

Appendix 3-A: School Improvement Plan Template

Step 3 – Create the Plan

Date: _____ School Name: Meadowlark Elementary Principal: Margarita Borelli Cummings

Phone: 801-578-8529

Email: maggie.cummings@slcschools.org

Identification Category: CSI – 5% (i.e., State Turnaround, CSI- 5% or Grad Rate)

LEA: Salt Lake City School District

Superintendent/Charter Director: Timothy Gadson

LEA Contact: Brian Conley

Title: Director

School Turnaround Committee/School Leadership Team and SST Members Responsible for this Plan:

Name	Position	Signature	Date
Maggie Cummings	Principal		
Jacqlyn Spell	Assistant Principal		
John Arthur	6 th grade teacher		
Jennifer Woznick	5 th grade teacher		
Angelique Morrill	4 th grade teacher		
Sarah Burton	3 rd grade teacher		
Rachel Hawkes	SPED teacher		
Lucero Sanchez	2 nd grade teacher		
Jenna Castillo	1 st grade teacher		
Becky Bissegger	K teacher		
Melanie Fu'e	Parent (SCC Chair)		
Trina Broussard	Parent (SCC Co-Chair)		

Prioritized Needs – Focused on Student Outcomes	
Priority 1 Turnaround Leadership 1B2	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) <i>Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track (in accordance with Salt Lake City School District policies and procedures).</i></p>
	<p>Root Cause(s)</p> <ul style="list-style-type: none"> • While the Principal is committed to addressing school challenges and issues in the community, frequent attention to “fires”- behavior, community, staff issues, etc. detracts from focus on monitoring implementation of key initiatives in the school improvement plan/EAEP to ultimately increase student achievement. • Systematic data cycles to monitor implementation of initiatives mapped in the School Improvement Plan did not occur to an extent that resulted in significant gains in student achievement. Similarly, consistent observation cycles with actionable feedback aligned with improvement strategies did not occur to an extent that adequately supported each teacher in differentiating Tier 1 instruction to meet each student’s learning needs. • Although a School Improvement Committee exists, the district’s shared governance requires that selection is determined by peer selection. The school previously lacked a Leadership Team with strategic members selected by the Principal to lead and monitor the implementation of school improvement initiatives.
Priority 2 Talent Development 2B1	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) <i>Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.</i></p>
	<p>Root Cause(s)</p> <ul style="list-style-type: none"> • While the structure of school wide PD during 2018-19 SY promoted consistent engagement, PD content was not differentiated based on needs of staff (as determined by student performance data). Although leading indicators were mapped to measure implementation of PD, corresponding short term progress indicators of student learning were not included in the Semester Plan. • PD content did not develop teachers’ deeper knowledge and understanding of essential Utah Core Standards in areas of low-academic achievement. Instruction lacks the rigor necessary for students to master rigorous Utah Core Standards. • Although coaches, external consultants, and principal observed intermittently, teachers did not engage in routine coaching to support to develop, practice, and refine skills related to content-specific pedagogy. Evidence-based differentiated instruction school wide is lacking.

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	<ul style="list-style-type: none"> PD for the 2018-19 school year focused on increasing student talk and reading comprehension. Although student talk promotes a productive increase in student interactions during learning, student talk does not appear in the literature as a high-leverage instructional strategy for increasing student academic achievement. On the other hand, students setting goals and tracking progress towards their goal coupled with high expectations, has an impactful effect size of 1.44 (Hattie, 2012).
Priority 3 Instructional Transformation 3B2	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) <i>Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.</i></p>
	<p>Root Cause(s)</p> <ul style="list-style-type: none"> While teams have made efforts to align CFAs to Utah Core Standards, instruction lacks the rigor necessary for students to master rigorous Utah Core Standards. Although teachers have teamed together to provide English Learners with required ELD instruction tailored for language proficiency levels, teachers are not providing equitable access to Utah Core Standards during Tier 1 instruction consistently schoolwide. Lack of implementation of sheltered instructional strategies and emphasis on academic vocabulary during core instruction has contributed to achievement gaps for ELLs in Math, Language Arts, and Science.
Priority 4 Culture Shift 4A2	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) <i>School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.</i></p>
	<p>Root Cause(s)</p> <ul style="list-style-type: none"> While administrators are dedicated to their work for the benefit of students and teachers, celebrations of progress and success are lacking. The current EAEP Semester Plan includes long-term achievement goals, milestones, and Quick Wins. However, Quick Wins and progress towards milestones were not celebrated. Various factors pertaining to survival in the short-term pulled administration away from the focus on long-term achievement and growth. Without a formal Leadership Team systematically monitoring implementation of school improvement initiatives and their impact on student learning, attention to short-term wins and focus on long-term goals were lost at times.

Schools identified under the Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement MUST identify strategies that meet one of the top three levels of evidence-based interventions under ESSA. Please reference the following chart and the link to tools from WestEd.org for useful guidance.

