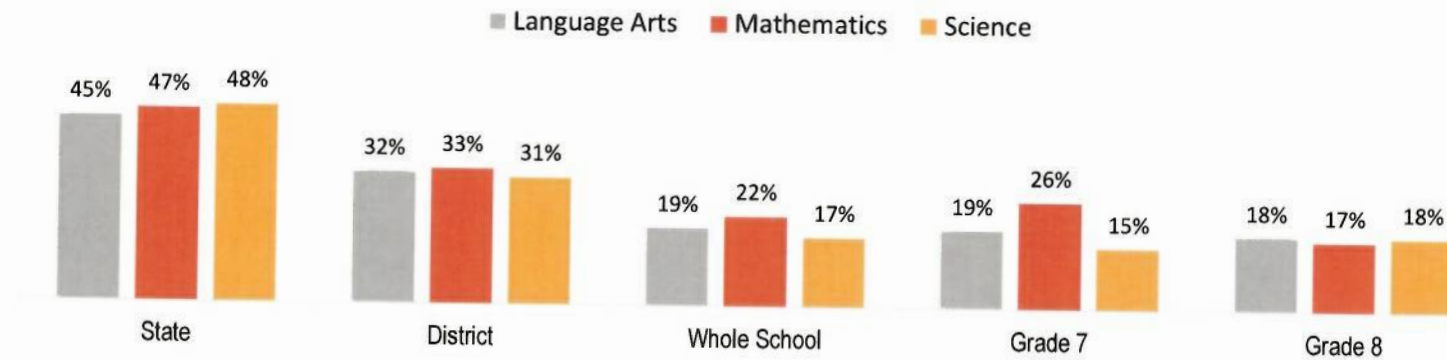
Assets	Challenges
<ul style="list-style-type: none"><li>▪ Structures are in place for interventions, such as testing cutoffs and time allotments</li><li>▪ In interviews most teachers indicated that they are actively creating and administering common formative assessments</li><li>▪ Administration has set expectations for PLCs that include assessment creating and analysis</li></ul>	<ul style="list-style-type: none"><li>▪ Formal and informal assessments are used primarily for grouping or interventions, rather than to guide instruction in real-time; Teachers would benefit from training and coaching on how to use quick informal and formal assessments to guide instruction and student learning</li><li>▪ As a result of the current schedule some students are not receiving interventions that are required and needed</li></ul>



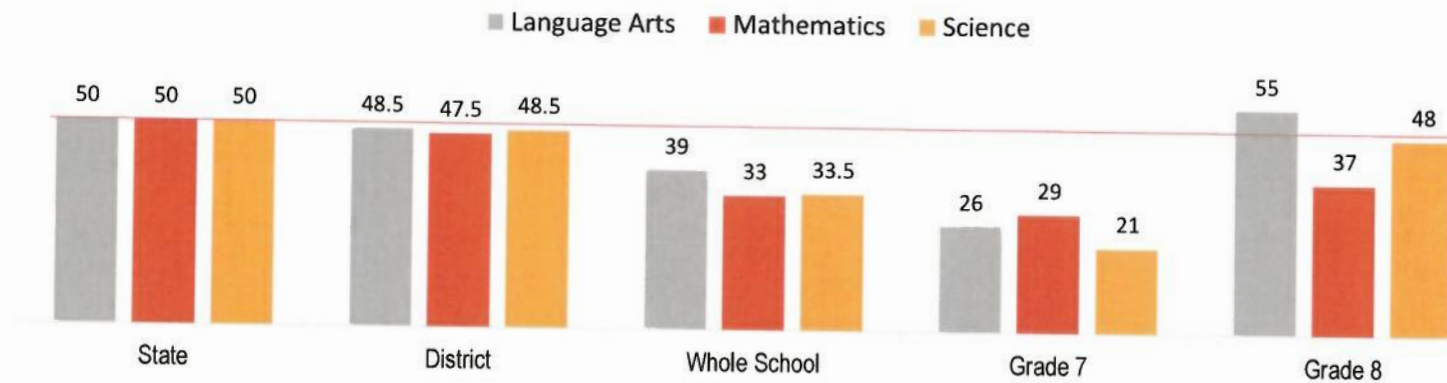
# 2015 SAGE results for Jefferson Jr. High



## SAGE % Proficient



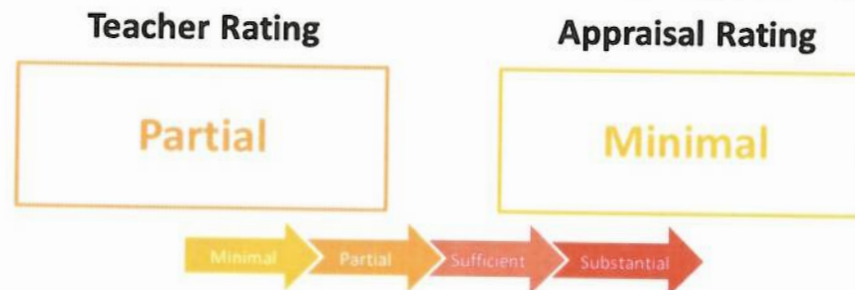
## Median Growth Percentile (MGP)



