

TOOL 3-A: USBE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Date: April 1, 2023

LEA/ School Name: East Elementary

Identification Category: CSI

Principal Name: David Taylor

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School Leadership Team Members Responsible for this Plan:

EAST ELEMENTARY
SCHOOL LEADERSHIP TEAM MEMBER PARTICIPATION ASSURANCE

By signing you acknowledge your active participation in the comprehensive needs assessment and root cause analysis process.

Name	Position	Signature	Date
Principal David Taylor			3/22
School Board Member Don Busenbark			3/22
District LEA Administrator Kendra Embleton			3/22
Teacher (appointed by Principal) Jackie Reary			3/22
Teacher (appointed by Superintendent or Charter Leader)			
Parent #1 Tulynne Harrison			3/22
Parent #2 Lindsay Davis			
Parent #3			
Teacher - Ananda Miere	3/22		3/22
Teacher/ Learning Coach - Natalie Miles			
Administrator/Asst. Principal - Rauni Gaffey			3/22
Teacher - Ezra Chin			3/22

The school improvement plan has been reviewed and approved by the local school board.

Date Approved: Click or tap here to enter text.

Board Chair: Click or tap here to enter text.

Signature: Click or tap here to enter text.

TOOL 3-A2. PROBLEM STATEMENT AND ROOT CAUSES

Problem Statement 1

- a. **Domain:** **3: Instructional Transformation**
- b. **Problem Statement:** In grades 3 - 5, 8% of EDA students scored proficient on the ELA RISE test compared to the school average of 23%.
- c. **Root Cause(s):** The underlying root cause is that students collecting and monitoring their own data has not been a priority for the school. This, in part, is because we as teachers feel that although it would be beneficial and valuable to have students examine their own progress, we have noted that it is not mandated by district and state officials. We as teachers have decided to focus on mandated items because data is tracked off of the big rocks, and a teacher's time in the classroom is limited. Therefore, it has not been a priority for teachers to have students track their own data. Prior to this school year, there has not been a priority for teachers to observe other educators, receive feedback to modify instructional practices, and receive effective professional development and implementation support. Lack of clear and common expectations around standards-based instruction and interventions, as well as the resources to implement them. School staff has not requested clarification.

Problem Statement 2

- a. **Domain:** **3: Instructional Transformation**
- b. **Problem Statement:** In grades 3-5, 47% of students are reaching typical math growth on RISE when compared to the district growth of 56%.
- c. **Root Cause(s):** The underlying root cause is that students collecting and monitoring their own data has not been a priority for the school. This, in part, is because we as teachers feel that although it would be beneficial and valuable to have students examine their own progress, we have noted that it is not mandated by district and state officials. We as teachers have decided to focus on mandated items because data is tracked off of the big rocks, and a teacher's time in the classroom is limited. Therefore, it has not been a priority for teachers to have students track their own data. Prior to this school year, there has not been a priority for teachers to observe other educators, receive feedback to modify instructional practices, and receive effective professional development and implementation support. Lack of clear and common expectations around standards-based instruction and interventions, as well as the resources to implement them. School staff have not requested clarification.

Problem Statement 3

- a. **Domain:** 4: Culture Shift
- b. **Problem Statement:** In grades K-5, students are not tracking their progress and being recognized for reaching individual and classroom goals through a variety of celebrations.
- c. **Root Cause(s):** We as staff have not thought about or considered celebrating achievements in a schoolwide setting. As such, we have never created any committee to oversee these celebrations, so student and teacher successes are never recognized. We have not emphasized our high expectations to our students by not requiring students to track their own progress and individual growth. Our school has not utilized the mission of our school because we have not had a united focus.

Problem Statement 4

- a. **Domain:** 4: Culture Shift
- b. **Problem Statement:** Individual student behavior is impacting other students’ opportunities to learn.
- c. **Root Cause(s):** We as staff have not thought about or considered celebrating achievements in a schoolwide setting. As such, we have never created any committee to oversee these celebrations, so student and teacher successes are never recognized. We have not emphasized our high expectations to our students by not requiring students to track their own progress and individual growth. Our school has not utilized the mission of our school because we have not had a united focus.

TOOL 3-A3. SMART GOALS

DOMAIN	SMART GOAL
3 - Instructional Transformation	1. East will increase ELA proficiency for EDA students in grades 3-5 from 8% to 13% by May 2024, as measured by RISE. All other subjects will support this goal by incorporating reading and writing.
	2. East will increase the percentage of students in grades 4-5 making typical Math growth from 47% to 56% by May 2024, as measured by RISE.
4 - Culture Shift	3. East will implement a system for students in grades K-5 to set goals, track their core academic progress, and be recognized for growth and achievement, with 100% teacher participation in one subject area by Sept. 20, 2023 and all core subject areas by Jan. 12, 2024.
	4. East will implement a schoolwide system of positive behavior intervention and support (PBIS) with 100% teacher participation by January 31, 2024.

TOOL 3-A4. IDENTIFY EVIDENCE-BASED PRACTICES

Schools Identified under Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement (CSI) **MUST** identify practices that meet one of the top three levels of evidence-based interventions under ESSA.

Please reference the following chart and the [Evidence-based Improvement Tools](#) from WestEd for useful guidance.