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Definition of Evidence-Based in ESSA		
Evidence based means an activity, strategy or intervention that meets the following:		
Description	Level	Research Study Criteria
An activity, strategy, practice, intervention, or program that demonstrates a statistically significant effect on improving student outcomes	Level 1 STRONG EVIDENCE Experimental Studies	Evidence cited is based on at least 1 well-designed and well-implemented experimental study
	Level 2 MODERATE EVIDENCE Quasi-experimental Studies	Evidence cited is based on at least one well-designed and well-implemented quasi-experimental study
	Level 3 PROMISING EVIDENCE Correlational Studies	Evidence cited is based on at least one well-designed and well-implemented correlational study
	Level 4 Demonstrates a Rationale (Does Not Meet Criteria for School Improvement Plans in ESSA)	Evidence cited is based on high-quality findings, positive evaluations, or anecdotal evidence for strategies and interventions that continuing to be evaluated.

Additional guiding questions and Evidence-based Improvement Tools from West Ed:

<https://www.wested.org/wp-content/uploads/2016/12/Evidence-Based-Improvement-Guide-FINAL-122116.pdf>

Please Note: Schools identified under the State School Turnaround and Leadership Development Act do not need to meet the same evidence-based requirements; however, it is strongly encouraged.

For each prioritized need in the needs assessment, identify evidence-based strategies to address the priority and dissolve the root cause for the critical practice(s) identified. Write strategies as logic models. For example:

If we (the evidence-based strategy the school implements), **then** (what teachers, staff, parents, administrators, etc., will do as a result) **and** (what students will do as a result of the effective practice e.g., the student-focused goal this strategy supports).

For each strategy, indicate the evidence-based level (1, 2, or 3) and a brief justification statement. Then, identify performance measures that will be used to measure impact on adult behavior. Each strategy should also include milestones, with actions, outputs, timeline, budget and person responsible.

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Priority 1/Critical Practice: *(1B2) Principal monitors implementation of improvement strategies and makes swift changes to personnel, programs, and methods to keep efforts on track (in accordance with Salt Lake City School District policies and procedures).*

Priority 1/Root Cause: Systematic data cycles to monitor implementation of initiatives mapped in the School Improvement Plan did not occur to an extent that resulted in significant gains in student achievement. Similarly, consistent observation cycles with actionable feedback aligned with improvement strategies did not occur to an extent that adequately supported each teacher in differentiating Tier 1 instruction to meet each student's learning needs.

Strategy 1.1: If we create and adhere to a scheduled, targeted observation and feedback cycle, then teacher Tier I instruction will improve and student achievement will increase.

Evidence-base: Level (1, 2, or 3) 3 *

Justification:

Quinn, D. M. (2002) The impact of principal leadership behaviors on instructional practice and student engagement. *Journal of Educational Administration*. 40 (5):447-467

ABSTRACT: The purpose of this study was to identify the relationship between principal leadership behaviors and teacher instructional practice descriptors. This relationship was observed among schools participating in a systemic school improvement process. The study included eight elementary, eight middle, and eight high schools in the USA. Teachers in each school were surveyed on the principal's instructional leadership abilities. Student and teacher engagement data were collected through school-wide observations using the instructional practices inventory. Instructional leadership dimensions were found to correlate highly with instructional practice descriptors. This study confirms the significance of instructional leadership and provides specific insight into the nature of that leadership

ADDRESSES ROOT CAUSE: Focus on monitoring implementation of key initiatives in the school improvement plan/EAP to ultimately increase student achievement.

Evidence-base: Level (1, 2, or 3) 2

Justification:

Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education*. 27(4):396-407

ABSTRACT: In this examination of 10 quasi-experimental studies to determine attributes of effective performance feedback, a systematic search for empirical literature was completed. Analysis of the ten identified studies indicates attributes of feedback that have been studied fall into categories of (a) nature of feedback, (b) temporal dimensions of feedback, and (c) who gives feedback. Through this review, attributes of feedback were classified as either promising or effective practice in changing specific teaching behaviors. Only immediate feedback was

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identified as an effective attribute. Promising practices for feedback to teachers included feedback that was specific, positive, and/or corrective.

ADDRESSES ROOT CAUSE: Consistent observation cycles with actionable feedback aligned with improvement strategies did not occur to an extent that adequately supported each teacher in differentiating Tier 1 instruction to meet each student's learning needs

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
Administration will informally observe classroom instruction and provided actionable feedback to teachers once a month.	Count of informal observation and feedback protocol tool used for observation.	0 (New Format)	8 observations per year per teacher.	10 observations per year per teacher.	10 observations per year per teacher.
Administration will observe classroom instruction and provided written actionable feedback to teachers twice a year.	Count of formal observation and feedback protocol tool used for observation.	0 (New Format)	2 observations per year per teacher	2 observations per year per teacher.	3 observations per year per teacher.
ELA Achievement for all students in grades 3 – 6 will increase	ELA Rise data	2018 baseline: 15% proficient	25% proficient	37% proficient	47% proficient
Math Achievement for all students in grades 3 – 6 will increase	Math Rise data	2018 baseline: 27% proficient	35% proficient	42% proficient	49% proficient
ELA achievement for ELL students in grades 3 – 6 will increase.	ELA Rise data	2018 baseline: 7%	20% proficient	30% proficient	40% proficient
Math achievement for ELL students in grades 3 – 6 will increase.	Math Rise data	2018 baseline: 20%	33% proficient	40% proficient	45%

Milestone 1.1.1: Administration regularly observes and gives feedback on academic expectations that support student learning.

