

Appendix 3-A: School Improvement Plan Template

At a Glance

Date of Plan: July 2, 2019 State Turnaround/Title I Status: CSI – 5%
 School Name: Academy Park Address: 4580 Westpoint Dr., WVC, UT
 Principal: Dr. Pauline Longberg Contact Information: 385-646-4756
 LEA: Granite School District Superintendent: Dr. Martin Bates
 LEA Liaison/Contact: Mitch Nerdin LEA Liaison Title: Director, Resource Development
 Board Chair: _____

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

Name	Position	Signature	Date
Pauline Longberg	Principal		July 2, 2019
Kali Moore	Teacher - 6th		
Stephanie Gonzalez	Teacher - 5th		
Whitney Watson	Teacher – 4th		
Courtney Wright	Teacher - 3rd		
Jessie King	Teacher - 2nd		
Linda Schiffman	Teacher – Kinder		
Sonia Ashby	Literacy Coach		
Denni Dayley	Social Worker		

Step 1: Set the Direction

Based on the work completed in Step 1 of the continuous improvement cycle (Set the Direction), complete the table below.

School Vision:	We are a community committed to nurturing a safe, inclusive learning environment where we all strive to reach our personal best.			
	School Mission: Be safe, be respectful, be your personal best.			
	School Focus Anchors: Academic Mastery, Social Emotional Learning, Family and Community Engagement			
Indicator(s)	Data Source	Baseline Data	Y1 Target	Y2 Target
Goal 1:	By May 2020 we will increase the percentage of students achieving proficiency on SAGE/RISE Language Arts and Mathematics by a minimum of 10 percentage points over the percentages achieved in Spring, 2019.			
1. Language Arts	State Summative Assessments	May 2018 3 rd - 22% 4 th - 3% 5 th - 27% 6 th - 20%	May 2019 3 rd - 32% 4 th - 13% 5 th - 37% 6 th - 30%	May 2020 3 rd - 42% 4 th - 23% 5 th - 47% 6 th - 40%
2. Mathematics	State Summative Assessments	May 2018 3 rd - 33% 4 th - 13%	May 2019 3 rd - 43% 4 th - 23%	May 2020 3 rd - 53% 4 th - 33%

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		5 th - 29% 6 th - 26%	5 th - 39% 6 th - 36%	5 th - 49% 6 th - 46%
Goal 2:	By May 2020 we will increase to 75% the percentage of total students showing typical or above typical growth in grades K-6 in reading using DIBELS Next benchmark assessment from BOY to EOY.			
1. EOY % typical or above growth	DIBELS Next benchmark	May 2018 = 56%	May 2019 = 64% (actual)	May 2020 = 75% (target)
2.				
Goal 3:	We will continue to increase the social and emotional confidence of students as evidenced by the maintenance of low numbers of office level referrals that result in school-level consequences and a 50% reduction in number of students with 12 or more absences during the 2019-20 school year.			
1. Documented Office Referrals	Educators Handbook	May 2018 43 suspensions-- OSS/ISS (actual)	May 2019 48 suspensions-- OSS/ISS (actual)	May 2020 40 suspensions-- OSS/ISS (target)
2. Documented Teacher Handled Incidents	Educators Handbook	May 2018 350 incidents (actual)	May 2019 342 incidents (target)	May 2020 350 incidents (target)
3. # students with 12 or more absences	Discovery Attendance records	May 2018 NA	May 2019 120	May 2020 60
Goal 4:	We will increase family and community engagement in our school as evidenced by increasing by increasing the number of patron learning interactions with our Community Center Coordinators to 1400 and establishing a baseline of 100 visits conducted by teachers by May 2020.			
1. Documented learning interactions with Community Center	Community Center logs	May 2018 671 (actual)	May 2019 161 (actual)	May 2020 1400 (goal)
2. Documented home visits	Home visit records	May 2018 NA	May 2019 NA	May 2020 100 (baseline goal)

Step 2: Assess Needs

Document the work completed in Step 2: Assess Needs.

1. Check all data sources that were used to inform the ratings on the *Needs Assessment Rubrics*:

 X Human resource records re: turnover

 X Compiled teacher observation data

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<input checked="" type="checkbox"/> State assessment results	<input checked="" type="checkbox"/> Local assessment results
<input type="checkbox"/> High school graduation rates	<input checked="" type="checkbox"/> Compiled culture survey data
<input checked="" type="checkbox"/> Student attendance data	<input checked="" type="checkbox"/> Behavior/discipline data
<input checked="" type="checkbox"/> Policies and procedures	<input checked="" type="checkbox"/> Curriculum documents
<input checked="" type="checkbox"/> Agendas, meeting notes	<input checked="" type="checkbox"/> Compiled leadership survey data

Other (please specify):

2. Describe how the needs assessment, including the root cause analysis, was conducted and by Whom.

The needs assessment was conducted by staff from Ed Direction. This involved two days of onsite observations, interviews, and focus group meetings. In addition, data from numerous sources were analyzed for inclusion in their report. A one-hour debrief meeting was held with the principal to go over the assessment results and a two-hour faculty leadership team meeting was held which included the entire school faculty to conduct the root cause analysis prior to completion of their final report.