The research study criteria column uses the definitions for Evidence-Based Practices (EBPs) found in ESSA.

For detailed, non-regulatory guidance on identifying and implementing Evidence-Based Practices (EBPs), see [Using Evidence to Strengthen Education Investments](#) from the U.S. Department of Education.

Note: EBPs can be a practice, strategy, intervention, or program that demonstrates a statistically significant effect on improving student outcomes.

Level	Research Study Criteria
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 practices and interventions that are continuing to be evaluated.

Other Resources to find Evidence-Based Practices:

- [Best Evidence Encyclopedia](#)—Johns Hopkins University
- [Midwest REL Aligning Evidence Based Clearinghouses](#)
- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [Connecticut State Department of Education Evidence-Based Practice Guides](#)
- [Campbell Collaboration Better Evidence for a Better World](#)
- [ERIC Institute of Education Sciences](#)

TOOL 3-A5. EVIDENCE-BASED PRACTICE SELECTION AND IMPLEMENTATION PLAN

SMART GOAL 1: East will increase ELA proficiency for EDA students in grades 3-5 from 8% to 13% by May 2024, as measured by RISE. All other subjects will support this goal by incorporating reading and writing within them.

EVIDENCE-BASED PRACTICE (EBP) AND IMPLEMENTATION PLAN

1. **SMART Goal 1, EBP 1: Students regularly monitor and track their learning and academic progress towards clearly established benchmarks and standards. Intervention aides will be hired and utilized to help fill student learning gaps.**
2. **Level of Evidence:** Level 1
3. **Evidence source and/or citation:**
 - a. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York. Routledge.
4. **Research design:** *Experimental*
5. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):
 - a. Hattie’s meta-analysis indicates that when students set goals and track progress towards those goals, there is a high effect size on student achievement. Accordingly, East Elementary will establish systems and practices to maximize use of this high-leverage strategy to increase academic achievement for all students in Math and ELA.
6. **Estimated Funding \$43,850 (CSI Grant):**
 - a. \$9,500 - Materials – Goal binders, highlighters, plastic pocket protectors, colored pencils, crayons, etc.
 - b. \$34,080 – Intervention aide salary.
7. **Action Steps for Implementation**—All actions should address the prioritized root cause and align with the SMART intervention goal 1
 - a. SLT (or designated committee) will design/determine grade-level appropriate systems for students to set goals and track academic progress towards clearly defined benchmarks and standards.
 - b. SLT (or designated committee) will clearly communicate expectations to each grade level team.

- c. Grade level teams will share a sample of their tracking system (Student Progress Binder?) with the whole faculty.
 - d. During PLCs, teams will determine which upcoming skills tied to essential standards should be tracked.
 - e. Teachers will incorporate Student Progress Binders into Student-Led Parent-Teacher Conferences
8. **Progress Indicator**—How will you know this step worked or is working?:
- a. During the 2023-24 school year, the goal will be to get 100% of teachers and students familiar with using the new system. Once/month the coach or principal will check in with PLC teams to assess how implementation is going and what support is needed.
9. **Timeline**—When will you regularly check to see if this step worked or is working?:
- a. August-September 2023- planning
 - b. October-December 2023- early implementation
 - c. January- May 2024- implementation
 - d. June – August 2024- refine and adjust
10. **Person(s) Responsible**- *Teachers, Early Learning Coach, Principal*
11. **Person(s) Involved**- *Teachers, Early Learning Coach, Principal, Students, Parents*

SMART Goal 1, EBT 2: Instructional staff use with high fidelity effective, differentiated, evidence-based, and standards-aligned instructional strategies and interventions to provide equitable access for all students to the Utah Core Standards (UCS).

1. **Level of Evidence:** Level 2
2. **Evidence source and/or citation:**
 - a. Saunders, W., Goldenberg, C. N., Gallimore, R. (2009). Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning: A Prospective, Quasi-Experimental Study of Title I Schools. *American Educational Research Journal*. December.
3. **Research design:** *Quasi-experimental*
4. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):

In a quasi-experimental investigation of effects on achievement by grade-level teams focused on improving learning, researchers found that the experimental group scores improved at a faster rate than at comparable schools and exhibited greater achievement growth over 3 years on state-mandated tests and an achievement index. The findings indicated that stable school-based settings, distributed leadership, and explicit protocols are key to effective teacher teams. The long-term sustainability of teacher teams depends on coherent and aligned district policies and practices.

East Elementary will work in collaborative teams to increase the implementation and quality of evidence-based instruction.