# Culture and collaborative relationships at Jefferson Jr. High



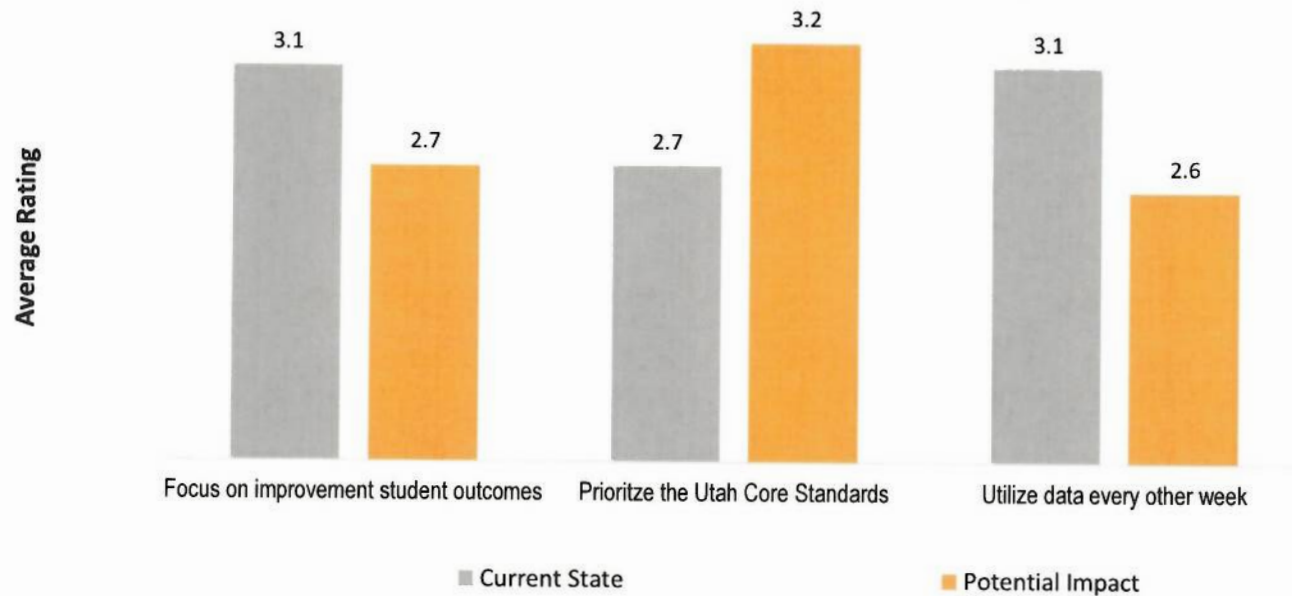
Assets	Challenges
<ul style="list-style-type: none"><li>▪ Faculty, staff, students, and parents care deeply about the success of the school</li><li>▪ The community values the school and appreciates the opportunities provided to students</li><li>▪ Most teachers expressed a belief in the value of collaboration to impact student learning</li></ul>	<ul style="list-style-type: none"><li>▪ Teachers report a need for more guidance with and support as they implement PLCs</li><li>▪ Parents and students would like to receive more frequent communication from the school about academic progress and school activities</li><li>▪ Students report that bullying/mistreatment persists, even with administrative focus on the issue</li><li>▪ There is limited accountability for PLCs to monitor changes in student achievement and teacher skill in the classroom</li></ul>



# Collaboration and engagement data



## Professional Learning Community<sup>1</sup>



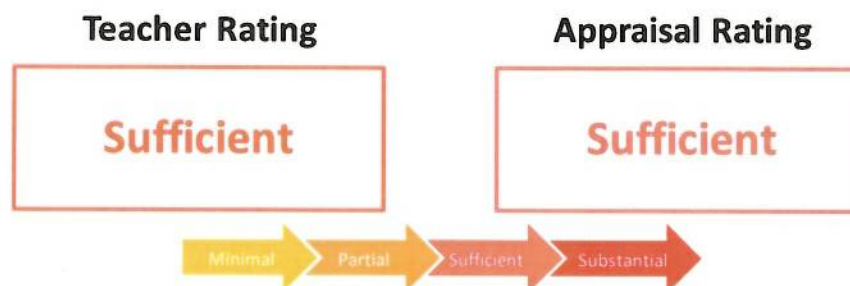
<sup>1</sup> Data gathered from the teacher self-assessment survey. Q1: My PLC utilizes relevant data that is available at least every other week; Q2: My PLC focuses on improving student learning and teacher skills; Q3: My PLC prioritizes teaching the Utah Core Standards in a way that is commonly paced across classrooms