3. How was stakeholder input solicited and used in the needs assessment process?
Stakeholder input was solicited from a diverse group of parents invited by the principal to meet either before or after school in two different 45-minute sessions. More than 20 parents participated. In addition, all faculty and staff were invited to complete the appropriate online surveys and all classroom teaching faculty were interviewed. The principal and assistant principal were also interviewed.

4. List the top priorities identified through the needs assessment/root cause analysis process.

1. 3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.

2. 3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.

3. 43A: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

4. 4A4: The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.

Step 3: Create Plan

Prioritized Needs – Focused on Student Outcomes	
Priority 1	Critical Practice (from Needs Assessment Rubric Rating Summary)

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	<p>3B2: Instructional staff uses effective, differentiated, evidence-based instructional strategies and practices to provide equitable access for all students to the Utah Core Standards.</p> <p>Root Cause(s) The administration and staff at Academy Park understand what research has also demonstrated, “how how teachers teach has the biggest influence on how students learn”. According to the Utah State Board of Education’s Data Gateway, Academy Park student performance data in science and math is relatively comparable to other schools with similar demographics, neither ranked at the top nor the bottom of the 20 closely matched schools. In the subject of English, Academy Park’s student performance is relatively lower than comparable schools. The faculty believe there are opportunities to implement evidence-based instruction and intervention strategies schoolwide that they are not yet fluent in, strategies that could be implemented to engage students in more rigorous learning and significantly improve student outcomes in key areas. Creating job-embedded professional learning that is focused on effective instruction, peer observations and deliberate feedback structures is a potential way that school Leadership may address this root cause of underperformance. Increasing the quality and quantity of actionable feedback for the adults in the building is a promising way to get everyone on the same page and increase the efficacy of day-to-day instruction.</p>
Priority 2	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) 3A2: Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.</p> <p>Root Cause(s) In addition to desired clarity around effective and evidence-based Tier 1 instruction, student performance data, and observations indicate that the faculty are not yet fully leveraging known structures to create appropriate intervention and enhanced learning opportunities to support individual students’ learning. There are opportunities to more effectively use Common Formative assessments as a tool to understand which student needs are being met and which may require intervention or enrichment, resulting in dynamic adjustments to learning tasks and student grouping on a regular basis. While the faculty are working diligently to understand data and explore these data collaboratively resulting in impact on student learning remains.</p>
Priority 3	<p>Critical Practice (from Needs Assessment Rubric Rating Summary) 43A: Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.</p> <p>Root Cause(s) The faculty indicate they do not yet have a shared vision and commitment to common practices and priorities to engage families in student learning and improve student outcomes therein. Faculty do not have clarity on what families prioritize and how to best connect with them in culturally responsive ways. An opportunity to identify a plan or recalibrate and communicate a current plan for effective family engagement is present. Faculty acknowledge that in the absence of a systematic evidence-based strategies to engage families missed opportunities for families and educators to work in collaboration to improve student outcomes are inevitable.</p>
Priority 4	<p>Critical Practice (from Needs Assessment Rubric Rating Summary)</p>

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	4A4: The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.
	<p>Root Cause(s)</p> <p>The faculty believe that without focus and consistent family engagement, students are not able to achieve their full potential as learners. The faculty does not yet have a clear understanding of what families of Academy Park students seek in their child’s education, and how this may connect to student attrition or lower student performance. There is an opportunity to proactively build relationships and develop a shared understanding and collaborative plan between families and educators to support students’ academic success. Part of achieving this will be to create and implement a schoolwide plan that school leadership can prioritize in the upcoming school year. Current data indicate this is not yet developed.</p>

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.

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.

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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.

Priority 1/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.

Strategy 1.1: If we systematically implement multi-tiered evidence-based instructional strategies in conjunction with deliberate and ongoing professional development and coaching, then we will increase the efficacy of day to day instruction of core standards, and students will invest more fully in their own learning to experience greater academic proficiency and growth. _____

Evidence-base: Level 2

Justification: Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge

*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
# coaching cycles overall	Coaching records	2018 NA	2019 180 (actual estimate)	2020 250 target	2021 350 target
% of teachers consistently scoring proficient	Principal formal observation data documented via ObserverTab	2018 38 % teachers	2019 42 % teachers	2020 55 % teachers	2021 80 % teachers
% of students proficient on	State assessment results	2018 ELA 18%	2019 ELA 28%	2020 ELA 38%	2021 ELA 48%

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state ELA/Mathematics assessment		Math 25%	Math 35%	Math 45%	Math 55%
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Milestone 1.1.1: Organize, present, and monitor implementation of Granite Way professional learning focused on improving daily standards-based instruction.

Actions	Outputs	Timeline	Resources	Person Responsible
Convene building committee to establish schedule of trainings	Calendar of dates, faculty ratification of schedule	August 2019	Building committee time = \$500 (CSI)d	Principal
Prepare site trainings for presentation following monthly district trainings	Presentation materials customized for faculty	1-3 weeks following each monthly Granite Way district training	District materials	Principal, Assistant Principal
Develop implementation follow up plan	Observation data	October 2019	None	School Coaches
Monitor implementation	Coaching mtg notes, faculty meeting notes	Ongoing following each training date	None	Principal
Assess implementation outcomes with Academic Team	Academic team meeting notes	Monthly during Academic team meetings	None	Academic Team facilitator

Milestone 1.1.2: Develop deliberate coaching, observation, and feedback structures to support ongoing instructional improvement that is individualized for every teacher.