5. **Estimated Funding \$24,970 (CSI Grant):**
 - a. \$16,900 Professional Development: Summer PD and Collaborative Team Coaching focused on instructional strategies to close achievement gaps (FS)
 - b. \$2,400 Differentiated Coaching for individual teachers (FS)
 - c. \$1,990 Align Ed Instructional Data Base (FS)
 - d. \$2,000 Informational Text for science and other inquiry-based materials to strengthen science-ELA connection
 - e. \$1,095 Book for Teachers: *99 Teaching Ideas & Activities for Teaching English Learners with The Siop Model*
 - f. \$585 Book for Teachers: *Teach Like A Champion 3.0*
6. **Action Steps for Implementation**—All actions should address the prioritized root cause and align with the SMART intervention goal
 - a. Schedule SIP-aligned PD for 2023-24
 - b. Instructional leaders to calibrate on instructional observations and feedback
 - c. Incorporate routinely into PLCs- discussion about tier 1 instructional strategies (learned in PD) that are working well and adjustments needed; CFA analysis with planning immediate next steps in tier 1 instruction;
7. **Progress Indicator**—How will you know this step worked or is working?:
 - a. Instructional data (collected and displayed in AlignEd) should serve as leading indicator of student learning
 - b. Evidence of mastery on CFAs will start to increase
8. **Timeline**—When will you regularly check to see if this step worked or is working?:
 - a. Instructional Data- Monthly during Collaborative Team Coaching PD
 - b. CFA Mastery - Twice/month during PLCs
9. **Person(s) Responsible-** PD Consultant, Principal, Teachers

10. **Person(s) Involved-** PD Consultant, Principal, Teachers, Learning Coach, Students

SMART Goal 1, EBP 3: Instructional staff consistently utilizes evidence-based instruction, intervention, and enhanced learning opportunities aligned to individual student or class needs and to state academic standards.

1. **Level of Evidence:** Level 2

2. **Evidence source and/or citation:**

- a. Baker, S., Gersten R. & Lee, D. (2002). "A Synthesis of Empirical Research on Teaching Mathematics to Low-Achieving Students," *The Elementary School Journal* 103, no. 1 (Sep.): 51-73..
- b. Barton, P. E. (2003). *Parsing the achievement gap: Baselines for tracking progress* (Policy Info. Rep.). Princeton, NJ: Educational Testing Service.
- c. Gusky, T. (2005). "A Historical Perspective on Closing the Achievement Gap". *NASSP Bulletin*, (Sep).

3. **Research design:** *Quasi-experimental*

4. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):

- a. In 2005, Gusky published research in *The Elementary School Journal* on the impact of Mastery Learning on closing the achievement gap. Research indicated that essential components of Mastery Learning leading to increases in student achievement include instructional alignment and provision of feedback, correctives, and enrichment to students. Another study, conducted in 2002, synthesized research on the effects of instruction and interventions to improve achievement for at-risk students in mathematics. Findings indicated that four specific 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 principles of explicit instruction.

East Elementary has a 15 point achievement gap in ELA between EDA and ALL students. There is also a 9 point gap in typical math growth between school and district. In accordance with the referenced studies, East will work to close achievement gaps and increase growth scores of all students through instructional alignment and identifying needs of all student groups in Mathematics and English Language Arts in order to provide interventions and extensions that create equitable access and support towards mastery of essential standards.

5. **Estimated Funding \$17,920 (CSI Grant):**
 - a. \$14,400 Promethean Boards for all teachers in grades 4, 5, and SpEd
 - b. \$2,000 iPad stands and protective cases (ipad allows teachers to control Promethean Boards while moving with purpose around the classroom)
 - c. \$1,520 Manual for Teachers: *University of Florida Literacy Institute (UFLI) Foundations Manual and Resources* (to be used for school wide Walk to Read intervention)
6. **Action Steps for Implementation**—All actions should address the prioritized root cause and align with the SMART intervention goal
 - a. Early Learning Coach will design a Walk-To-Read program, including schedules, protocols for grouping students, and instructional routines, for grades K-5.
 - b. SLT (or designated committee) will clearly communicate Walk-To-Read expectations to each grade level team.
 - c. Grade level teams will collaborate to group students, plan instructional routines, and prepare materials.
 - d. During PLCs, teams will analyze student progress and adjust groups as needed.
7. **Progress Indicator**—How will you know this step worked or is working?:
 - a. Acadience- Progress Monitoring
 - b. Weekly assessment of student progress in Walk-To-Read groups
 - c. Evidence of student progress during Tier 1 Language Arts instruction and on CFAs
8. **Timeline**—When will you regularly check to see if this step worked or is working?:
 - a. Once/month- Acadience Progress Monitoring
 - b. Weekly assessment of progress in Walk-To-Read groups
 - c. Weekly CFAs in Tier 1 Language Arts
9. **Person(s) Responsible-** Teachers, Intervention Aides, Title I Aides, Learning Coach
10. **Person(s) Involved-** Teachers, Intervention Aides, Title I Aides, Learning Coach, Students

SMART GOAL 1 PERFORMANCE MEASURES

East will increase ELA proficiency for EDA students in grades 3-5 from 8% to 13% by May 2024, as measured by RISE. All other subjects will support this goal by incorporating reading and writing.