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Actions	Outputs	Timeline	Resources	Person Responsible
1. Administration will create mechanism for academic observation/feedback for observing two-part objective/grade level alignment and share it with the School Improvement Committee.	Informal/formal academic observation/feedback mechanism for observing three-part objective and grade level alignment.	Completed in 2020	ASCD	Administration: Spell/Borelli Cummings
2. Administration will go to classroom to observe implementation of two-part objective.	Administrator observes teacher use of two-part objective during instruction.	Continuing since 2029	Informal/formal academic observation/feedback mechanism.	Administration: Spell/Borelli Cummings
3. Administration will go to classroom to observe the implementation of core aligned activities.	Administrator observes grade-level core alignment in instruction.	Continuing since 2029	Informal/formal academic observation/feedback mechanism.	Administration: Spell/Borelli Cummings

Milestone 1.1.2: Administration regularly observes and gives feedback on behavior expectation that support learning.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Administration will create mechanism for academic observation/feedback for observing two-part objective/grade level alignment and share it with the School Improvement Committee.	Creation of informal/formal MTSS and engagement observation/feedback mechanism.	Done/in use	ASCD	Administration: Spell/ Borelli Cummings
2. Administration will go to classroom and use the informal/formal MTSS and engagement observation/mechanism to observe the implementation of in class MTSS goals.	Administrator uses observation/feedback tool to provide feedback on implementation of class MTSS goals.	Done/in use	ASCD	Administration: Spell/Borelli Cummings

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Actions	Outputs	Timeline	Resources	Person Responsible
3. Administration will go to classroom and use the informal/formal MTSS and engagement observation/mechanism to observe engagement in classrooms.	Administrator uses observation/feedback tool to provide feedback on student engagement.	Done/in use	ASCD	Administration: Spell/Borelli Cummings
4. Administration will observe the implementation of class MTSS goals in common areas.	Administrator observes and provides feedback on implementation of MTSS goals in common areas.	Done/in use	ASCD	Administration: Spell/Borelli Cummings

Strategy 1.2: If leaders hold teachers accountable for implementation of instructional initiatives, then teacher Tier I instruction will improve and student achievement will increase.

Evidence-base: Level (1, 2, or 3) 2

Justification:

Collier-Meek, M. A., Fallon, L. M., & DeFour, E. R., (2017). Toward Feasible Implementation Support: E-Mailed Prompts to Promote Teachers' Treatment Integrity. *School Psychology Review* Vol. 46, No. 4, pp. 379–394

ABSTRACT: Although high levels of intervention implementation are more likely to lead to improved student outcomes, educators struggle to maintain high implementation levels over time. School psychologists might provide research-supported, consequence-oriented supports (e.g., performance feedback) to promote educators' implementation, yet these are reactive and potentially time intensive. This study evaluated whether a proactive, antecedent-oriented support (i.e., daily, preprogrammed e-mailed prompts) could effectively promote educators' implementation. Findings indicate that for 3 of 4 teachers who participated in this multiple baseline single case design study, implementation of the class-wide behavior intervention improved upon receiving e-mailed prompts. In addition, increases in praise, decreases in corrective statements, and corresponding improvements in student outcomes were noted. This initial study suggests that prompts may be a feasible and effective Tier 1 implementation support that can be incorporated by school psychologists to support educators responsible for delivering interventions in the classroom. Additional implications for future research and school-based practice are discussed.

ADDRESSES ROOT CAUSE: Focus on monitoring implementation of key initiatives in the school improvement plan/EAEP to ultimately increase student achievement.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

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Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
DIBELS K-3 and RI 4-6	Amplify and Illuminate	2018 EOY DIBELS or RI	60% achieve pathway goal	60% achieve pathway goal	65% achieve pathway goal
CFA's	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery
Daily Eureka Exit Tickets	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery

Milestone 1.2.1: Administration provides support to teachers in addressing feedback on academic expectation that support learning.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Administration will work with teachers to implement recommendations from informal/formal two-part objective/grade level alignment observation and feedback protocol tool.	Administrator gives actionable feedback to teacher on implementation of two-part objective/grade-level core alignment and creates a plan to implement it. Teacher acts on recommendations.	Done/in use.	Informal and formal academic observation mechanism.	Administration: Spell/Cummings
2. PLCs/peers will work with teachers to implement recommendations from informal/formal two-part objective/grade level alignment observation/feedback protocol tool.	PLCs/peer provide help on actionable feedback given to teacher from administration on implementation of two-part objective/grade-level core alignment in instruction and creates a plan to implement it. Teacher acts on recommendations.	Done/in use	PLC protocol tool.	Teachers and Teacher teams
3. Coaches will work with teachers to implement recommendations from informal/formal two-part objective/grade level alignment	Coaches provide help on actionable feedback given to teacher from administration on implementation of	Done/in use	PLC protocol tool.	Teacher and Coaches: Gibbons and Dahl

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Actions	Outputs	Timeline	Resources	Person Responsible
observation/feedback protocol tool.	two-part objective and/or grade-level core alignment in instruction and creates a plan to implement it. Teacher acts on recommendations.			

Milestone 1.2.2: Administration provides support to teachers on addressing feedback on MTSS/engagement expectation that support learning.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Administration will work with teachers to implement recommendations from informal/formal MTSS and engagement observation/feedback mechanism.	Administrator gives actionable feedback to teacher on implementation of MTSS/engagement in instruction and creates a plan to implement it. Teacher acts on recommendations.	Done/in use	Informal/formal academic mechanism.	Administration: Spell/Borelli Cummings
2. PLCs/peers will work with teachers to implement recommendations from informal/formal MTSS and engagement observation/feedback mechanism.	PLCs/peer provide help on actionable feedback given to teacher from administration on implementation of MTSS and engagement in instruction and creates a plan to implement it. Teacher acts on recommendations.	Done/in use	MTSS manual and SSC	Teachers and Teacher teams
3. Coaches will work with teachers to implement recommendations from informal/formal MTSS and engagement observation/feedback mechanism.	Coaches provide help on actionable feedback given to teacher from administration on implementation of MTSS and engagement in instruction and	Done/in use	MTSS manual and SSC	Teachers and Coaches: Gibbons and Dahl

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Actions	Outputs	Timeline	Resources	Person Responsible
	creates a plan to implement it. Teacher acts on recommendations.			

Priority 2/Critical Practice: *(2B1) Professional learning is differentiated, based on needs of instructional staff and student performance data, to promote deeper knowledge of the Utah Core Standards and effective, evidence-based, content-specific pedagogy.*

Priority 2/Root Cause: *Although coaches, external consultants, and principal observed intermittently, teachers did not engage in routine coaching to support to develop, practice, and refine skills related to content-specific pedagogy. Evidence-based differentiated instruction school-wide is lacking.*

Strategy 2.1: If we provide targeted, individualized and differentiated coaching based on instructional needs using student data, teachers will promote rigorous instruction, then student academic and behavioral achievement will increase.

Evidence-base: Level (1, 2, or 3) 2 *

Justification:

Teemant, A. (2014). A mixed-methods investigation of instructional coaching for teachers of *

ABSTRACT: This longitudinal mixed-methods study investigates the efficacy and sustainability of instructional coaching outcomes among urban elementary teachers (N = 36) using focus group and quantitative pre-, post-, and 1 year-after intervention data. Coached teachers participated in a 30-hr workshop and then seven cycles of coaching (15 hr) targeting use of five research-based principles of learning—the Standards for Effective Pedagogy—for teaching diverse students. Findings demonstrate instructional coaching led to statistically significant (a) pedagogical transformation and (b) patterns of sustainability and attrition. Implications for theory, practice, and research are derived by interpreting quantitative and qualitative findings together.

ADDRESSES ROOT CAUSE: Teachers did not engage in routine coaching to support to develop, practice, and refine skills related to content-specific pedagogy.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

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Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
Coach participation in PLC	PLC Notes and agendas will be tracked and communicated online.	N/A	All teams for every PLC	All teams for every PLC	All teams for every PLC
Number of teacher-coach lesson cycle per teacher per year.	PLC notes	0	2 per teacher	2 per teacher	2 per teacher
ELA Achievement for all students in grades 3 – 6 will increase	ELA Rise data	2018 baseline: 15% proficient	25% proficient	37% proficient	47% proficient
Math Achievement for all students in grades 3 – 6 will increase	Math Rise data	2018 baseline: 27% proficient	35% proficient	42% proficient	49% proficient
ELA achievement for ELL students in grades 3 – 6 will increase.	ELA Rise data	2018 baseline: 7%	20% proficient	30% proficient	40% proficient
Math achievement for ELL students in grades 3 – 6 will increase.	Math Rise data	2018 baseline: 20%	33% proficient	40% proficient	45%

Milestone 2.1.1: Coaches are actively engaged in PLCs

Actions	Outputs	Timeline	Resources	Person Responsible
1. Teachers/coaches create grade level PLC template with	Template created	Done/in use	PLC team time	Grade level team leader