Actions	Outputs	Timeline	Resources	Person Responsible
Organize two full time coaches to successfully work together and provide needed services to school	Coaching schedules Division of responsibilities	July 2019	Instructional coach = \$80,000 (Title 1) Literacy coach = Provided by district literacy department	Principal
Prepare and deliver PD focused on observations/coaching cycles/feedback	Products/forms/protocols for coaching and other observations	August 2019	Time to prepare prior to contract start = \$500 (CSI)	School Coaches
Implement 5 x 5 data gathering walk throughs based on targeted improvement strategies	Weekly principal memo with data based on walk throughs	September 2019	Coaches to assist with walk throughs	Principal
Develop coaching menu specific to Academy Park	Coaching menu specific to Academy Park available to all	October 2019	District supported evidence-based strategies Coaches time to prepare	School Coaches
Principal participates in personal coaching to improve debrief meetings with teachers	Observation notes	September 2019	School Accountability Director visits	Principal
Coaches complete coaching cycle with every teacher every term	Coaching schedule, coaching logs	October 24 January 9 March 18 May 15	Budget for after school debriefs following observations with teachers = \$12,240 (CSI)	Individual teachers
Ensure weekly coaching meetings between coaches and principal—include system coaches	Coaching meeting schedule with agendas and minutes	Weekly September through April	System support coaches Instructional coach Literacy coach	Principal

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Actions	Outputs	Timeline	Resources	Person Responsible
			STS	
Principal completes formal instructional observation and debrief with every teacher prior to all coaching cycles.	ObserverTab for formal observation documentation	October 24 January 9 March 18 May 15	Budget for after school debriefs with teachers = \$4080 (CSI)	Individual teachers
Develop and implement learning walks protocol for peer observations/feedback	Logs of peer observations	March 2019	Substitutes for teachers to observe each other = \$5,000 (CSI)	School Coaches
Implement video observation protocol for self-reflection	Coaching logs	January 2020	Video recording technology for check out = \$2000 (CSI)	STS
Increase STS time for coaching toward excellence in use of digital learning tools	STS contract full time at Academy Park	March 2020	.5 FTE for STS starting 2020-21 school year = \$45,000 (CSI)	Principal

Milestone 1.1.3: Embrace and implement targeted literacy instructional strategies school-wide to increase decoding skills and intrinsic motivation to read for all students.

Actions	Outputs	Timeline	Resources	Person Responsible
Implement phonics template in grades 2-6 during small group Power Up with identified students	Observation data DIBELS progress monitoring	October 2019	District phonics template,	School Coaches
Train on use of 95% Group multisyllabic routine protocol in grades 2-6	Agenda, presentation materials	Aug 13, 14, 15 2019	95% Group strategy books— one per classroom teacher = \$1200 (CSI)	School Coaches
Implement 95% Group multisyllabic routine protocol in grades 2-6	Observation data DIBELS progress monitoring	September 2019	Coaches Strategy books	School Coaches
Continue implementation of Heggerty Phonemic Awareness program in grades K-1	Observation data DIBELS progress monitoring	September 2019	Training for 2 new teachers	Literacy Coach
Continue to implement Dyad reading strategy in grades 2-6 all classrooms with fidelity	Observation feedback 5 x 5 walk through data Library usage data	October 2019 January 2030 March 2020	District Dyad reading protocols Lexile leveled books both hard copy and electronic = \$5000 (CSI)	School Coaches
Train teachers grades 4-6 on use of mCLASS for electronic progress monitoring	DIBELS progress monitoring reports	September 2019	MCLASS software for grades 4-6 = \$2800 (CSI)	School Coaches

Milestone 1.1.4: Utilize digital technology tools to increase rigorous learning in every classroom aligned with core standards.

Actions	Outputs	Timeline	Resources	Person Responsible
Participate in principal training for digital learning grant	Projects completed during training	July 17, 18 2019 (initial)	Instructional Technology	Principal

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		Monthly—Sept through May	department personnel	
Train and support faculty with implementation of digital learning grant tools and expectations	STS presentation STS/principal meeting notes Teacher feedback	October 2019	District STS support Additional technology hardware supplies = \$5000	STS
Ensure all students use Chromebooks daily within classroom for meaningful learning	Formal observation data 5 x 5 walk through data Coaching meetings	January 2020	Instructional Technology department	Principal
Ensure effective use of Newsela in every classroom grade 2-6	Newsela reports	December 2019	Newsela consultants	School Coaches
Ensure effective use of ST Math in every classroom grade K-6	ST Math reports	November 2019	ST Math consultants	School Coaches
Ensure effective use of Imagine Learning in every K-3 classroom and 4-6 classrooms with ELs	Imagine Learning reports	October 2019	Imagine Learning consultants	School Coaches
Increase use of STEM lab for rigorous learning experiences of all students	STEM lab schedule with consistent usage by classroom teachers	February 2020	See Milestone 2.1.1	STS
Faculty self-assess commitment to and use of digital learning tools for rigorous learning	Survey results	March 2020	None	STS

Priority 2/Critical Practice: 3A2. Instructional staff consistently provides additional evidence-based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student.