Data Source	Data Element	Benchmark 1	Benchmark 2	Benchmark 3
<i>PD: Collaborative Team Coaching® focused on instructional strategies to close achievement gaps</i>	<i>Frequency of Teacher participation in CTC</i>	<i>1 PD session by August 31, 2023</i>	<i>3 CTC sessions by December 20, 2023</i>	<i>7 CTC sessions by May 31, 2024</i>
<i>Align Ed Instructional Database- Coaching Cycles</i>	<i>% teachers observed and receiving feedback in Coaching Cycles</i>	<i>100% of teachers observed at least one time by September 30, 2023</i>	<i>100% of teachers observed at least 3 times by December 20, 2023</i>	<i>100% of teachers observed at least 7 times by May 31, 2024</i>
<i>Align Ed Instructional Database- Instructional Strategies</i>	<i>% teachers meeting or exceeding targets for use of instructional strategies</i>	<i>50% of teachers meet or exceed instructional target by November 30, 2023</i>	<i>70% of teachers meet or exceed instructional target by February 28, 2024</i>	<i>90% of teachers meet or exceed instructional target by May 31, 2024</i>
<i>Acadience - ELA Growth</i>	<i>% teachers showing adequate growth</i>	<i>BOY 2023 - Baseline</i>	<i>MOY 2024 - 70% of teachers meet adequate growth for 90% of their students</i>	<i>EOY 2024 90% of teachers meet adequate growth for 90% of their students</i>
<i>ELA Common Formative Assessments (CFAs)</i>	<i>% students at each grade level showing mastery on CFAs tied to Essential Standards</i>	<i>Collect Baseline Data by September 29, 2023</i>	<i>Increase by 10% number of students showing mastery on CFAs in each grade by January 31, 2024</i>	<i>Increase by another 10% number of students showing mastery on CFAs in each grade by April 1, 2024</i>
<i>District Benchmarks- ELA proficiency</i>	<i>% students proficient</i>	<i>Fall 2023- Determine Baseline</i>	<i>Winter 2024 Increase number of students proficient by 20%</i>	<i>Spring 2024 Increase number of students proficient by 20%</i>

SMART INTERVENTION GOAL 2: East will increase the percentage of students in grades 4-5 making typical Math growth from 47% to 56% by May 2024, as measured by RISE.

EVIDENCE-BASED PRACTICE (EBP) AND IMPLEMENTATION PLAN

SMART Goal 2, EBPs 1, 2, 3:

SAME EBPs and Implementation Plan as SMART GOAL 1

SMART GOAL 2 PERFORMANCE MEASURES

Data Source	Data Element	Benchmark 1	Benchmark 2	Benchmark 3
<i>PD: Collaborative Team Coaching® (CTC)</i>	<i>Frequency of Teacher participation in CTC focused on instructional strategies to close achievement gaps</i>	<i>1 PD session by August 31, 2023</i>	<i>3 CTC sessions by December 20, 2023</i>	<i>7 CTC sessions by May 31, 2024</i>
<i>Align Ed Instructional Database-Coaching Cycles</i>	<i>% teachers observed and receiving feedback in Coaching Cycles</i>	<i>100% of teachers observed at least one time by September 30, 2023</i>	<i>100% of teachers observed at least 3 times by December 20, 2023</i>	<i>100% of teachers observed at least 7 times by May 31, 2024</i>
<i>Align Ed Instructional Database-Instructional Strategies</i>	<i>% teachers meeting or exceeding targets for use of instructional strategies</i>	<i>50% of teachers meet or exceed instructional target by November 30, 2023</i>	<i>70% of teachers meet or exceed instructional target by February 28, 2024</i>	<i>90% of teachers meet or exceed instructional target by May 31, 2024</i>
<i>Acadience-Math Growth</i>	<i>% teachers showing adequate growth</i>	<i>BOY 2023 Baseline</i>	<i>MOY 2024 - 70% of teachers meet adequate growth for 90% of their students</i>	<i>EOY 2024 90% of teachers meet adequate growth for 90% of their students</i>
<i>Math Common Formative Assessments (CFAs)</i>	<i>% students showing mastery on CFAs tied to Essential Standards</i>	<i>Collect Baseline Data by September 29, 2023</i>	<i>Increase by 10% number of students showing mastery on CFAs in each grade by January 31, 2024</i>	<i>Increase by another 10% number of students showing mastery on CFAs in each grade by April 1, 2024</i>
<i>District Benchmarks-Math Growth</i>	<i>% teachers showing adequate growth</i>	<i>Fall 2023 Baseline</i>	<i>Winter 2024 70% of teachers meet adequate growth for 90% of their students</i>	<i>Spring 2024 90% of teachers meet adequate growth for 90% of their students</i>

SMART INTERVENTION GOAL 3: East will implement a system for students in grades K-5 to set goals, track their core academic progress, and be recognized for growth and achievement, with 100% teacher participation in one subject area by Sept. 20, 2023 and all core subject areas by Jan. 12, 2024.

EVIDENCE-BASED PRACTICE (EBP) AND IMPLEMENTATION PLAN 3

SMART Goal 3, EBP 1: School leadership regularly celebrates short-term successes of students and teachers while maintaining focus on long-term growth.