# Leadership at Jefferson Jr. High

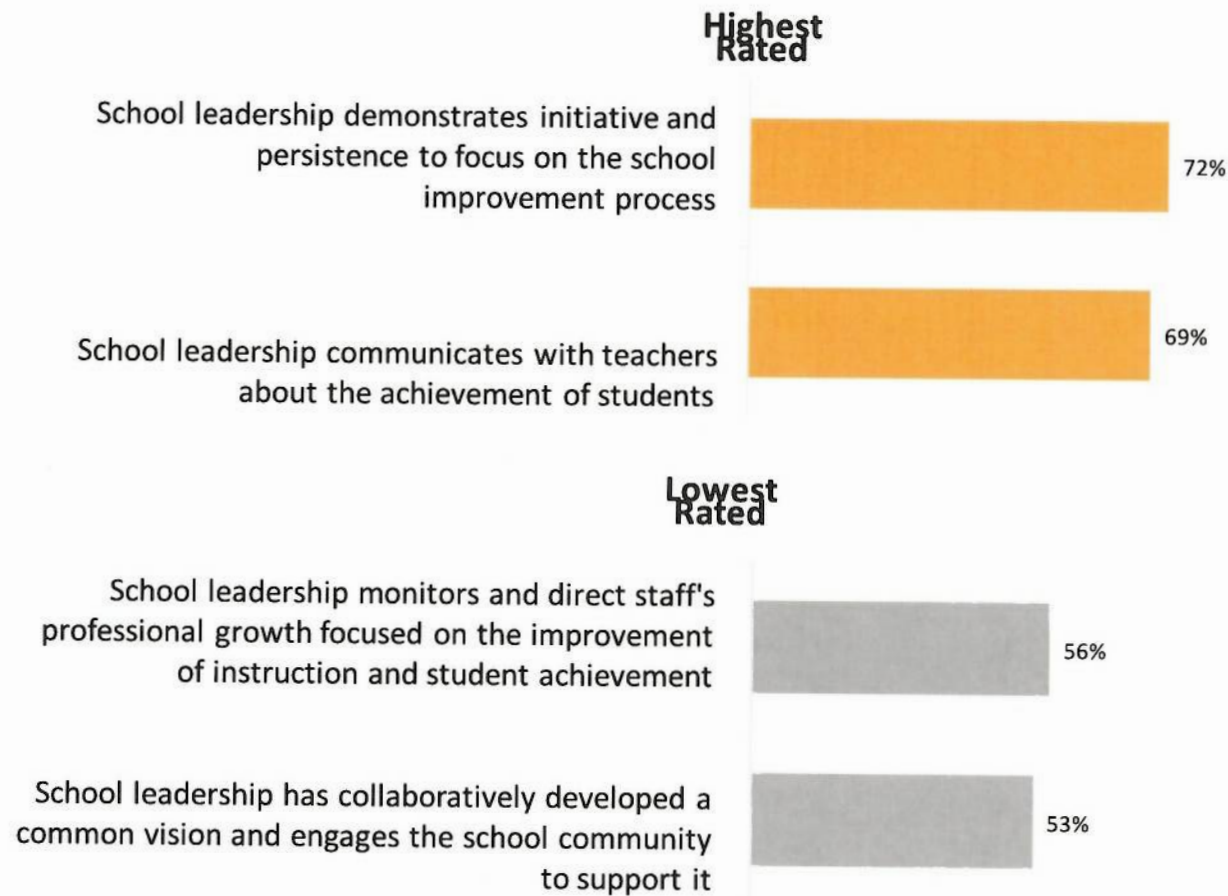


Assets	Challenges
<ul style="list-style-type: none"><li>▪ School leadership demonstrates initiative and persistence to improve student achievement</li><li>▪ Administration is well liked by staff and students. They are considered to be knowledgeable and caring</li></ul>	<ul style="list-style-type: none"><li>▪ Teachers would like to receive more communication (e.g. making the weekly email more consistent and in-depth)</li><li>▪ Teachers would benefit from a more in depth explanation of the “why” behind new initiatives and protocols</li><li>▪ Structures for teacher leadership are viewed as minimally effective in improving the school and creating a culture of collective focus on student achievement</li></ul>










# Teacher assessment of school leadership at Jefferson Jr. High



Note: data represents % of teachers selecting strongly agree or agree

## Summary for Jefferson Jr. High

Partial		Instructional staff understand the importance of the core and most implement it using the tools made available to them by the school and district. Further training and understanding of those tools and unpacking of the standards would likely increase effectiveness and implementation of the core across the school and increase expectations and rigor.
Partial		Teachers, parents, and students all identified that students were off-task or disengaged in many classes. This was supported by classroom observations where 17% of students were not engaged in learning. Teachers and students would both benefit from training and implementing classroom expectations and procedures, increasing use of OTRs (opportunities to respond) and feedback, and other evidence-based student engagement strategies over time.
Partial		Assessment practices are beginning to be implemented and have made promising progress. Formative assessments are in place to inform interventions; however, formal and informal formative assessments could be better utilized to assess student understanding and guide instruction in real time.
Minimal		Parents are interested in seeing the school develop a reputation for academic excellence and want to be involved. To accomplish the school's goals, communication strategies with parents need to be improved to ensure effective engagement and maximize opportunities for parents to co-own learning with their student and his/her teachers.
Sufficient		Leaders at Jefferson are experienced and respected. Their greatest challenge is communicating with teachers and parents to guide the school through pending changes and to ensure that the staff and faculty clearly understand all the roles and expectations. Staff would appreciate more attention paid to facilitating and supporting professional development, and monitoring implementation of new strategies.