Strategy 2.1: If we more efficiently utilize our PLC time to develop high quality, engaging, standards-based Tier 1 units of instruction that are anchored in quality formative and summative assessments AND collaboratively problem solve student learning in the current units of instruction based on ongoing formative assessments AND design and monitor more powerful and appropriate interventions and extension opportunities in Tier 2 and 3, then all students will more fully invest in their own learning to experience greater academic proficiency and growth.

Evidence-base: Level 2

Justification: DuFour, DuFour, Eaker (2008). Revisiting professional learning communities at work: New insights for improving schools. Indiana: Solution Tree Press.

Also, Schimmer, Hillman, Stalets (2018). Standards-based learning in action: Moving from theory to practice. Indiana: Solution Tree Press.

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*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
Average overall rating for dependability, purposefulness, collaboration	Granite Way GwFIT results (4 point scale)	2018 2.10 overall (actual)	2019 2.85 overall (actual)	2020 3.25 overall	2021 3.5 overall
% of students achieving typical or above progress in reading	EOY DIBELS Next benchmarks	2018 56% (actual)	2019 64% (actual)	2020 75% (target)	2021 80%

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Milestone 2.1.1: Protect and preserve ongoing twice weekly grade level PLC time during the instructional day via strategic use of block time on master schedule.

Actions	Outputs	Timeline	Resources	Person Responsible
Coordinate schedules for PE and BTS	Coordinated schedule	August 2019	BTS/PE specialists and district curriculum office	Principal
Fine tune and distribute master schedule developed by faculty in May	Master schedule for all instruction	August 2019	Google drive	Principal
Ensure and monitor high quality tools for students to interact with during computer lab time	Reports from ST Math, Newsela, Imagine Learning	August 2019 October 2019 January 2020 March 2020 May 2020	Purchase ST Math for all students = \$6000 (CSI) Purchase Newsela for all students = \$4000 (CSI) Imagine Learning for K-3 (STEM Grant)	Principal
Hire and train computer lab and social skills substitute teachers	Qualified substitute teachers working in lab and classrooms to support block time	August 2019	Computer lab 4 days per week = \$12,000 (CSI) Social skills 2 days per week = \$9000 (CSI)\District funds	Principal
Create master block schedule for every week for every grade	Master block schedule for where students go during block each day	August 2019	Google drive	Assistant Principal
Set and monitor schoolwide expectations for students during block	Signage, Educator Handbook data, procedure practice events	August 2019 January 2020	PBIS team meets to develop and refine = \$1600 (CSI)	Social Worker
Monitor effectiveness of block schedule	Notes from Academic team meetings	October 2019 January 2020 March 2020 May 2020	Academic team members attend meetings before school with pay (see Milestone 2.1.2)	Academic Team facilitator
Hire additional teacher specialist to teach STEM during block time.	Additional options for students during block	March 2020	1 FTE for STEM instruction = \$60,000 (CSI)	Principal
Ensure enough materials for students in STEM lab.	Well-stocked STEM lab	May 2020	Materials/supplies = \$5000 (CSI)	STS

Milestone 2.1.2: Strategically organize and manage grade level PLC time to successfully attend to both unit design of upcoming units of study and problem-solving student learning within current units of study.

Actions	Outputs	Timeline	Resources	Person Responsible
Create block time PLC schedule for all grade level teams for the year	PLC schedule allows for two 45-minute PLCs during instructional day	August 2019	Google docs, Academic team members meet to approve	School Coaches

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Actions	Outputs	Timeline	Resources	Person Responsible
Utilize PLC time during SNAD weeks (including SNAD day) for standards based quarterly plan development in ELA and Math	Quarterly plans prepared prior to start of each new term and located on Google Drive	August 2019 October 2019 January 2020 March 2020	System support coaches (district provides) Coaches Principal District tools	Grade level team leads
Create additional paid PLC time outside instructional day targeted on quarterly plan development in ELA and Math	Unpacked and prioritized content standards Completed quarterly plans utilizing school-wide templates and located on Google Drive	Ongoing August-May (weekly)	Pay for time = 2 hours weekly x 26 teachers = \$54,600 (CSI) District tools System support coaches (district provides)	Grade level team leads
Develop system to track and share team-developed quarterly plans for vertical articulation and accountability	Tracking system for teams	August 2019	Google Drive	School Coaches
Utilize PLC time during block to problem solve student learning and ensure high student engagement throughout implementation of quarterly plans	Engagement strategies identified and embedded in quarterly plans	Ongoing August-May (weekly)	Purchase strategy cards, Big 8 engagement skills strategies, Professional learning materials/planning tools = \$2000 (CSI)	Grade level team leads
Grade level teams strategize to problem solve-student learning within current quarterly plans	Students will show adequate growth and proficiency across subject areas Teachers will improve the quality and effectiveness of new instruction based upon student data	Ongoing August-May	System support coaches 2019-20 Student data (CFAs and checks for understanding, WIDA data, behavior data, district benchmarks)	Grade level team leads
Organize learning system for Academic Team to increase ability of team leads to lead their PLCs	Weekly team meeting agendas/notes	September 2019 (implementation) with weekly monitoring thereafter	System support coaches, district materials Pay for team leads to meet weekly before school = \$6000 (CSI)	Academic Team facilitator
Monitor and give feedback for ongoing team reflection and growth	Principal notes sent to teams following periodic observation visits to PLCs	August 2019 October 2019 January 2020 March 2020	School Accountability Director	Principal

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Milestone 2.1.3: Improve teachers' ability to create and use both formative and summative assessments to reliably measure student proficiency on core standards.