1. **Level of Evidence:** Level 3
2. **Evidence source and/or citation:**
 - a. Schunk, D. H. (1996). Goal and self-evaluative influences during children’s cognitive skill learning. *American Educational Research Journal*, 33, 359–382
 - b. Murayama, K., & Elliot, A. (2009). The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes. *Journal of Educational Psychology*, 101(2), 432–447
 - c. U.S. Department of Education, & Midwest Comprehensive Center at American Institutes for Research (2018). *Student Goal Setting: An Evidence -Based Practice Associated with Deeper Learning*. Retrieved from <https://files.eric.ed.gov/fulltext/ED589978.pdf>
3. **Research design** (i.e., experimental, quasi-experimental, correlational):
 - a. Experimental Study
 - b. Correlational Study
 - c. Literature Review
4. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):
 - a. A 1996 experimental study was conducted using two small studies that examined how variations in the nature of goals and the practice of self-evaluation influenced the motivation and achievement of students. The study showed self-evaluation enhanced student learning. It also showed that the outcome of goal setting differed based on whether they were mastery or performance-focused goals.
 - b. Murayama and Elliot conducted a correlational study exploring the relationship between student achievement goals, classroom goal structures and students' intrinsic motivation and self-concept. The results indicated a statistically significant positive relationship between students adopting mastery focused goals and higher intrinsic motivation. It also showed that in classrooms where teachers emphasized a mastery goal orientation versus performance-oriented goals, students were more likely to

adopt personal mastery goals. Students in these classrooms were also more likely to have higher intrinsic motivation.

- c. A review of selected research studies on student goal setting was conducted by the REL Midwest and approved by the Institute of Education Sciences (IES) in January 2018. The results of this review suggest that there is enough promising evidence to identify that student goal setting is an evidence-based practice that teachers can use to increase students' self-efficacy and intrinsic motivation to further their learning. Therefore, classroom teachers at East will implement goal setting for all students to track their core academic progress in order to improve student self-efficacy and intrinsic motivation. Student goals and progress will be shared with families to help promote student achievement and expectations. To support the work at the school level, leadership will set up ongoing celebrations throughout the year to highlight milestones in students' growth that lead toward reaching the long term goals of the school.

5. **Estimated Funding (CSI Grant)**

- a. \$4,000 - Incentives, recognition certificates, rewards for students

6. **Action Steps for Implementation**—All actions should address the prioritized root cause and align with the SMART intervention goal

- a. SLT (or designated committee) will design/determine grade-level appropriate systems for students to set goals and track academic progress towards clearly defined benchmarks and standards.
- b. SLT (or designated committee) will clearly communicate expectations to each grade level team.
- c. Grade level teams will share a sample of their tracking system (Student Goal Binders) with the whole faculty.
- d. During PLCs, teams will determine which upcoming skills tied to essential standards should be tracked.
- e. Teachers will incorporate Student Goal Binders into Student-Led Parent-Teacher Conferences
- f. School leadership will continue teacher recognition program (implemented Spring 2023) so that teachers are formally recognized monthly for their efforts and accomplishments

7. **Progress Indicator**—How will you know this step worked or is working?:

- a. Students will be able to set goals and track progress towards those goals in the Goal Binder

- b. Students will be able to explain their progress, using their Goal Binders, during PTCs
 - c. Teachers will report feeling celebrated for their efforts and accomplishments
8. **Timeline**—When will you regularly check to see if this step worked or is working?:
- a. During the first few PLCs of 2023-34 school year and at benchmark dates thereafter (see performance measure table), teachers will share Student Goal Binders.
 - b. During Parent-Teacher Conferences (which should be student-led)
 - c. MOY teacher survey
9. **Person(s) Responsible**- SLT or designated committee, Principal, Early Learning Coach, Teachers
10. **Person(s) Involved**- SLT or designated committee, Principal, Early Learning Coach, Teachers, Students

SMART Goal 3, EBP 2: Principal and teachers demonstrate high expectations for students and themselves through multiple overt strategies.

1. **Level of Evidence:** Level 3
2. **Evidence source and/or citation:**
 - a. De Boer, H., Timmermans, A., and Van Der Werf, M. (2018). The effects of teacher expectation interventions on teachers' expectations and student achievement: narrative review and meta-analysis. *Educational Research and Evaluation*, 24(3-5), 180-200.
 - b. Same, M., Guarino, N., Pardo, M., Benson, D., Fagan, K., and Lindsay, J. (2018). "Evidence-supported interventions associated with Black students' education outcomes: Findings from a systematic review of research." U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Midwest: Washington, D.C.
3. **Research design** (i.e., experimental, quasi-experimental, correlational):
 - a. correlational
4. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):
 - a. This study set out to identify if it was possible to raise teacher expectations through interventions in order to prevent too low expectations from having a detrimental effect on student achievement. Previous studies have proven that a teacher's low

expectations or biased expectations do have an effect on student performance, therefore could one of these three interventions (1) changing teacher behavior, (2) creating awareness of expectancy effects, and (3) addressing the beliefs underlying the expectations address this issue. The results did indicate that it was possible to raise teacher expectations and subsequent student achievement.

- b. The Research Review by the Regional Education Laboratory Midwest (REL Midwest) and the Midwest Achievement Gap Research Alliance (MAGRA) was designed to identify interventions that were associated with the academic achievement of Black students in order to help close the achievement gap between Black students and their White counterparts. In the review, 22 studies provided promising evidence of 20 different interventions that showed promising evidence. (An intervention was defined as that could be defined as a policy, a practice, or a program.) One particular study's finding showed that Black students whose teachers communicate high expectations had higher achievement scores, proving promising evidence for the role that high expectations play in all students' academic outcomes, and particularly so for African-American students.

East has identified a need to raise academic expectations for students in all student groups. The 2018 studies cited provide insight on exploring underlying beliefs and changing teacher actions. While BL7 is not currently one of East's student groups, holding high expectations for students in all student groups will be important as East unites to increase academic achievement.