## Part D: Goals and Strategies

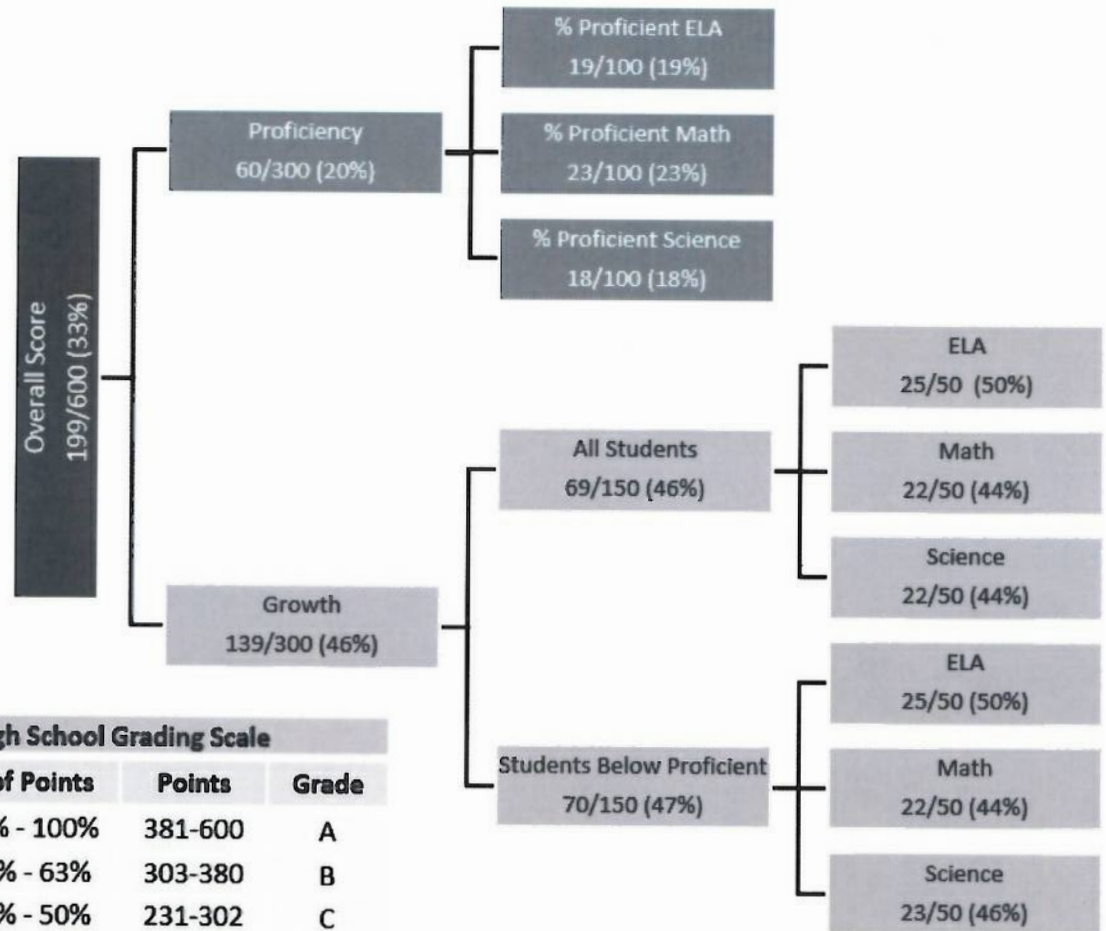
Increase overall score by 32 points to reach the next grade:

Overall Score	Overall %
199	33%

Additional Points Needed to Reach the Grade	
A	182
B	104
C	32
D	

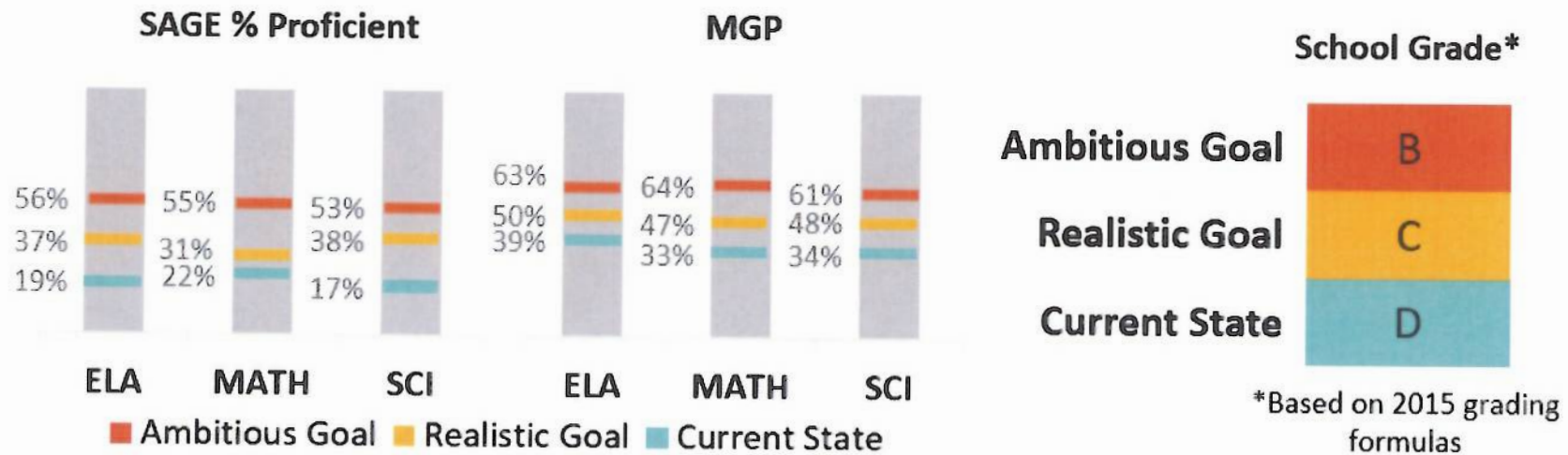
Threshold Goal:  
Increase school  
grade by 1 letter

Elementary and Middle/Junior High School Grading Scale			
Details	% of Points	Points	Grade
95% Participation Rate Required	64% - 100%	381-600	A
Total of 600 Points	51% - 63%	303-380	B
<b>Academic Proficiency</b> = 300 Points	39% - 50%	231-302	C
<b>Growth</b> = 300 Points (150 All Students; 150 Below Proficient Students)	30% - 38%	180-230	D
	<30%	≤179	F