Actions	Outputs	Timeline	Resources	Person Responsible
All teachers solidify common understanding of purpose of formative and summative assessments by reading and referencing professional books as assigned	<p>Google slides with key insights shared</p> <p>Professional books referenced by teachers during PLC meetings</p>	October 2019	<p>Schimmer, Hillman, Stalets (2018) Standards-based learning in action: Moving from theory to practice.</p> <p>Bloomberg, Pitchford (2017) Leading impact teams: Building a culture of efficacy.</p> <p>Moss, Brookhart (2012) Learning targets: Helping students aim for understanding in today's lesson.</p>	Principal
Grade level PLC time for development of formative and summative assessments during quarterly plan development and during problem solving student learning	Development of critical checks for understanding as well as other formative and summative assessments related to the developed quarterly plans	Ongoing August—May during block time PLCs during designated weeks and outside contract time	<p>System support coaches</p> <p>Pay for time = 2 hours weekly x 26 teachers (see Milestone 2.1.2)</p>	Grade level team leads
Grade level teams strategize to problem solve-student learning within current quarterly plan	Student assessment data shows strong evidence of learning	Ongoing August-May during block time PLCs only	<p>System support coaches</p> <p>2019-20 Student progress data (CFA/checks for understanding/WIDA Educators Handbook, district benchmarks)</p>	Grade level team leads
Professional development time during SNAD to further understanding of formative and summative assessments and to develop them	Increasingly more sophisticated and effective assessments of students' growth	<p>August 2019</p> <p>October 2019</p> <p>January 2020</p> <p>March 2020</p>	<p>District Granite Way PD materials</p> <p>System support coaches</p>	School Coaches

Milestone 2.1.4: Develop system of vertical PLCs focused on high quality, engaging, standards-based Tier II ELA instruction (Power Up) across two grade levels (1st/2nd, 3rd/4th, 5th/6th) and including Special Education resource teachers, with ongoing opportunities to collaboratively problem-solve student learning and adjust groups accordingly.

Actions	Outputs	Timeline	Resources	Person Responsible
Class sizes structured to provide	Kinder has 2 teachers	March 2019	15 teachers with district FTE	Principal

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equitable class sizes for every two grade levels with no split classes and time provided for cross grade level grouping for Tier 2 literacy instruction	1st/2nd has five teachers 3rd/4th has five teachers 5th/6th has five teachers		One teacher = \$60,000 (Title 1) One teacher = \$53,000 (Land Trust)	
Organize vertical teams with assigned team lead, expectations for members and schedule of meetings that include Special Education resource teachers	Meeting schedule clearly articulated Vertical team notes on Google Team Drive	August 2019	Google Team Drive School coaches System support coaches Special Education Resource teachers	Principal
Identify, unpack, and prioritize standards across the two grade levels involved	Prioritized and aligned standards as road map for differentiated instruction	August 2019	Utah core standards System Support Coaches	School Coaches
Vertical teams build consensus on critical elements of small group ELA instruction during Power Up for literacy and problem solve student learning based on groupings	Identified instructional tools needed per grouping Creation of small group instruction as well as success criteria for each fluid group	Ongoing August-May (biweekly) during district PLC time on Fridays	Summative assessment data from 2018-19 Student progress monitoring and other formative assessment data Time to vertically collaborate outside district PLC up to 4 hours monthly = \$28,000 (CSI)	Vertical Team leads
Hire additional instructional support staff to assist with the ELA power-up model K-6	New staff members with roles as literacy aides Schedule of assigned teachers	August 2019	Two 29-hour positions = \$24,000 (CSI)	Principal
Select additional evidence-based strategies and programs to implement during Power Up for on level and above level	Master list of priority strategies and programs for implementation	September 2019	Purchase additional programs/materials for on level and above = \$\$ TBD (CSI)	School Coaches
Select, train and monitor 2-4 teachers to pilot "Imagine Reading" blended learning program during Power Up for literacy with on level and above level grades 3-6	Imagine Learning reports DIBELS progress monitoring	November 2019	"Imagine Reading" blended learning materials (part of STEM grant award)	Principal

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Monitor flexibility of student groupings and teacher assignments and adjust plans accordingly	5 x 5 walk through data Notes from vertical team meetings	Weekly from September 2019 through April 2020	District literacy coaches Imagine Learning consultants School coaches	Principal
Coordinate Power Up plans with district Special Education and Ed Equity and Gifted departments for maximum benefit for all children	District personnel conduct observations with feedback Modifications in programming made accordingly	September 2019 November 2019 February 2019	Special Education Educational Equity Gifted	Principal

Priority 3/Critical Practice: 43A. Professional learning programs for teachers promote implementation of evidence-based parent and family engagement strategies.

