



## CANYON CREST ELEMENTARY SCHOOL FY21



**SUCCESS FOR EVERY STUDENT:**

**THE PROVO WAY**

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**School Improvement Plan 2020-21**

# EVERY STUDENT WILL END EACH SCHOOL YEAR HAVING MET OR EXCEEDED THE ESSENTIAL LEARNING STANDARDS, FULLY PREPARED FOR THE NEXT GRADE/COURSE.

## INTRODUCTION

The students and educators of Provo City School District enjoy a legacy of commitment and caring in a community rich with diversity. The community has rallied to support the building of four new schools, and rebuilding five schools, in the past decade. This community support and interest in its schools has been a hallmark of Provo City.

## GOALS

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

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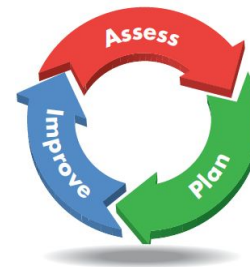
*Every student will end each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

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Because, as emphasized by Connie Moss and Susan Brookhart in *Learning Targets*, “our beliefs are the best predictors of our actions in any situation,” the district aim statement establishes our core belief and is the foundation of the actions we plan and take.

And, this belief predicts our actions –

- We have an improvement plan that focuses on student outcomes.
- We will execute our plan together.
- We will review and measure our performance.
- We will continuously improve teaching and learning.



## Board of Education Goals

Our actions will focus on achieving five goals set by the board of education:

1. Continuous academic improvement and transparency.
2. Support for teachers and teaching aligned with research, best practices, and teacher-identified needs.
3. Improved certainty and stability in the direction of the district.
4. Financial prioritization, long-term planning, and transparency.
5. 91% of students receiving a high school diploma.

Additionally, the district commits to the state goal of ensuring reading proficiency for students by the end of third grade.

### **SCHOOL PLANNING TEAM**

*Include administration, teachers, staff members, parents and community members*

<b>Principal</b> Rene Cunningham	<b>Facilitator</b> Jayme Gandara	<b>Faculty Member</b> Crystal Bracamonte
<b>Teacher</b> Erica Mildenhall	<b>Teacher</b> Sheliah Saluone	<b>Teacher</b> Jessica Heaton
<b>Parent</b> Renea Dietrich	<b>Parent</b> Melinda Powell	<b>Parent</b> Shane Wright

### **SCHOOL DEMOGRAPHICS**

<b>Student Count</b> (enter # of students)	<b>PreK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
	0	44	66	59	63	53	61	58	404
<b>English Language Learners</b> (enter # of students) <i>5.9% EL</i>	N/A	N/A	3	6	6	3	5	1	24

<b>Ethnicity</b>	<u>Caucasian</u> 318	<u>African American</u> 1	<u>Latino</u> 66	<u>Asian</u> 7	<u>Native American</u> 3	<u>Pacific Islander</u> 7	<u>Other</u> 1
<b>Gender</b>	Male: 50.2%      Female: 49.8%						
<b>Low Socio-Economic</b>	24%						