In addition to the minimum threshold goal of 1 school grade level increase over two years (i.e. earning a C grade), the following realistic and ambitious goals have been set using the Utah State Office of Education's Polytopic Vector Analysis (PVA)\*:



\*PVA calculations provide a comparison of 20 like schools from across the state, using three variables: 1) Income level of families 2) Proportion of students who are learning English and 3) Ethnic composition of students enrolled for a full academic year (i.e. at least 160 days)

## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
- 

## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
-

## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i><b>Responsible Party</b></i>	<i><b>Strategies</b></i>
<i><b>School Leadership District Leadership Education Direction</b></i>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<i><b>All Teachers and Instructional Staff</b></i>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>



## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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### *Responsible Party*

### *Strategies*

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#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Clear expectations for data collection and use
  - Co-developed classroom PBIS plans
  - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching

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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop own professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
-

## Improvement Plan: Focus 3

Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
-



## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"><li>1. Professional development</li><li>2. Partnership Coaching</li><li>3. Systematic review of implementation data (including markers of progress)</li><li>4. Systematic review of student achievement data</li><li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li><li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li></ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"><li>1. Self-assessment and reflection protocols</li><li>2. Observations</li><li>3. Collaborative teacher team processes</li><li>4. Implementation and student achievement data</li></ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.

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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>• Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>• Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>• Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>• Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>• The principal</li><li>• School leadership team</li><li>• Collaborative teacher teams</li><li>• Teachers</li><li>• Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>• School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>• School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>• Improving the effectiveness of collaborative teacher teams</li><li>• Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>

			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	Early identification of future School-wide efforts to: <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols	Understanding of theory behind and essential components of <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> Common scope, sequence, and pacing guides for key subjects
	August 2016	Transformation plan kick-off	30-day plan for implementation of: <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0)
	At least once a month	Professional learning	Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture: <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness



## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b>Theory</b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b>Demonstration</b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>



<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%

## Part F: Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.



## Part G: Budget

### Turnaround Implementation Costs

#### Thomas Jefferson Jr. High

Year 1		Year 1 Costs	
School Transformation Team Summer Stipends	\$150 x 5 days x 10 educators	\$	7,500.00
Whole School Summer Stipends	\$150 x 2 days x 30 educators	\$	9,000.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 30 educators	\$	11,250.00
"Teach Like a Champion 2.0" for each educator	\$23 x 30 educators	\$	690.00
"Data Wise" for each educator	\$29 x 30 educators	\$	870.00
<b>Total Year 1</b>		<b>\$</b>	<b>34,310.00</b>
Year 2		Year 2 Costs	
School Transformation Team Summer Stipends	\$150 x 3 days x 10 educators	\$	4,500.00
Whole School Summer Stipends	\$150 x 2 days x 30 educators	\$	9,000.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 30 educators	\$	11,250.00
<b>Total Year 2</b>		<b>\$</b>	<b>29,750.00</b>
		<b>Total Years 1 &amp; 2</b>	
		<b>\$</b>	<b>64,060.00</b>



# West Lake Jr. High School Improvement Plan

March 1<sup>st</sup>, 2016

## Improvement Plan: Focus 1

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Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

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## Improvement Plan: Focus 2

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Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
  - Evidence-Based Instructional Strategies
  - Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels
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## Improvement Plan: Focus 3

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Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
  - Proactive 2-way communication with all families and community members
  - Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together
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## Improvement Plan: Focus 1

Align expectations, communication, and measurement of improvement plan progress to ensure supportive conditions for implementation. We will work to narrow the focus, minimize distractions, and support the important implementation work of the administrator(s) and teachers.

<i><b>Responsible Party</b></i>	<i><b>Strategies</b></i>
<i><b>School Leadership District Leadership Education Direction</b></i>	<ol style="list-style-type: none"><li>1. Align all required plans with the Plan on a Page and 30-, 60-, and 90-day implementation plans.</li><li>2. Ensure clarity of message, by continually checking-in to make sure that communication is clear and concise.</li><li>3. Actively advocate for the implementation of the 30-, 60-, and 90-day plans when presented with possible instructions to the school that will distract from the narrow focus on school improvement goals.</li></ol>
<i><b>All Teachers and Instructional Staff</b></i>	<ol style="list-style-type: none"><li>1. Participate fully in professional development, coaching, and team meetings to gain a clear understanding of expectations and timelines.</li><li>2. As an engaged contributor to the improvement of the school, commit to providing feedback and suggestions through appropriate channels to ensure the following:<ul style="list-style-type: none"><li>• Decisions are made with adequate information from all teachers and instructional staff</li><li>• Miscommunication is quickly clarified</li><li>• Rumors are not perpetuated</li><li>• All actions align with the improvement plan</li></ul></li></ol>

## Improvement Plan: Focus 2

Systematically strengthen the effectiveness of Tier 1 instruction, particularly in reading, writing, speaking and listening, math, and science through implementation of:

- Systematic teaching of the Utah Core Standards in all classrooms
- Evidence-Based Instructional Strategies
- Short-, medium-, and long-term assessment practices supporting effective inquiry at the classroom, team, and school levels

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### **Responsible Party**

### **Strategies**

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#### ***School Leadership***