Strategy 3.1: If the faculty shifts our school culture toward a more cohesive instructional community intensely focused on equitable practices to support student learning with high expectations for all, then teachers will be more effective instructors and collaborators, and students will more fully invest in their own learning to experience greater academic proficiency and growth.

Evidence-base: Level 2 *

Justification: Gorski (2018). Reaching and teaching students in poverty: Strategies for erasing the opportunity gap. New York: Teachers College Press.

*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
# of patron concerns brought to district officials	School accountability director notes	2018 8 issues (actual)	2019 6 issues (actual)	2020 3 or fewer issues	2021 0 issues
# of patron concerns brought to principal	Patron concern forms	2018 65	2019 47 (actual)	2020 35	2021 25
# of students with 12 or more absences during school year (excluding	Discovery attendance data	2018 NA	2019 120 (actual)	2020 60	2021 50

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medical excuse)					
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Milestone 3.1.1: Implement transparent systems of communication, collaboration, and a shared understanding and commitment to professionalism within the faculty.

Actions	Outputs	Timeline	Resources	Person Responsible
Develop calendar for all faculty meetings with building committee	Calendar schedule posted for faculty	August 9, 2019	Google calendar Building Committee time = \$500 (CSI)	Principal
Organize google team drives to provide faculty access to all relevant files	Google Team drive with access for all faculty	August 9, 2019	Google drive	Principal
Institutionalize faculty leadership responsibilities so all faculty members have ownership of school processes and programs	Academy Park Faculty Assignments 2019-20 equitably distributed	August 9, 2019	Building committee time to review/recommend assignments and revise as needed throughout year = \$1000 (CSI)	Principal
Revisit and revise norms within each team with monitoring system	Norms posted in team room	August 30, 2019	Time during Aug 13, 14, 15 PD	Grade-level team leads
Revisit and revise norms with faculty leadership team with self-monitoring system	Norms posted in library, faculty room, all faculty agendas	August 12, 2019	None	Principal
Establish procedures for making decisions and adopting new school level initiatives with large faculty groups	Faculty meeting notes showing discussions on new initiatives over more than one meeting	December 2019	Books, protocols, trainings for how to work with large groups = \$5000 (CSI)	Principal
Revise and update written/electronic communication system for faculty/staff	Electronic repository of communication	August 2019	Instructional Technology department	Principal
Find and schedule optional discussion opportunities to build professionalism	Schedule of events with invitations to participate, notes from events	November 2019	Possible consultants' fees = \$5000 (CSI) Paid teacher time = \$4000 (CSI)	Social Worker
Administer surveys to faculty/staff twice each year	Survey results	December 2019 May 2020	Granite district website online surveys	Principal secretary
Develop plan for team building and celebrating faculty successes more frequently	Faculty Academy Awards and other system-wide recognitions	September 2019	Social/morale funds = \$500 Team building PD outside contract time = \$2000 (CSI)	Sunshine Committee
Establish and implement self-care system for faculty	Coupons (recess, leave early, read a book, etc.) Faculty	August 2019	Social/morale funds = \$500	Assistant Principal

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
	room transformed to wellness center.			

Milestone 3.1.2: Develop mindset of equity literacy among faculty and staff school-wide.

Actions	Outputs	Timeline	Resources	Person Responsible
All faculty invited to read Gorski (2018) book on equity literacy	Google slides for recording insights. Faculty discussion at faculty meetings	October 25, 2019 (SNAD)	Gorski (2018) book \$30 x 30 = \$900 Paid time to read book 10 hours x 30 x 30 = \$9000 (CSI)	Principal
All staff invited to read Gorski (2018) book on equity literacy on the clock	Scheduled discussion groups Notes posted for all	October 2019	10 copies of book loaned to staff members = \$300 (CSI) Time arranged for completion of reading	Assistant principal
Schedule faculty follow up discussions about principles of equity literacy	Book study social event outside contract day	January 2020 March 2020 May 2020	Paid time after school = \$4200 (CSI)	Principal
Create signage to remind about common understandings and agreements	Signs, bulletin boards in faculty room, etc.	December 2019	Materials for making signs = \$100 (Office supplies)	Social Worker
Build master calendar of student performance events with equity lens	Master calendar, all grades participate, BTS informances included	October 2019	Building committee time plus reps from grade levels, BTS = \$1000 (CSI)	Principal
Conduct self-assessments and other surveys to monitor school progress	Assessment and survey results	January 2020 May 2020	Ed Equity department System support coaches	Principal

Milestone 3.1.3: Coordinate resources to reinforce school vision of a safe, inclusive learning environment for all.