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

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

### Goals at a Glance FY21

Required Goal Areas	Goal(s)	Essential Implementation Components
English Language Arts**	Increase DIBELS POP growth from 74.6% of students making typical or better progress to 80%	<ul style="list-style-type: none"> <li>● Increased use of Tier 2 interventions in the classroom and with interventionists</li> <li>● Teacher and aide training on Tier 2 components</li> <li>● Increased focus on identifying and meeting the needs of at-risk students, including English Learners</li> <li>● Increased effectiveness of Tier 1 instructions</li> </ul>
Mathematics	In each grade level at least 5% more students will reach proficiency on the RISE test than on the 18-19 school year. 3rd Grade - 75% increased to 80% 4th Grade - 75% increased to 80% 5th Grade - 49% increased to 60% 6th Grade - 52% increased to 60%	<ul style="list-style-type: none"> <li>● Increased effectiveness of Tier 1 classroom teaching</li> <li>● Increased effectiveness of Tier 2 grouping and reteach, including English learners</li> <li>● Operations support through interventionists</li> <li>● Increased tracking of student progress</li> </ul>
PBIS	Strengthen PBIS protocols and establish a baseline of data for student discipline issues	<ul style="list-style-type: none"> <li>● New implementation of Life Skills Room and Coordinator</li> <li>● Teacher and coordinator training of PBIS school protocols</li> <li>● Teacher training in Tier 1 classroom management strategies through school and district personnel</li> <li>● Training personnel on Educator’s Handbook.</li> </ul>
Diversity & Equity	New “Spanish Light” classes for all traditional English classes to give all students access to the Spanish language  Teachers address learner differences and cultural and linguistic diversity in their instruction.	<ul style="list-style-type: none"> <li>● New personnel hired and trained in expectations for providing conversational Spanish instruction.</li> <li>● Ongoing paraprofessional and teacher training in matching student needs to instruction delivery and SIOP strategies, for all students and targeted for EL students</li> </ul>
English Learners	Each student will make at least .4 growth on their composite ACCESS score or their projected growth via Datawise.	<ul style="list-style-type: none"> <li>● Ongoing paraprofessional and teacher training in matching student needs to instruction delivery and SIOP strategies</li> </ul>

Parent Engagement	Strengthen parent engagement and communication	<ul style="list-style-type: none"> <li>● Involve parents in the development of our new Space/STEM Lab</li> <li>● Improved communication through weekly newsletters</li> <li>● Increase the amount and quality of posts going out through social media from school and teacher accounts</li> <li>● Greater transparency of data and school improvement efforts</li> <li>● Closer involvement of PTA and School Community Council</li> <li>● Spanish speaking paras will be available for translation services.</li> </ul>
<b>School Selected Goals</b>		
Climate	Build relationships between teachers, students, parents, and staff.	<ul style="list-style-type: none"> <li>● Teacher training and protocols for positive communication between home and school</li> <li>● Involvement in the school with PTA and School Community Council</li> <li>● Training of entire school staff in PBIS</li> <li>● Social functions for faculty and staff</li> </ul>
Attendance **	Decrease critical attendance concerns from 15% to 8% or better	<ul style="list-style-type: none"> <li>● Parent education notices regarding attendance policy and importance</li> <li>● Monthly student rewards for perfect attendance</li> <li>● Ensure that teachers are taking daily attendance rolls</li> <li>● Transparency of attendance data to school and parents</li> </ul>

**TITLE III (EL) REQUIREMENTS**

All Schools, please ensure the following required components are in your school plan, specific to English Language Learners, **make text purple in plan for EL**

<b>Title III Requirements</b>	<b>Identify &amp; summarize the area(s) where this component is addressed in the School Improvement Plan</b>
High quality professional development	All teachers will receive half an hour of EL-specific training each month. This training will revolve around SIOP strategies with supplemental information as need arises. This will be delivered mainly through the Canvas learning management system with additional support offered to individuals in-person.

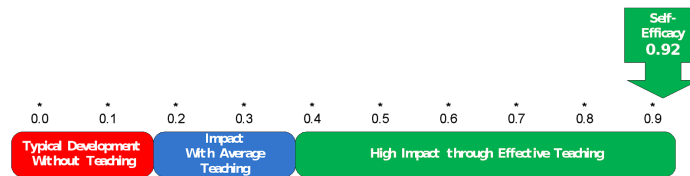
<i>Strategies to increase parental engagement</i>	<i>The PTA is going to adjust their meeting times to allow for more parents to attend. They will alternate meetings on A and B days so more parents can attend.</i>
<i>Student growth goals in English Language Development (ACCESS)</i>	<i>Each student will make at least .4 growth on their composite ACCESS score or their projected growth via Datawise.</i>
<i>Student growth goal (Core Instruction)</i>	<i>Increase the percentage of ELs making adequate progress from 25% (FY19) to 45% (FY21) and the percentage of ELLs reaching proficiency from 8.3% (FY19) to 15% (FY21) in the 2020-21 school year.</i>
<i>Other based on school needs assessment (graduation, parent engagement, etc.)</i>	<i>N/A</i>

# 1. ACTIVE LEARNER (SELF-EFFICACY)

## STUDENT FACTORS – PHASE 1

### DEFINITION

Students who believe they can learn will be motivated to master the learning targets and persistently be able to use the success criteria to measure success.