5. Estimated Funding (CSI Grant):

- a. Funds represented in Smart Goal 3, EBP 1

6. Action Steps for Implementation—All actions should address the prioritized root cause and align with the SMART intervention goal

- a. SLT (or designated committee) to define what high academic expectations for teaching and learning look like/ sound like/ feel like (eg. Use of overt teaching strategies such as “No Opt Out” and “Right is Right”.)
- b. SLT (or designated committee) to define what behavioral expectations look like/ sound like/ feel like in classrooms and common areas and develop a schoolwide approach to managing student behavior.
- c. Communicate clear academic and behavioral expectations to all stakeholders including parents in Parent Compact
- d. Create expected behaviors for each area of the school and a reward system to encourage and celebrate student's positive behaviors
- e. Create a scope and sequence of PD needed to roll out PBIS to all staff,

- f. Plan PD (staff meetings/ PLCs) to support teachers in learning and implementing the overt strategies identified to maintain high expectations, and to address current mindsets, assumptions, beliefs, biases, and practices that prohibit a focus of high expectations.
7. **Progress Indicator**—How will you know this step worked or is working?:
- a. Collect survey data from students on whether they believe teachers hold high academic and behavioral expectations.
 - b. Use observation cycles to collect data on successful implementation of teaching strategies that maintain academic high expectations.
 - c. Collect PD agendas to track PD delivery
 - d. Track behavior data to determine success or changes necessary to PBIS implementation.
8. **Timeline**—When will you regularly check to see if this step worked or is working?:
- a. Student and Parent Survey data collected - Late Fall, Mid-Winter, and end of Year
 - b. Conduct observations to collect data on evidence of teachers holding student to high expectation and implementation of strategies
 - c. PBIS expectation/ matrix roll out in September and Review in January
 - d. Review behavior data monthly to address problem areas and track progress of implementation.
9. **Person(s) Responsible**- PBIS Committee, Teachers, Principal
10. **Person(s) Involved**- PBIS Committee, Teachers, Principal, Students, Parents

SMART Goal 3, EBP 3: The school’s mission, vision, core values, campus policies, and instructional goals and strategies prioritize a classroom and school culture of respect, safety, and behavior conducive to academic learning that meets high standards, as evidenced by student academic and behavior data.

1. **Level of Evidence:** Level 3

2. **Evidence source and/or citation:**

- a. Slate, J.R., Jones, C.H., Wiesman, K., Alexander, J., and Saenz, T. (2008). *School Mission Statements and School Performance: A Mixed Research Investigation*. New Horizons in Education. Vol 56, No. 2, 17-27.

3. **Research design** (i.e., experimental, quasi-experimental, correlational):

- a. Mixed Research Analysis (Properly termed: Sequential Qualitative-Quantitative Equal Status Mixed Research Study)
4. **Evidence that practice fits school context** (ex. Grade levels. Rural/urban, characteristics of the student population):
- a. This study set out to determine the emerging themes of school mission statements and then ascertain the extent to which the mission statements of high performing elementary schools differed from the mission statements of low performing elementary schools. The statistical analysis showed significant differences between high and low performing elementary schools. Mission statement themes that came out of high performing schools included: Academic Success, Challenge, Citizenship, Empower, Partnerships, and Social Development. Therefore, the most important difference was that the mission statements of high performing schools had missions that focused on providing a challenging environment that focused on academic success.
- East will design mission, vision and core value statements that provide a challenging environment focused on academic success that tie together the policies, instructional goals, and strategies implemented to create a school culture of respect, safety, and high expectations.
5. **Estimated Funding \$500 (CSI Grant)**
- a. \$500 Visual display for updated Mission, Vision, Core Values Statement
6. **Action Steps for Implementation**—All actions should address the prioritized root cause and align with the SMART intervention goal
- a. SLT or designated committee will revisit current mission, vision and core values statement to ensure they are focused on providing a challenging environment focused on academic success.
 - b. If necessary, SLT will:
 - i. Determine how to get feedback from all stakeholders, collect data on progress and implementation of revised/ new Mission, Vision, and core value statements. (Surveys - Do teachers and staff view the school as having clear, high expectations for teaching and learning? So they feel that vision is aligned with school policies and practices.)
 - ii. Determine how to articulate and plan for ongoing communication of the new Mission, Vision and Core Values to all stakeholders.
 - c. Plan how to use the Mission and Vision statements to model actions and drive decision-making.