Actions	Outputs	Timeline	Resources	Person Responsible
Increase social worker daily time from 2 days to 5 days per week	TSSA plan approval	July 1, 2019	State legislative funding = \$53,000 (TSSA)	Principal
Develop and implement individualized incentive plans for at risk students due to attendance	Spreadsheet to track attendance SST files document individual plans Individualized incentives available quarterly for students who reach attendance goals	October 2019 January 2020 March 2020 May 2020	Incentives for 60 students x \$50 x 4 terms = \$12,000 (CSI)	Social Worker
Maintain strong attendance incentive system for	Bulletin boards to celebrate attendance	October 2019 January 2020 March 2020	Incentives for 300 students x 4 terms = \$2000 (CSI)	Social Worker

Appendix 3-A: School Improvement Plan Template

the 80% of students who do not typically miss more than 12 days per year	Class level incentives for achieving goals	May 2020	"Strive for less than 5" program signage to spread throughout community = \$5000	
Establish student wellness center with equal access for all students as needed	Student support room transforms to wellness center Faculty/staff/students know how students can access resources there	September 2019	Wellness items for student use = \$2000 (CSI)	Social Worker
Increase Playworks recess support program to full time coach model	Structured recess play with efficient transitions back to instruction	July 1, 2019	Full time coach = \$26,000 (CSI)	Principal
Re-energize and empower PBIS team toward important role in accomplishing school vision/goals	Consistent meetings with action steps and follow up to support school vision	August 2019—May 2020 Meetings twice monthly after contract time	Hourly pay for PBIS team members over school year = \$7000 (CSI)	PBIS Team facilitator
Create student store behavior incentive system to replace Skyhawk tickets to further support inclusion and equity	Student store operational Expectations established and followed by all	January 2019	Supplies for store-- school supplies, treats, personal toiletries, etc. = \$2000 (CSI)	PBIS Team facilitator
Create or refine current recognition system to celebrate student achievement and growth	Quarterly awards consistent throughout school	October 2019	Awards, trophies, charm necklaces as determined by team = \$5000	PBIS Team facilitator
Build student leadership capacity and opportunities via Junior Coaches, Student Council, Safety Patrol	Each team functions with adult mentor support Student led initiatives increase	January 2020	Playworks coach mentors junior coaches Sixth grade teachers mentor student council 1-hour weekly = \$2100 (CSI) Fourth/Fifth grade teachers mentor safety patrol 2-hours weekly = \$4200 (CSI)	Assistant Principal
Create and stock storeroom for teachers with supplies, resources, manipulatives, behavior support devices so that classrooms can be less cluttered, and more student centered	More open and clutter-free classroom learning spaces Well-stocked storeroom for teacher supplies and materials to support student learning	December 2019	Student-friendly devices/alternate seating for check out to support behavior = \$5000 (CSI) Additional manipulatives for instruction = \$5000 (CSI)	Principal Secretary

Appendix 3-A: School Improvement Plan Template

Priority 4/Critical Practice: 4A4. The school systematically engages families in the academic success of their child, promoting a successful home/school collaborative effort.

Strategy 4.1: If we systematically engage families and other stakeholders in the vision, mission and goals of our school by developing a shared understanding, a common commitment, and a collaborative action plan to support each students' social and emotional well-being and academic success, then our students will more fully invest in their own learning to experience greater academic proficiency and growth.

Evidence-base: Level 2 *

Justification: Henderson, Mapp, Johnson, Davies (2007). Beyond the bake sale: The essential guide to family-school partnerships. New York: The New Press.

*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
# patrons engaged online via website and Facebook	Website subscribership and Facebook followers	2018 NA	2019 Website - Facebook - 53	2020 Website - Facebook - 500	2021 Website - Facebook - 1000
# Community Center patron learning interactions	Community center participation logs	2018 671	2019 161 (actual)	2020 1400	2021 2000
# home visits made by faculty	Home visit logs	2018 NA	2019 NA	2020 100 visits	2021 200 visits

Milestone 4.1.1: Organize a fully functioning Family and Community Engagement team (FACE) consisting of principal, teachers, school social worker, community center coordinator, parent, and community member.

Actions	Outputs	Timeline	Resources	Person Responsible
Solicit members for the FACE team and provide training	Advertising via marquee, first day folder, website, Facebook	August 30, 2019 members identified October 30, 2019 training completed	Ed Equity department training during instructional (funded by district)	Principal
Meet regularly as a team to develop norms/roles, action plan, organize events, monitor effectiveness of engagement efforts	Regular meetings on the calendar Meeting minutes published to school website and Facebook	Twice Monthly	Time for 3 faculty members to participate = \$2100 (CSI)	FACE Team facilitator

Appendix 3-A: School Improvement Plan Template

Solicit input, feedback, and ownership of new school vision	School vision readily known and embraced by parents, students, faculty, community	October 2019	Communication tools	FACE Team facilitator
Plan and carry out two community events during the school year	Two community events carried out successfully	January 2020 May 2020	Funds for supplies, teacher participation = \$4000 (CSI)	FACE Team facilitator
Refine family and community communication and calendaring system (Facebook, calendar, website, Thursday Notes, electronic communication) to best meet needs of patrons	Online calendar of school and community events Hard copies of Thursday notes circulated weekly (or as requested)	August 2019	Website training for principal Instructional Technology support STS Stipends for 1-3 teachers to maintain website, post on Facebook = \$1500 (CSI)	Principal
Develop and solicit community input on school branding plan to promote school vision and purchase SWAG for future use	A variety of Skyhawk prizes (ex. Lanyards, buttons, key chains, shirts, etc.)	December 2019	Funds to purchase products with branding = \$5000 (CSI) Relo for storage	FACE Team facilitator
Collaborate with PTA and Community Council to ensure all organizations are well staffed with parent volunteers to accomplish organization goals	Functioning PTA and Community Council with enough parent involvement to carry out responsibilities	October 2019	PTA president Community Council Chair	FACE Team facilitator

Milestone 4.1.2: Increase purposefulness of our community center to provide valuable services to families and to build community-level partnerships.