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Actions	Outputs	Timeline	Resources	Person Responsible
role of coaches and reporting clearly specified.				
2. Teachers/coaches use template to report coach activities and other PLC activities online using OneDrive.	Record of PLC minutes in OneDrive.	Done/in use	PLC team time	Grade level team leader
3. Administration and coaches meet once a month to discuss PLC progress.	Administration/Coaches meeting minutes	Done/in use	Weekly coaches and administration meetings	Administration: Spell/Borelli Cummings
4. Administration observes/participates in each PLC once a month.	PLC minutes	Done/in progress	Monthly administration PLC observations	Administration: Spell/Cummings

Milestone 2.1.2: Teachers and Coaches collaborate on lesson cycles.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Teachers and Coaches collaborate on planning and executing a lesson cycle.	Teacher and coach execute lesson cycle in a classroom with students.	Done/part of PLC and Reading improvement		Teacher and coaches: Gibbons and Dahl
2. Teachers and Coaches collaborate on evaluating and reflecting on a lesson cycle.	Teacher and coach execute lesson cycle debrief	Done/part of PLC and Reading improvement		Teacher and coaches: Gibbons and Dahl

Strategy 2.2: If we provide targeted, individualized, and differentiated professional learning based on instructional needs and student data for teachers that promotes rigorous instruction, then student achievement will increase.

Evidence-base: Level (1, 2, or 3) 1 *

Justification:

Antoniou, P., & Kyriakides, L. (2011). The impact of a dynamic approach to professional development on teacher instruction and student learning: results from an experimental study. *School Effectiveness and School Improvement*. 22(3): 291-311

ABSTRACT:

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The study finds that a dynamic integrated approach (DIA) to teacher professional development is proposed. The methods and results of a study comparing the impact of the DIA and the Holistic Approach (HA) to teacher professional development are presented. Teaching skills of 130 teachers and achievement of their students (n = 2356) were measured at the beginning and at the end of the intervention. Teachers found to be at a certain developmental stage were randomly allocated evenly into 2 groups. The first group employed the DIA and the second the HA. Teachers employing the DIA managed to improve their teaching skills more than teachers employing the HA. The use of the DIA also had a significant impact on student achievement.

ADDRESSES ROOT CAUSE: Evidence-based differentiated instruction school-wide is lacking.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
Percent of PD differentiated by either grade level/band OR by expertise/training offered	PD Agenda	0	40%	60%	80%
DIBELS K-3 and RI 4-6	Amplify and Illuminate	2018 EOY DIBELS or RI	60% achieve pathway goal	60% achieve pathway goal	65% achieve pathway goal
CFA's	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery
Daily Eureka Exit Tickets	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery

Milestone 2.2.1: Professional Learning is differentiated by grade level band or teacher needs.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Professional learning opportunities are designed based on grade level needs.	Differentiated Professional Learning agenda.	Done/in use	Technology, data, lesson planning, behavior, math, LA or writing.	Administration: Spell/Borelli Cummings and SIC
2. Professional learning opportunities are delivered by grade level bands or teacher needs.	Differentiated Professional Learning agenda.	Done/in use	Technology, data, lesson planning, behavior, math, LA or writing.	Administration: Spell/Borelli Cummings and SIC
3. Grade levels implement professional	PLT note and observation and	Done/in use	Technology, data, lesson planning,	Administration: Spell/Cummings and SIC

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Actions	Outputs	Timeline	Resources	Person Responsible
learning in their planning and instruction.	mechanism (See priority 1.)		behavior, math, LA or writing.	

Milestone 2.2.2: Professional Learning is differentiated by teacher expertise, training or evaluation identified need.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Professional learning opportunities are designed based on expertise, training, or evaluation.	Differentiated Professional Learning agenda.	Done/in use	Technology, data, lesson planning, behavior, math, LA or writing.	Administration: Spell/Borelli Cummings and SIC
2. Professional learning opportunities are delivered based on expertise, training, or evaluation.	Differentiated Professional Learning agenda.	Done/in use	Technology, data, lesson planning, behavior, math, LA or writing.	Administration: Spell/Borelli Cummings and SIC
3. Grade levels implement professional learning based on expertise, training, or evaluation.	PLT note and observation and mechanism (See priority 1.)	Done/in use	Technology, data, lesson planning, behavior, math, LA or writing.	Administration: Spell/Borelli Cummings and SIC

Priority 3/Critical Practice: *(3B2) Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.*

Priority 3/Root Cause: *While teams have made efforts to align CFAs to Utah Core Standards, instruction lacks the rigor necessary for students to master rigorous Utah Core Standards.*

Strategy 3.1: *If teachers provide grade level, rigorous, Tier I instruction in ELA and math. Teachers identify lowest quartile of students and then plan intervention.*

Evidence-base: Level (1, 2, or 3) 2 *

Justification:

Institute of Education Sciences (2009). Assisting students struggling with reading: Response to Intervention and multi-tier intervention in the primary grades. US Dept. of Education.