### EVIDENCE OF IMPLEMENTATION

- Students will demonstrate grit/perseverance/a growth mindset in their learning.
- Students demonstrate a belief that, with work, they can learn difficult concepts and skills.
- Students will know learning targets and success criteria and will seek feedback as they assess themselves in their learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Increase DIBELS POP growth	Increase scores from from 74.6% of students making typical or better progress to 80%	Low POP for students not making benchmark goals	Students in Quick Reads intervention groups will track their progress toward wpm and accuracy goals using a data tracking sheet.  Student pathways will show typical or better	Immediately - tracked daily	Administration, interventionists, and students	\$4006 from 7612 for paras working with EL students from Wonders EL  \$? for paras doing reading interventions

			growth in ORF progress monitoring			
Increase RISE math scores by at least 5% in each grade level	3rd Grade - 75% increased to 80% 4th Grade - 75% increased to 80% 5th Grade - 49% increased to 60% 6th Grade - 52% increased to 60%	Low math RISE scores, especially in grades 5 and 6	Teachers will consistently post learning targets and success criteria for each math session. Students will use learning targets to direct their learning.	Immediately/Daily	Teachers	\$0

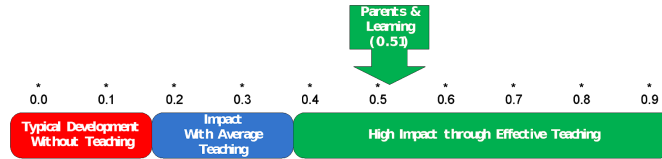


## 2. ACTIVE PARENT ENGAGEMENT

### HOME FACTORS – PHASE 1

#### DEFINITION

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



#### EVIDENCE OF IMPLEMENTATION

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

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
<p>Parents will have contact from the school admin at least monthly that will address school events and strategies to support education at home.</p> <p>Teachers will communicate with parents in their native language as necessary through the use of translators.</p>	<p>Parents indicated on the school feedback survey that admin-parent communication was weak.</p> <p>Some of our families need assistance to have fluid conversation with the school.</p>	Parent input.	<p>Monthly newsletter sent home from admin.</p> <p>Monthly accountability for newsletter.</p> <p>Hire paraprofessionals that are able to speak Spanish (or other languages as necessary and if possible).</p>	<p>Monthly.</p> <p>On-going.</p>	<p>Principal and office staff.</p> <p>Principal.</p>	<p>\$0</p> <p>7612 \$500 translating materials/PD for parent needs</p>

<p>Decrease critical attendance concerns from 15% to 8% or better Improved monthly and year-end attendance.</p> <p><b>GOAL SUSPENDED DUE TO COVID</b></p>	<p>15% of our students had critical attendance concerns.</p>	<p>Excessive vacations, lack of attendance tracking, lack of parent education</p>	<p>New procedures restricting the number of approved extended absences.</p> <p>Increased education about and accountability for teachers taking attendance.</p> <p>Education of parents through newsletter.</p> <p>Student rewards for perfect attendance.</p>	<p>Completed at BOY.</p> <p>Monthly accountability to community from school to community regarding improved attendance.</p> <p>Monthly</p>	<p>Administration/Parents /Teachers</p>	