Actions	Outputs	Timeline	Resources	Person Responsible
Hire two 29-hour coordinators to ensure center is readily available to families from 7:00 am to 7:00 pm	Two coordinators	August 1, 2019	Funding for 2 coordinators = \$30,000 (CSI plus 15 hours from Ed Equity)	Principal
Establish weekly meeting schedule to discuss progress of the center	Minutes from meetings	August 15, 2019	School Social Worker Community Center Coordinators	Principal
Create welcoming spaces within the school, including front office, library, computer lab, and Community Center	Welcoming environment in front office, library, community center, computer lab	September 2019	Materials/supplies = \$2000 (CSI) School Social Worker	Community Center Coordinators

Appendix 3-A: School Improvement Plan Template

Actions	Outputs	Timeline	Resources	Person Responsible
Develop expertise with critical technologies of the school to teach those to families so they can extend learning day at home	Training on ST Math, Imagine Learning, Newsela, school website, Facebook, Go Math, Wonders, use of Chromebooks	October 2019	STS support	Community Center Coordinators
Solicit input and organize schedule of classes, services, workshops monthly for dissemination	Wide range of opportunities noted on Community Center calendar	November 2019	Outside agencies District Ed Equity department School Social Worker	Community Center Coordinators
Consistent and ongoing communication efforts to inform and enroll families in services and opportunities	Phone logs, home visits, informal meetings in parking lot	December 2019	Technology tools—phone, computer provided by Ed Equity department	Community Center Coordinators
Organize volunteers in the school and make them feel welcome	Meeting notes Volunteers have comfortable space in Community Center	January 2020	Volunteer appreciation tokens = \$500 (PTA funds)	Community Center Coordinators
Collaborate with After School Program coordinator to support and teach families and children	Classes for parents while children are in the program	February 2020	After school program coordinator	Community Center Coordinators
Maintain current community partnerships and reach out to form new community partnerships with the school	Business partners increase Regular communication and support of each other—school and business	March 2020	Principal Strategies for acknowledging and thanking community partners	Community Center Coordinators

Milestone 4.1.3: Create meaningful connections with the families of our students through voluntary home visits and productive parent teacher conferences.

Actions	Outputs	Timeline	Resources	Person Responsible
Faculty trained on how to conduct meaningful home visits	Majority of teachers conduct at least 3 home visits before school begins	May 21, 2019	State trainer provided by district resources	Principal
Faculty invited to visit families of students before school begins and during first term	Home visit logs Faculty meeting agendas/discussions	July 30—Aug 8 Finish by Oct 25, 2019	Two teachers per visit = \$60 x 200 students = \$12,000 (CSI)	Principal
Faculty follow up training to further understand how to	Notes from PD	August 15, 2019	Jadee Talbot, Ed Equity	Principal

Appendix 3-A: School Improvement Plan Template

engage meaningfully with families				
Create home visit celebration board to track progress over time	Board displayed and updated in school	August 2019	Supplies for board = \$100 (Office supply budget)	Social Worker
FACE team analyzes home visit baseline data to determine next steps	Create goal for number of home visits for the following year	February 2020	Home visit data and logs	FACE Team facilitator
Train faculty on the next level of visits	Schedule a time for all to attend training	May 2020	State presenter	Principal
Deliberately plan and enact each SEP conference event to maximize resources and parent/student involvement	Student centered conferences Wide range of opportunities for families during the event	September 2019 February 2020	FACE team input Academic team input PBIS team input	Principal

Milestone 4.1.4: Ensure viability of quality after school programming for families of our community as we partner with outside agencies (West Valley Community Education Partnership, Elementary Music Programs).

Actions	Outputs	Timeline	Resources	Person Responsible
Hire after school program coordinator to develop program and recruit personnel based on available funding	Coordinator in place to oversee planning and execution Personnel ready to work four days per week up to 4 hours per day	September 2019	West Valley CEP estimate = \$27,000 for total program 2019-20 Matching funding requested from CSI = \$27,000	Principal
Coordinate dinner program with district food services department	Contract signed	August 2019	District food services provides for all students in the program	Principal
Create and structure a schedule of classes and activities based on funding allocations	Written action plan and schedule	September 2019	Community Center Coordinator FACE team	After school coordinator
Recruit students to join the program through home communication	Applications and flyers distributed by office	September 2019 January 2020	After school coordinator to assist	Principal secretary
Purchase supplies and materials for student use	Play, art supplies, PE equipment, general school supplies	November 2019	Supply budget requested from CSI = \$5000 (CSI)	After school coordinator
Train all personnel on critical technologies used by students (as needed)	ST Math training Imagine Learning training Newsela training Chromebook training	October 2019	STS	After school coordinator
Completion of required reports, payroll, etc. for West Valley CEP	Completed reports	December 2019 May 2020	CEP report forms to complete	Principal Secretary

Appendix 3-A: School Improvement Plan Template

Evaluate effectiveness of after school programming and adjust accordingly	Survey data from students and parents Attendance records	January 2020 May 2020	FACE team Academic team	Principal
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