ABSTRACT: What Works Clearinghouse indicates that this study meets evidence standards for quasi-experimental studies. The study offers five recommendations for supporting teachers and students in effective instruction and interventions. Of the five recommendations the strongest

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evidence aligned to Meadowlark's root cause is to provide time for differentiated reading instruction based on students' current reading levels aligned to Standards.

ADDRESSES ROOT CAUSE: instruction lacks the rigor necessary for students to master rigorous Utah Core Standards.

Justification:

Evidence-base: Level (1, 2, or 3) 2

Scott Baker, Russell Gersten, and Dae-Sik Lee, "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students," The Elementary School Journal 103, no. 1 (Sep., 2002): 51-73.

ABSTRACT: The purpose of this study was to synthesize research on the effects of instruction and interventions to improve mathematics achievement of students considered low achieving or at risk for failure. Meta-analytic techniques were used to calculate mean effect sizes for 15 studies. Studies were coded according to five categories of strategies and effect sizes were examined on a study by study basis within each category. Results indicated that the following categories lead to mathematics success for students: 1) providing teachers and students with data on student performance, 2) using peers as instructional guides, 3) providing clear, specific feedback to students, and 4) using principals of explicit instruction.

ADDRESSES ROOT CAUSE: Instruction lacks the rigor necessary for students to master rigorous Utah Core Standards.

Justification:

Evidence-base: Level (1, 2, or 3) 3

(2014) Principles to action: ensuring success for all. Reston, VA: NCTM, National Council of Teachers of Mathematics.

ABSTRACT: Principles to Action describes and illustrates eight Mathematics Teaching Practices (see g. 1) that research indicates need to be consistent components of every mathematics lesson.

ADDRESSES ROOT CAUSE: Instruction lacks the rigor necessary for students to master rigorous Utah Core Standards.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
ELA Achievement	ELA Rise data	2018 baseline: 15% proficient	25% proficient	37% proficient	47% proficient

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Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
for all students in grades 3 – 6 will increase					
Math Achievement for all students in grades 3 – 6 will increase	Math Rise data	2018 baseline: 27% proficient	35% proficient	42% proficient	49% proficient
ELA achievement for ELL students in grades 3 – 6 will increase.	ELA Rise data	2018 baseline: 7%	20% proficient	30% proficient	40% proficient
Math achievement for ELL students in grades 3 – 6 will increase.	Math Rise data	2018 baseline: 20%	33% proficient	40% proficient	45%

Milestone 3.1.1: Delivering rigorous grade level ELA instruction to all learners so that 80% of students reach mastery during Tier I.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Plan	Block Plan/Pacing Guide	Done/in use*	Block Planning Documents	Admin/Coach/Teacher: Spell/Borelli Cummings and Dahl
2. Teach	Lesson Plans	Daily	Daily Lesson Plans	Teacher
3. Progress Monitor	CFA's	Done/in use		Teacher and Coach: Dahl

Milestone 3.1.2: Delivering rigorous grade level Math instruction to all learners so that 80% of students reach mastery during Tier I.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Plan	Block Plan/Pacing Guide	Done/in use*	Block Planning Documents	Admin/Coach/Teacher: Spell/Borelli Cummings Hendry

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Actions	Outputs	Timeline	Resources	Person Responsible
2. Teach	Lesson Plans	Done/in use	Daily Lesson Plans	Teacher
3. Progress Monitor	CFA's	Done/in use		Teacher and Coach: Hendry

Strategy 3.2: If lowest quartile is identified and teachers provided differentiated effective small group instruction, then lowest quartile will increase mastery of rigorous core curriculum.

Evidence-base: Level (1, 2, or 3) 2 *

Justification:

Bonfiglio, C.M., Daly III, E.J., Persampieri, M. (2006) An experimental analysis of the effects for reading interventions in a small group reading context. . J Behav Educ 15: 92-108

ABSTRACT: The current study examined the effects of several combinations of instructional and motivational interventions on oral reading fluency in the context of small group reading instruction. A treatment package consisting of acquisition, fluency, and motivational components was examined and then dismantled. Results were evaluated individually for each participant using a multiple-probe design in order to identify the most effective, yet efficient reading intervention package for each member of the group. The results indicated that, although all potential combinations of the package were effective, the experimental analysis was able to identify an effective yet more efficient package that produced substantial increases in performance across all students. Results are discussed in terms of effective instructional components in small group instruction and how to adapt methods for the experimental analysis of behavior to make decisions about the effectiveness of small group instruction in reading.

ADDRESSES ROOT CAUSE: Instruction lacks the rigor necessary for students to master rigorous Utah Core Standards.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
DIBELS K-3 and RI 4-6	Amplify and Illuminate	2018 EOY DIBELS or RI	60% achieve pathway goal	60% achieve pathway goal	65% achieve pathway goal
CFA's	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery
Daily Eureka Exit Tickets	Teacher Data	N/A	60% T 1 Mastery	60% T 1 Mastery	65% T 1 Mastery

Milestone 3.2.1: Ongoing process to structure rigorous small group instruction for ELA mastery.