1. Embrace a growth mindset by actively facilitating and participating in professional development and coaching.
2. Adopt and align curricular supports for all grade levels that facilitate effective instruction of the Utah Core Standards for reading, writing, speaking and listening, math and science.
3. Ensure that adequate instructional time is allocated to reading, writing, speaking and listening, math, and science instruction.
4. Increase the quality and frequency of non-evaluative feedback to instructional staff.
5. Establish expectations and measure implementation of:
  - Assessment processes for short-, medium-, and long-term data
  - Clear expectations for data collection and use
  - Co-developed classroom PBIS plans
  - Development and use of articulation maps and pacing guides that are common across grade- and/or course-levels to ensure alignment of learning and enable higher level team functioning
  - Evidence-Based Instructional Strategies including those that are prioritized by the faculty
  - Instructional rigor and planning, including a healthy dose of all 4 levels of Webb's Depth of Knowledge (DOK) in lessons and units
  - Lesson planning procedures that are collaborative and evidence-based
  - Ongoing coaching and professional learning for all school staff
  - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
  - Transparent Teacher Practices, including Partnership Coaching

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***All Teachers and  
Instructional Staff***

1. Embrace a growth mindset by actively participating in professional development and coaching.
  2. Develop own professional skill-set to effectively implement:
    - Adopted curricular supports in unit and lesson plans to facilitate effective classroom instruction, alignment with the Utah Core Standards
    - Articulation maps and pacing guides that are common across grade- and/or course-levels for reading, writing, speaking and listening, math, and science standards
    - Assessment processes for short-, medium-, and long-term data collection and use
    - Co-developed (with grade- and/or course- partners) classroom PBIS plans
    - Evidence-Based Instructional Strategies, prioritizing “opportunities for active student engagement and response” (a.k.a. OTR) and “feedback” due to their high effect on student learning
    - Instructional use of time that ensures reading, writing, speaking and listening, math, and science; make every minute count
    - Lesson planning procedures that are collaborative and evidence-based
    - Rigorous instruction, including lessons and units that consistently include a healthy dose of all 4 levels of Webb’s Depth of Knowledge (DOK)
    - School-wide vocabulary instruction protocol and grade-level high frequency academic vocabulary lists
    - Transparent Teacher Practices, including Partnership Coaching
    - Feedback received from leadership, teammates, students, and coaches
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## Improvement Plan: Focus 3

Create a school culture and climate that is focused on student learning and inclusive for all students, families, and school staff by way of:

- Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS)
- Proactive 2-way communication with all families and community members
- Establishing and maintaining high performing teams (e.g. leadership and PLCs) that are continuously learning and growing together

<i>Responsible Party</i>	<i>Strategies</i>
<b><i>School Leadership</i></b>	<ol style="list-style-type: none"><li>1. Establish, participate and share the facilitation role, and support a school leadership team (e.g. School Transformation Team) that includes teacher leaders from each collaborative teacher team (a.k.a. PLC) when feasible.</li><li>2. Establish a school-wide Positive Behavioral Intervention and Support (PBIS) plan and facilitate development of classroom PBIS plans.</li><li>3. Co-develop and support a system for proactive communication with families and students focused on learning, including common communication expectations for all instructional staff (e.g. objective trackers).</li><li>4. Co-develop and nurture a culture of collaboration among instructional staff, including making it a priority to address and mitigating perceived divisions in grade-levels and other teacher teams to facilitate effective collaboration across the whole school.</li><li>5. Communicate clear expectations for teacher engagement in collaboration.</li><li>6. Determine and communicate expectations for participation in Academic Parent &amp; Teacher Teams (APTT) and Parent Teacher Home Visits.</li><li>7. Establish and sustain strong teams to ensure that the most vulnerable students are receiving adequate support (e.g. special education eligible students, English language learners).</li></ol>

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***All Teachers and  
Instructional Staff***

1. Participate on collaborative teacher and leadership teams, as appropriate; be ready to lead and be lead.
  2. Co-own the culture of collaboration by:
    - Keeping student achievement at the center of the work
    - Viewing teammates as a resource
    - Being accountable to the team
    - When in doubt, communicating openly and honestly
  3. Implement and reinforce school-wide and classroom PBIS plans.
  4. Proactively engage with families and students regarding learning progressions, key concepts to be taught and when, and student progress.
  5. Engage in effective practices for collaboration with teammates and implement collaborative teacher team structures and protocols to promote efficiency.
  6. Implement supports to promote student ownership of learning through use of rubrics and clear models of exemplary work (e.g. self-reported grading and progress monitoring).
  7. Support implementation of APTT and Parent Teacher Home Visits and participate as appropriate.
  8. Implement supports for the most vulnerable students to increase access to the Utah Core Standards and appropriate peer relationships (e.g. special education eligible students, English language learners).
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## Implementation Supports

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Education Direction</b> <b>District Transformation Team (DTT)</b>	<ol style="list-style-type: none"> <li>1. Professional development</li> <li>2. Partnership Coaching</li> <li>3. Systematic review of implementation data (including markers of progress)</li> <li>4. Systematic review of student achievement data</li> <li>5. Feedback and assistance during the development of 30-, 60-, and 90-day plans</li> <li>6. Ongoing support and measurement of 30-, 60-, and 90-day plans</li> </ol>

## Measurement Process

<i>Responsible Party</i>	<i>Description</i>
<b>Coaches</b> <b>School Leadership</b> <b>Collaborative Teacher Teams (CTTs – a.k.a. PLCs 2.0)</b>	<ol style="list-style-type: none"> <li>1. Self-assessment and reflection protocols</li> <li>2. Observations</li> <li>3. Collaborative teacher team processes</li> <li>4. Implementation and student achievement data</li> </ol>

## Expected Impact on Core Academic Areas

1. Establishing a clear outline of expectation and a timeline for implementation will enable a narrow focus for learning and implementation of the strategies included in the implementation plan, and facilitate better and measurement of progress for informed decision making.
2. Highly effective Tier 1 instruction has been validated by scientifically-based research as the most powerful lever for improving student achievement that schools can implement.
3. A school culture and climate that is focused on student learning and inclusive for all students, families, and school staff creates the conditions necessary for highly effective Tier 1 instruction.