- d. Conduct an audit of school practices to ensure a through-line from school's mission to its institutional practices (may include curriculum implementation, scaffolding, teacher professional development, disciplinary codes, grading policies, and awards ceremonies, etc.)
7. **Progress Indicator**—How will you know this step worked or is working?:
- a. Collect survey data from all stakeholders (clarity, does each statement reflect our practices, familiarity...)
 - b. Publish new/ revised statements in all student/ family facing documentation
 - c. Reflect and record the places the Mission, Vision, & Core values are represented and/ or posted.
 - d. Reflect on Meeting/ PD agendas to determine when and how the Mission, Vision, & Core Values were considered in decision making.
 - e. Track behavior data to identify if trends are lower.
8. **Timeline**—When will you regularly check to see if this step worked or is working?:
- a. Survey Data collected MOY and EOY
 - b. New/ revised Mission, Vision, and Core Values statements to be published in all student/ family facing documentation by October.
 - c. Track behavior and attendance data monthly once the Mission, Vision, and Core Values statements are communicated to all stakeholders.
 - d. Reflect with Teachers/staff to record places these statements are represented/ posted - November
 - e. Reflect with the SLT when and where the Mission, Vision, and Core Values statements are mentioned, considered, and reiterated. Oct/ Feb/ May
9. **Person(s) Responsible**- PBIS Committee, Teachers, Principal
10. **Person(s) Involved**- PBIS Committee, Teachers, Principal, Students, Parents, Community Partners

SMART GOAL 3 PERFORMANCE MEASURES

East will implement a system for students in grades K-5 to set goals, track their core academic progress, and be recognized for growth and achievement, with 100% teacher participation in one subject area by Sept. 20, 2023 and all core subject areas by Jan. 12, 2024.

Data Source	Data Element	Benchmark 1	Benchmark 2	Benchmark 3
Teacher Recognition Program	Number of teachers formally recognized and frequency	1/3 of the faculty will be formally recognized by October 31, 2023	2/3 of the faculty will be formally recognized by January 31, 2024	All of the faculty will be formally recognized by May 15, 2024
Teacher Satisfaction Survey	% of teachers reporting they feel recognized for their efforts & accomplishments	BOY Collect Baseline Data	MOY 80% of teachers report feeling recognized for their efforts & accomplishments	EOY 80% of teachers report feeling recognized for their efforts & accomplishments
PLC Agendas	Quantity and quality of Student Goal Binders	100% of teachers share early-stage Student Goal Binder (includes at least 1 subject) with PLC team by September 20, 2023	80% of teachers share evolving Student Goal Binder (with at least 2 core subjects) with their PLC team by December 15, 2023	100% of teachers share evolving Student Goal Binder (with at least 2 core subjects) with their PLC team by January 12, 2024
Student Goal Binders	% of teachers with Student Goal Binders set up per SLT/Committee expectations	100% teacher participation in one subject by September 20, 2023	80% teacher participation in all subjects by December 15, 2024	100% teacher participation in all subjects by January 12, 2024
Parent Teacher Conferences	% of teachers implementing Student-Led PTCs	80% of teachers will implement Student-Led PTCs for the first PTC	100% of teachers will implement Student-Led PTCs for the second PTC	100% of teachers will implement Student-Led PTCs for the third PTC of the year
Mission, Vision, Core Values Statement	Reflects current priority of high expectations for academic success	SLT revisits current Mission, Vision, Core Values statement to determine if aligned to current priorities by September 30, 2023	If revision is necessary, SLT gathers stakeholder input by October 31, 2023; If not, SLT shares current statement with stakeholders by October 31, 2023	Conduct an audit of school practices to ensure a through-line from mission, vision, core values to institutional practices by May 15, 2024

SMART INTERVENTION GOAL 4: East will implement a schoolwide system of positive behavior intervention and support (PBIS) with 100% teacher participation by Jan 31, 2024.

EVIDENCE-BASED PRACTICE (EBP) AND IMPLEMENTATION PLAN 4

SMART Goal 4, EBPs 1, 2, 3

SAME EBPs and Implementation Plan as SMART GOAL 3

SMART GOAL 4 PERFORMANCE MEASURES

Data Source	Data Element	Benchmark 1	Benchmark 2	Benchmark 3
<i>SLT or PBIS Committee Agendas</i>	<i>Clear definition of high academic and behavioral expectations in classrooms and common areas.</i>	<i>SLT or PBIS Committee determines what high behavioral expectations look like in classrooms and common areas by September 30, 2023</i>	<i>SLT or PBIS Committee determines what high academic expectations look like in classrooms by October 31, 2023</i>	<i>Leadership identifies observation tools to monitor high expectations in common areas (behavior) and classrooms (academic and behavior) by November 17, 2023.</i>
<i>PBIS Plan</i>	<i>Implementation Data</i>	<i>All teachers will learn about the new plan by August 22, 2023</i>	<i>80% of teachers will implement the plan by October 22, 2023</i>	<i>100% of teachers will implement the plan by January 31, 2024</i>
<i>Stakeholder Communication</i>	<i>Communication of clear academic and behavioral expectations to stakeholders, including parents</i>	<i>School will share PBIS plan with stakeholders by September 30, 2023</i>	<i>School will survey stakeholders for input on clarity around high academic and behavioral expectations by February 28, 2024.</i>	<i>SLT will analyze stakeholder surveys by March 31, 2024.</i>
<i>Classroom Observation Tool</i>	<i>% teachers using overt instructional strategies to maintain high academic expectations</i>	<i>50% of teachers using overt instructional strategies to maintain high academic expectations by November 30, 2023</i>	<i>70% of teachers using overt instructional strategies to maintain high academic expectations by February 28, 2024</i>	<i>90% of teachers using overt instructional strategies to maintain high academic expectations by May 31, 2024</i>