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
1. Collect Data	Data Binders/online	Done/in use	Data Binders/online	LA Coach: Dahl
2. Examine Data and create groups	Flexible student groups	Done/in use	Protocol Form	LA Coach: Dahl
3. Deliver instruction in groups and check for understanding	Grouping Protocol	Done/in use	Grouping Form	LA Coach: Dahl

Milestone 3.2.2: Ongoing process to structure rigorous small group instruction for Math mastery.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Collect Data	Data Binders/online	Done/in use	Data Binders/online	Math Coach: Gibbons
2. Examine Data and create groups	Flexible student groups	Done/in use	Protocol Form	Math Coach: Gibbons
3. Deliver instruction in groups and check for understanding	Grouping Protocol	Done/in use	Grouping Form	Math Coach: Gibbons

Priority 4/Critical Practice: *(4A2) School leadership regularly celebrates short-term successes of students and teachers while keeping the focus on long-term achievement and growth.*

Priority 4/Root Cause: *Various factors pertaining to survival in the short-term pulled administration away from the focus on long-term achievement and growth. Without a formal Leadership Team systematically monitoring implementation of school improvement initiatives and their impact on student learning, attention to short-term wins and focus on long-term goals were lost at times.*

Strategy 4.1: If we celebrate short- and long-term achievement and growth of teachers, then we will positively shift the culture of the school, improve teacher efficacy, therefore increase student outcomes.

Evidence-base: Level (1, 2, or 3) 2 *

Justification:

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascal, B. (2010). *Learning from leadership: Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement/University of Minnesota.

Appendix 3-A: School Improvement Plan Template

ABSTRACT: This comprehensive and robust study clarifies how successful leadership practices directly and indirectly influence the quality of teaching and learning. Part 1 of the study supports the strategy proposed by the ML team. The framework guiding the study situates the role of school conditions and culture as a place to impact student learning. Part One focuses on school-level leadership. It summarizes three perspectives on the sources and distribution of school-level leadership practices, that includes support for identifying long and short term growth as part of the teachers' professionalism.

ADDRESSES ROOT CAUSE: Systematically monitoring implementation of school improvement initiatives and their impact on student learning.

**The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated*

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
Teacher/Staff Survey	(SLCSD) Stake Holder Survey	2017-18 (3.28)	+ 0.12 (3.40)	+ 0.27 (3.55)	+ 0.42 (3.70) No longer available?
Office Referrals	Power School	2017-18 (370)	-20% (296)	-30% (259)	-50% (185)
ELA Achievement for all students in grades 3 – 6 will increase	ELA Rise data	2018 baseline: 15% proficient	25% proficient	37% proficient	47% proficient
Math Achievement for all students in grades 3 – 6 will increase	Math Rise data	2018 baseline: 27% proficient	35% proficient	42% proficient	49% proficient
ELA achievement for ELL students in grades 3 – 6 will increase.	ELA Rise data	2018 baseline: 7%	20% proficient	30% proficient	40% proficient
Math achievement for ELL students in grades 3 – 6 will increase.	Math Rise data	2018 baseline: 20%	33% proficient	40% proficient	45%

Appendix 3-A: School Improvement Plan Template

Milestone 4.1.1: Recognize teacher work by celebrating their short-term achievements.

Below (highlighted in yellow) is our original plan. It is left there as reference. Immediately following, is our current plan for recognizing teacher short-term achievements.

Actions	Outputs	Timeline	Resources	Person Responsible
Teachers earn verbal praise and incentives for giving students golden and purple tickets by putting them into a bin" for weekly drawings.	2 prizes per week for golden tickets and 2 prizes per week for purple tickets.	During Tuesday faculty meetings from September 2019 – May 2020.	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Borelli Cummings and Bischoff
2. Reward teachers for completing a lesson cycle with either the literacy or math coach.	Teachers earn verbal praise and a gift for completing a lesson cycles with a coach.	September 2019 – May 2020	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Culley and Bischoff
3. Reward teachers for completing a successful RTI shown by increasing achievement of lowest 25% on interim assessments.	Teachers earn verbal praise and incentives for successful targeted interventions of ELL students%.	September 2019 – May 2020	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Borelli Cummings and Bischoff

Current Plan:

Actions	Outputs	Timeline	Resources	Person Responsible
Administration and coaches celebrate teachers' efforts on student progress as evidenced by progress monitoring tools during PLCs, staff meetings, and	Food, written and oral praise, media posts, shout outs	Done/in use.	CSI funds and community partners, social media. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Spell/Borelli Cummings/social committee

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
other gatherings with praise, food, written shout outs, FB posts, and other modalities.				