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## Part E: Professional Development Plan

### Highly Qualified Teacher Plan

In addition to hiring the best candidates for openings, all teachers will receive ongoing professional development, coaching and leadership opportunities to ensure continuous improvement of instructional practices.

For schools that reach their 2-year goal, the Utah Legislature has established incentive pay.

### School Development Plan

Who	When	What	Outcomes
<b>School Transformation Team (STT)</b>	June 2016 August 2016 October 2016 December 2016 February 2017 May 2017	<b>Leadership Training</b> <ul style="list-style-type: none"><li>• Using school leadership teams to guide the implementation of ambitious school improvement strategies</li><li>• Updating Collaborative Teacher Teams (a.k.a. PLCs 2.0) with procedures and protocols that lead to improved student achievement and collective growth in instructional skills</li><li>• Leveraging Learner Centered Problems to focus teams and improve student achievement school-wide</li><li>• Identifying Evidence-Based Instructional Strategies and selecting one at a time for implementation school-wide</li></ul>	<b>Coordination of lengthy plans into narrowly focused and purposeful actions for:</b> <ul style="list-style-type: none"><li>• The principal</li><li>• School leadership team</li><li>• Collaborative teacher teams</li><li>• Teachers</li><li>• Coach(es)</li></ul> <b>Actions are focused on the following:</b> <ul style="list-style-type: none"><li>• School-wide efforts to serve common student learning challenges (Learner Centered Problems)</li><li>• School-wide efforts to implement and refine instructional techniques (EBISs)</li><li>• Improving the effectiveness of collaborative teacher teams</li><li>• Supporting groups of teachers with common needs (e.g. new teachers)</li></ul>



			<ul style="list-style-type: none"> <li>Communicating with families</li> <li>Using data effectively</li> </ul>
<b>Whole Faculty</b>	May 2016	Spring data reflection (1 to 3 hour protocol)	Early identification of future School-wide efforts to: <ul style="list-style-type: none"> <li>Address common student learning challenges (Learner Centered Problems) and</li> <li>focused instructional techniques (EBISs)</li> </ul>
	Summer 2016	<ul style="list-style-type: none"> <li>Introduction to Transparent Teacher Practices</li> <li>Further alignment of Utah Core Standards with ELA, math, and science curriculum</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0) practice and protocols	Understanding of theory behind and essential components of <ul style="list-style-type: none"> <li>Transparent Teacher Practices (e.g. learning walkthroughs)</li> <li>Collaborative Teacher Teams (a.k.a. PLCs 2.0) key features and actions</li> </ul> Common scope, sequence, and pacing guides for key subjects
	August 2016	Transformation plan kick-off	30-day plan for implementation of: <ul style="list-style-type: none"> <li>Learner Centered Problem</li> <li>Evidence-Based Instructional Strategy</li> </ul> Collaborative Teacher Teams (a.k.a. PLCs 2.0)
	At least once a month	Professional learning	Measurement of current 30-day plan Finalization of upcoming 30-day plan Further development of skills and collaborative culture: <ul style="list-style-type: none"> <li>Theory</li> <li>Demonstration</li> <li>Practice</li> <li>Coaching</li> </ul> Practice of Evidence-Based Instructional Strategies and Collaborative Teacher Teams (a.k.a. PLCs 2.0)
<b>Every Teacher</b>	Monthly	Coaching	Targeted feedback and support to facilitate continued growth in skill and effectiveness



## Standards for Professional Learning and Implementation

The following standards, co-developed with our partners in turnaround, Education Direction, have guided our planning for implementation of this improvement plan.

<i>PL Component</i>	<i>Rationale</i>	<i>Examples</i>	<i>Education Direction Gold Standard</i>
<b><i>Theory</i></b>	When faced with a change, we all want to know the theoretical underpinnings or “why” for new ways of work. This component cannot be ignored or glossed over. The rationale for change is an essential component of professional learning for all of us.	Introducing content from the front of the room; Small group and table discussions without a protocol;	<ul style="list-style-type: none"> <li>✓ <b>No more than 25% PL</b></li> <li>✓ If introducing content from the front of the room – plan for at least one OTR per 6 minutes , include DOK 2 whenever feasible</li> <li>✓ Well established discussion norms, for example “rule of three” – roles for participants – note templates, group facilitator(s).</li> </ul>
<b><i>Demonstration</i></b>	As professionals we want to know that new ways of work are doable. When we see it in action we are more likely to believe it will work. Professional learning that respects the healthy skepticism of professionals includes examples of what the new practice(s) look and sound in action.	Facilitated modeling in small groups; Fishbowls; Front of the room modeling; Video/media modeling	<ul style="list-style-type: none"> <li>✓ <b>Between 10 to 20% of PL</b></li> <li>✓ Multiple exposures when needed (e.g. front of the room and media example)</li> <li>✓ Transparency, name what you are doing and why - “here are the steps for the “What do you see? What do you make of it?” protocol; in action, it looks and sounds like this...</li> </ul>