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

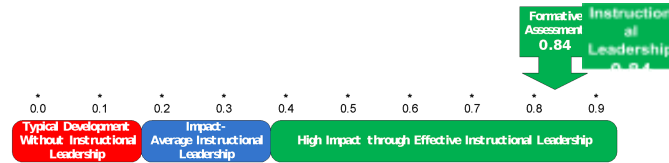
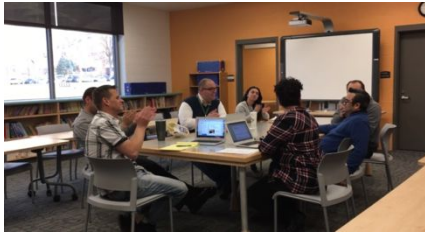
**\*\*EL - IDENTIFY SPECIFIC STRATEGIES FOR PARENTS OF ENGLISH LANGUAGE LEARNERS**

### 3. INSTRUCTIONAL LEADERSHIP

SCHOOL FACTORS – PHASE 1

**DEFINITION**

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



**EVIDENCE OF IMPLEMENTATION**

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

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
<p>Increase DIBELS POP growth</p> <p>Increase scores from 74.6% of students making typical or better progress to 80%</p>	<p>Increase scores from 74.6% of students making typical or better progress to 80%</p>	<p>Low POP for students not making benchmark goals</p>	<p>Train teachers in Dibels administration and responding to results.</p> <p>Regularly review progress monitoring data to reorganize groups.</p> <p>Use 95% Group to provide interventions.</p>	<p>Done at BOY - reinforce throughout the school year.</p> <p>At six week intervals.</p> <p>Begun at BOY and will continue throughout the school year.</p>	<p>Administration, teachers, district personnel, and lead interventionist.</p>	<p>\$1000 for 95% Group materials from 0060.</p> <p>\$3000 for teacher ipads to administer Dibels tests from 0060.</p> <p>\$500 for Wonders EL/Nat Geo/95% materials for EL groups/students</p>

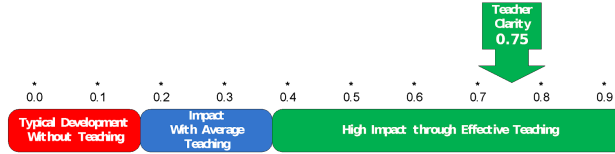
<p>Strengthen relationships between teachers, students, parents, and staff.</p> <p>School feedback survey will indicate higher levels of satisfaction from parents.</p>	<p>School feedback survey indicated parents want increased communication from administration and teachers.</p>	<p>Low communication between school and home</p>	<p>Increased communication to parents from administration through emails, newsletters, and website.</p> <p>Increased focus on social media from our school content manager.</p> <p>Increased communication via positive postcards, emails, classroom websites, and phone calls home from classroom teachers.</p>	<p>Throughout the entire school year, beginning in August.</p>	<p>Administration, office staff, teachers, school content manager.</p>	<p>\$600 for postcards, stamps, and printing of cub notes from 0060.</p>
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# 4. TEACHER CLARITY

## TEACHER FACTORS – PHASE 1

### DEFINITION

Teacher clarity is the effective use of learning targets, success criteria, performances of understanding, feedback, and formative assessment.



### EVIDENCE OF IMPLEMENTATION

- Teachers post, share, and embed learning targets with success criteria in daily lessons to promote self-regulated learners.
- Teachers assess students and give targeted feedback based on success criteria.
- Teachers elicit and apply student feedback to improve instruction.
- Teachers foster student ownership of learning.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Increase DIBELS POP growth  Increase scores from 74.6% of students making typical or better progress to 80%	Increase scores from 74.6% of students making typical or better progress to 80%	Tier 1 and 2 instruction needs to be more specific to learner needs.	First and second grade teachers attend Early Literacy Trainings. All teachers receive training in Tier 1 and Tier 2 support materials and in administering and analyzing DIBELS.	September and January.  4x a year.	District, school administrators, and teachers  School administrators.	\$1000 from 0060 for program materials.
Teachers address learner differences and cultural and linguistic diversity in their	Increase in the number of ELL students at the school.	Students with diverse needs are increasing.	Monthly training in ELL teaching	Monthly beginning in August.	School administrators and teachers.	\$500 7612 EL PD materials