Data Source	Data Element	Benchmark 1	Benchmark 2	Benchmark 3
<i>Observation of Behavior in Common Areas</i>	<i>Behavior Expectations posted in student friendly language (w/visual)</i>	<i>Behavior Expectations posted in student friendly language (w/ visual) by September 15, 2023</i>	<i>80% of teachers teach & practice behavior expectations with students in common areas by September 30, 2023</i>	<i>100% of teachers teach & practice behavior expectations with students in common areas by October 12, 2023</i>
<i>Behavior Data</i>	<i>Number of office referrals / suspensions</i>	<i>BOY Collect baseline data</i>	<i>MOY Reduce number of office referrals since BOY by 10%</i>	<i>EOY Reduce number of office referrals since MOY by 10%</i>

TOOL 3-A6. DOMAIN 1 AND 2 CONSIDERATIONS

While the problem statements and initial plan development using root causes will focus on Domains 3 and 4, please use the needs assessment data to identify critical practices from Domains 1 and/or 2 aligned to the SMART Goals above to focus Leadership and Talent Development improvement efforts.

Domain 1: Turnaround Leadership

School leadership will regularly update an improvement plan (September 2023- May 2025) that includes both short and long-term goals with milestones to gauge progress, as measured by USBE trimester reports.

SLT meets monthly to review implementation progress. SLT meets three times per year with CNA consultant to show evidence of implementation progress and make any necessary adjustments to the SIP.

The principal will regularly (August 2023- May 2025) analyze disaggregated data to inform decision-making and allocation of school resources to improve student achievement, as measured by RISE growth and proficiency.

Domain 2: Talent Development

Differentiate professional learning 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.

TOOL 3-B: USBE SIP REQUIREMENTS AND QUALITY REVIEW

Reviewer #: Click or tap here to enter text.

School/LEA: East Elementary/ Duchesne County School District

Purpose: The USBE School Improvement Plan (SIP) Review Team will use this document to record suggestions and SIP approval. LEA Teams should review this document before submitting the SIP to their local board and USBE. Local Boards may wish to use this document for their required review.

Instructions:

Mark “X” in the correct box for each plan element, and provide comments and/or suggestions for any “No” responses

1. **Plan Element:** Local School Board Approval

a. **Element Description:** SIP has been approved by the Local School Board before being submitted to USBE.

b. **Summary Rating:**

(1) Yes

(2) No

(a) **Comments:** Click or tap here to enter text.

(b) If no, this SIP should be returned to the LEA for approval.

2. **Plan Element:** SMART Goals

a. **Element Description:** The SIP lists, in specific detail, up to four high-leverage SMART Goals that will be the focus for the designated time. Each priority is **clearly aligned to the root causes** identified in the third-party report. SMART stands for: Specific, Measurable, Achievable, Relevant, and Timebound.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

3. **Plan Element:** SMART Goal Strategies

a. **Plan Description:** The SIP includes **specific, feasible, and ambitious** strategies for each SMART Goal to help realize the school's improvement priorities. Strategies are appropriately **aligned to each SMART Goal**.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

4. **Plan Element:** Strategy Action Steps

a. **Plan Description:** The SIP includes a comprehensive series of **detailed, specific, and ambitious** action steps for each Strategy. Action steps are not routine in nature and demonstrate an appropriate approach to accomplishing the strategies. All action steps are intentionally aligned with and provide logical scaffolding to accomplish the Strategies.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

5. **Plan Element:** Indicators of Success and SMART Goal Performance Measures

a. **Plan Description:** Indicators of Success are **measurable and aligned** to each Strategy. SMART Goal Performance Measures include a **quality data source(s)** and element(s) aligned to the SMART Goal.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

6. **Plan Element:** Evidence-based Assurance (Required for CSI Schools)

a. **Plan Description:** The Strategies listed for each SMART Goal are in accordance with ESSA requirements for evidence-based improvement strategies.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

7. **Plan Element:** Context

a. **Plan Description:** The SIP is designed to address the school's **unique context**, including the internal (e.g., teachers, student populations) and external (e.g., parents, local area, district) communities. As appropriate, a SMART Goal and its accompanying elements specifically address and attend to the needs of specific student populations.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

(i) Comments: Click or tap here to enter text.

8. **Plan Element:** Stakeholder involvement

a. **Plan Description:** The SIP includes evidence that the **plan was created in partnership with stakeholders** (i.e., School Turnaround Committee or School Leadership Team)

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) **Comments:** Click or tap here to enter text.

(b) Goal 2:

(i) **Comments:** Click or tap here to enter text.

(c) Goal 3

(i) **Comments:** Click or tap here to enter text.

(d) Goal 4

(i) **Comments:** Click or tap here to enter text.

9. **Plan Element:** Funding the Plan

a. **Plan Description:** Funds requested are directly **tied to the Goals, Strategies, and Action Steps in the SIP**. The plan is funded by appropriately **blending and/or braiding funding** sources to support the SIP for the duration of designation and beyond.

b. **Summary Rating:**

(1) **Yes:**

(a) Goal 1

(b) Goal 2

(c) Goal 3

(d) Goal 4

(2) **No:**

(a) Goal 1

(i) Comments: Click or tap here to enter text.

(b) Goal 2:

(i) Comments: Click or tap here to enter text.

(c) Goal 3

(i) Comments: Click or tap here to enter text.

(d) Goal 4

Comments: Click or tap here to enter text.