<b>Practice</b>	Unfortunately, being able to talk about the rationale and list the steps for a new way of work is not enough for most of us to implement. But, the good news is: when we get to try new things out in a supportive setting confidence increases and we are more likely to not only try out the strategy with students but to have a successful experience.	Accountability deliverables; Critiques and case studies; Data analysis; Expert groups; Implementation plans; Jigsaws; Plan development; Plan review and refinement; Role play; Tuning	<ul style="list-style-type: none"> <li>✓ <b>Between 40 to 60% of PL</b></li> <li>✓ Well developed and varied protocols</li> <li>✓ Ongoing reflection and refinement (e.g. connecting one PL session to the next)</li> <li>✓ Progress monitoring of knowing and doing gaps</li> <li>✓ Clearly defined implementation indicators</li> </ul>
<b>Coaching</b>	Research and experience have confirmed that no matter how accomplished, highly trained, intelligent, hard-working, or motivated we are, few of us can sustain our best performance on our own. Coaching keeps high performers at the top of their field. This is why coaching is essential for professional educators.	<p>Specific and timely feedback applied to:</p> <p>Progress monitoring information; deliverables; during practice; during informal observations (e.g. site visits); implementation plans</p>	<ul style="list-style-type: none"> <li>✓ <b>At least 10% of PL</b></li> <li>✓ Avoid overwhelming people/teams with too much information</li> <li>✓ Build on progress</li> <li>✓ Empower partners for feedback (e.g. district leaders, school leaders, state leaders)</li> <li>✓ Plan for gradual release with authentic work</li> <li>✓ Plan for highly focused feedback</li> <li>✓ Prioritize feedback</li> </ul>
<b>Pacing</b>	Even the most relevant content and important skills can fall flat if not properly chunked into manageable sections and organized to encourage adult learner engagement.	Within- and cross-team networking; movement; a.m. versus p.m. content placement; individual versus group activities and reflection	<ul style="list-style-type: none"> <li>✓ Ensure movement at least every 60-minutes (including breaks and lunch)</li> <li>✓ Limit session objectives to no more than 4 broad categories</li> <li>✓ Plan for at least 2 cross-group activities per day</li> <li>✓ Schedule most cognitively challenging content and activities in the morning</li> </ul>

## Research to Demonstrate the Evidence-Base for Professional Learning and Coaching

Our plan is structured to ensure that we systematically organize professional learning and teacher skill development to have the greatest chance of yielding implementation in the classroom. Unfortunately, many improvement plans do not influence student achievement and teacher learning. We must plan for on-going implementation support for our teams.

In 2002, Joyce and Showers explored the gap between verbal advocacy (e.g. Teacher A may consistently say *"I love maximizing active student engagement in my classroom through speaking and listening routines - I consistently implement what we learned in professional development in my classroom"*) and actual implementation in the classroom (e.g. Teacher A is observed instructing in a manner that yields minimal active student engagement through speaking and listening routines in the classroom). They did so by conducting a large-scale study of change initiatives in education. Their findings, outlined below, are a guide to creating the conditions for the implementation of improvement plans.

Condition of Professional Development	Type of Professional Learning and Development	Educator Proficiency		
		Knowledge	Skill Demonstration	Use in the Classroom
1	Theory and Discussion of Strategies	10%	5%	0%
2	Demonstration in Training Session (in addition to condition 1)	30%	20%	0%
3	Practice and Feedback in Training (in addition to conditions 1, and 2)	60%	60%	5%
4	Coaching in the Classroom Setting (in addition to conditions 1, 2, and 3)	95%	95%	95%



## Part F: Parent Involvement

*Please answer the following and attach documentation as needed.*

**Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of communications that were mailed or sent home in the Tracker filing cabinet.**

The School Community Council was informed of our identification as a Focus School. A parent letter was sent home to all parents informing them of this identification as well.

**Describe the plan for involving parents in the decision-making processes of the school.**

Our school community council is involved in decision-making with regard to academic planning, creating and approving school plans including Title I, Trustlands and Focus School. The council meeting minutes are posted on the school web page for parents to access. The school newsletter includes information about council meetings and school academic progress.

**Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.**

The school will proactively communicate with families and students through implementation of parent nights over the school year, Academic Parent & Teacher Teams (APTT) and Parent Teacher Home Visits, and clear expectations for learning progressions, including notification of key concepts to be taught and when, and student progress. Monthly newsletters and calendars, the school webpage including teacher webpages and the online parent portals to access student grades are additional tools for home-school communication. Parent Conferences will be held twice a year.

## Part G: Budget

### Turnaround Implementation Costs

#### West Lake Jr. High

Year 1		Year 1 Costs	
School Transformation Team Summer Stipends	\$150 x 5 days x 10 educators	\$	7,500.00
Whole School Summer Stipends	\$150 x 2 days x 44 educators	\$	13,200.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 44 educators	\$	16,500.00
"Teach Like a Champion 2.0" for each educator	\$23 x 44 educators	\$	1,012.00
"Data Wise" for each educator	\$29 x 44 educators	\$	1,276.00
<b>Total Year 1</b>		<b>\$</b>	<b>44,488.00</b>
Year 2		Year 2 Costs	
School Transformation Team Summer Stipends	\$150 x 3 days x 10 educators	\$	4,500.00
Whole School Summer Stipends	\$150 x 2 days x 44 educators	\$	13,200.00
School Transformation Team Substitutes	\$125 x 4 days x 10 educators	\$	5,000.00
Substitutes for Targeted Coaching Supports	\$125 x 3 days x 44 educators	\$	16,500.00
<b>Total Year 2</b>		<b>\$</b>	<b>39,200.00</b>
		<b>Total Years 1 &amp; 2</b>	
		<b>\$</b>	<b>83,688.00</b>