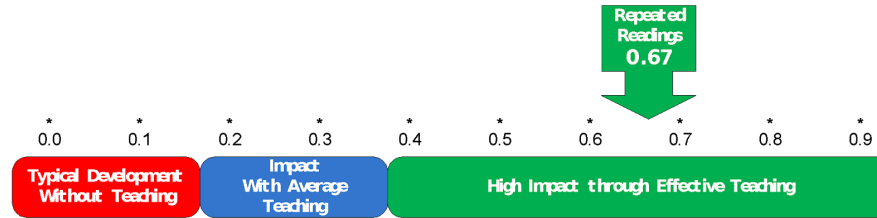
<p>instruction.</p> <p>Increase the percentage of ELL students making proficiency on Dibels and RISE.</p>			<p>strategies to address differentiation needs.</p>			
<p>Strengthen PBIS protocols and establish a baseline of data for student discipline issues</p> <p>Increased positive behaviors and fewer referrals to the office for significant behavior issues.</p>	<p>Student, parent, and district expectations for meeting management needs and giving teachers time to teach in the classroom.</p>	<p>Lack of training and formalized PBIS structure.</p>	<p>School-wide training on PBIS protocols and expectations.</p> <p>Teacher training on classroom behavior interventions on the Tier 1 and 2 levels.</p> <p>Hiring a life skills coordinator to support school-wide PBIS program.</p>	<p>Beginning in August and continuing throughout the school year.</p>	<p>Administration, district personnel, teachers, life skills coach.</p>	<p>\$20,000 for hiring life skills coordinator from 5226</p> <p>\$5000 for startup costs (incentives, training materials, etc) from 0060</p>

## 5. REPEATED READINGS

### CURRICULUM FACTORS – PHASE 1

#### DEFINITION

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



#### EVIDENCE OF IMPLEMENTATION

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

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
<p>Each student will make at least .4 growth on their composite ACCESS score or their projected growth via Datawise.</p> <p>Increase reading domain scores on Wida ACCESS test and Dibels ORF</p>	<p>Increase reading domain scores on Wida ACCESS test and Dibels ORF</p>	<p>Low fluency scores in Dibels testing and Wida ACCESS reading domain</p>	<p>Introduce Dyad reading strategy and have select teachers pilot it.</p> <p>Wonders EL materials for the remaining grade-levels who do not have these materials</p>	<p>February - May</p>	<p>Administration and teachers</p>	<p>\$0</p>

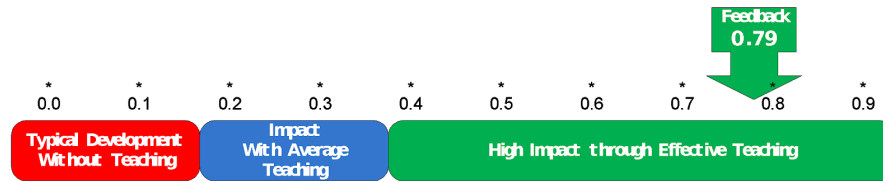
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## 6. Feedback

### TEACHING APPROACH FACTORS – PHASE 1

#### DEFINITION

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



#### EVIDENCE OF IMPLEMENTATION

- Teachers provide timely feedback to students throughout the learning process.
- Teachers seek feedback from students to improve instruction.
- Teachers and students base feedback on success criteria.

Measurable goal	Summary of Need supported with data	Root Cause(s)	Action Steps Necessary	Timeline for each action step	Person(s) responsible	Estimated funds needed/why/account
Increase DIBELS POP proficiency  Increase scores from from 74.6% of students making typical or better progress to 80%	Increase scores from from 74.6% of students making typical or better progress to 80%	Low POP for students not meeting benchmark goals.	Continued training for teachers on learning targets and success criteria	Throughout the school year	Administration, teachers, and district personnel	\$0