Milestone 4.1.2: Recognize teacher work by celebrating teacher long-term achievements.

Below (highlighted in yellow) is our original plan. It is left there as reference. Immediately following, is our current plan for recognizing teacher long-term achievements.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Reward teachers for increases in reading performance of students as measured by: EOY DIBLES and RI.	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	June 2020	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Borelli Cummings and Bischoff
2. Reward teachers for increases in Math performance of students as measured by:	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	June 2020	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Borelli Cummings and Bischoff
3. Reward teachers for increases in Science performance of students as measured by:	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	June 2020	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Borelli Cummings and Bischoff

Current Plan

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
1. Reward teachers for increases in reading/ELA performance of students as measured by: EOY DIBELS and RI, and/or Rise ELA raw data	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	Done/in use	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Spell/Borelli Cummings/Social Committee
2. Reward teachers for increases in Math performance of students as measured by: district EOY assessments and Rise Math raw data.	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	Done/in use	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Spell/Borelli Cummings/Social Committee
3. Reward teachers for increases in Science performance of students as measured by: Rise Science Raw Data	End of year celebration dinner that includes recognition, awards and incentives for increases in student outcomes.	Done/in use	CSI funds and community partners. Gifts (gift cards for district supplies, special parking, classroom supplies, etc.)	Spell/Borelli Cummings/social committee

Strategy 4.2: *If we celebrate short-term and long-term achievement showing growth of students, then we will positively shift the culture of the school improve student achievement and outcomes.*

Evidence-base: Level (1, 2, or 3)_2___ *

Justification:

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascal, B. (2010). *Learning from leadership: Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement/University of Minnesota.

ABSTRACT: This comprehensive and robust study clarifies how successful leadership practices directly and indirectly influence the quality of teaching and learning. Part 1 of the study supports the strategy proposed by the ML team. The framework guiding the study situates the role of school conditions and culture as a place to impact student learning. Part One focuses on school-level leadership. It summarizes three perspectives on the sources and distribution of school-level

Appendix 3-A: School Improvement Plan Template

leadership practices, that includes support for identifying long and short term growth as part of the students' learning outcomes

ADDRESSES ROOT CAUSE: Systematically monitoring implementation of school improvement initiatives and their impact on student learning.

*The School Leadership Team used the ESSA Evidence-based requirements to arrive at the level indicated

Strategy Performance Measures					For CSI Only
Indicator	Data Source	Baseline	Y1 Target	Y2 Target	Y3Target
Student School Survey	(SLCSD) Stake Holder Survey	2017-18 (2.95)	+ 0.10 (3.05)	+ 0.25 (3.20)	+ 0.55 (3.70) No longer available?
Decreases in office referrals	Power School	2017-18 (370)	-20% (296)	-30% (259)	-50% (185)
Increases performance on formative exams	District Interim Exam(s)	2018-19 Data	+ 20% increase in student achievement	+ 30% increase in student achievement	+ 30% increase in student achievement
Increase in student effort	Number of purple and golden tickets turned in.	Baseline set in September 2019.	+ 2% every month in 2019-20 school year	+ 10%	+ 20%

Milestone 4.2.1: Celebrate student short-term academic achievements.

Actions	Outputs	Timeline	Resources	Person Responsible
1. Monthly school assemblies celebrating student success *Student of the month	Celebration of academic and MTSS achievement: *SOAR *Spotlighting individual classes *Spotlight individual students	Monthly** Because of COVID, we have not had assemblies since 3/2020. Rather, admin goes to each classroom monthly to recognize students of the month.	Students reading log, Attendance, Respectful and Responsible (track golden and purple tickets), success in specials, cafeteria,	Spell/Cummings Classroom teacher and admin assistant
2. Classroom recognitions of student "leveling up"	Academic certificates, shirt and prize giveaways, and breakfast/lunch with the principal	Weekly	Lexia, DIBLES, ST Math, Reading Comprehension, CFA's	Admin and teachers/coaches

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
3. Recognition of academic and MTSS achievement of individual students with golden and purple tickets, e.g. token economy.	Number of tickets given away by teachers.	Daily	CSI funds, community partners, breakfast food (burritos/donuts, etc.), lunch food (pizza/sandwiches, etc.), tee shirts, pencils, other prizes.)	PTA president and admin

Milestone 4.2.2: Celebrating student long-term achievements.

Actions	Outputs	Timeline	Resources	Person Responsible
1. End of year academic recognition of student achievement on Dibbles, ST math, Lexia, RI, Reading Comprehension in end of year assembly.	End of years celebration assembly	Done The celebration will occur within the framework of COVID safety precautions.	CSI funds and community partners	Spell/Cummings
2. End of year academic recognition of student achievement on MTSS goals in end of year assembly.	End of years celebration assembly	Done The celebration will occur within the framework of COVID safety precautions.	CSI funds and community partners	Spell/Cummings