

Provo School District

Programmatic Monitoring Report February 27, 2025

Overview

The Utah State Board of Education Title IV, part A staff thoroughly monitored Provo School District's programmatic use of funds in February 2025 and found the district's management of the funds to be highly effective. This report outlines the successful observations, evidence, and any findings or recommendations from that site visit, instilling confidence in the district's financial management.

Provo School District is utilizing funds to improve Tier 1 and Tier 2 behavior supports at 4 of the most highly impacted schools by adding Positive Behavior Intervention Support (PBIS) coaches. The monitoring visit was on-site with the following district staff: project director, director of student services, and three PBIS coaches. The monitoring visit occurred at the district office.

Goals

Provo School District has identified the following goals for Title IV, Part A:

Well-Rounded Educational Opportunities: Increase PBIS Coach time to 50% by adding two full time employees at four Title I schools (Franklin, Provo Peaks, Spring Creek and Timpanogos). By increasing coaching time the district can improve classroom management and increase academic instruction, social emotional learning and positive behavior interventions at the target schools. Through the focus on PBIS coaching, Provo School District will increase reading proficiency in grades K-3.

Safe and Healthy Students: Through the support of PBIS Coaches, Provo School District will increase performance of students in poverty, with disabilities, with limited English proficiency, and Hispanic students.

Effective Use of Technology: Provo School District will increase usage of Educators Handbook by providing professional development on Educators Handbooks for

faculty and staff at the four targeted schools. The district will monitor and use data to respond to coaching and behavior needs. Provo School District will promote a change in culture by promoting teachers' effective use of technology found in K-6 classrooms.

Needs Assessment Evidence

Local Education Agencies (LEAs) are required to conduct a comprehensive needs assessment every three years. During this monitoring visit, it was noted that the LEA completed its needs assessment in 2022, led by the Superintendent in collaboration with the Title I team and other administrators. Since then, the LEA has focused on implementing PBIS coaching with a special focus on the need to build skill capacity for Kindergarten. With the recent statewide funding for full-day kindergarten, the focus has shifted from simply providing financial support for running kindergarten programs to the need for funding aimed at behavior training. This is essential as students adjust to the structure of being in school full-time for the first time.

During discussions at principals' meetings, it became evident that there was a recurring concern about student behavior. These meetings brought various behavioral issues to light, prompting an analysis of existing data. The analysis confirmed a significant need for behavior training, as it revealed notable trends that required attention. This understanding served as the foundation for developing targeted behavior training programs designed to address the identified concerns effectively. The LEA recognized the need to support Title 1 elementary schools: Franklin, Timpanogos, Spring Creek, Provo Peaks, Provost, Emilia, and Sunset View. The LEA shared an example of a needs data summary from spring 2024, which showed 482 office referrals. It was determined that they would like to reduce the number of office referrals by 10%, which would amount to approximately 48 fewer referrals. In terms of stakeholders, the LEA worked closely with various groups to gather information and evaluate areas of need. This included collaboration with the Lands Trust Committee, the School Community Council, parents, the Guided Learning Team, and school principals. Together, they assessed the data to identify pressing goals.

Grade-level leaders and teachers, acting as facilitators, analyzed academic performance data and climate surveys to identify the highest areas of need, including reading, math, science, and WIDA scores. Consistently, reading skills have emerged as a primary focus. Seeing how students are moving along with and what goals and gaps they need to reach to get them on grade level. Additionally, they examined the Panorama, PowerSchool, and Educators Handbook data, which addresses behavioral and social-emotional aspects. The data related to safety and health helps provide a comprehensive view of the students' overall well-being. This data is used in the Provo School District's School Improvement Plan, which instructs teachers on how the administration wants to implement improvements.

Highlights

The PBIS district team meets together every Friday to focus on goals and align their work. Every school they support has different goals, but meeting together has facilitated a more collaborative approach that aligns with the district framework. They created a clear job description with a unified goal and vision for support. Overall, the district team has made it a priority to have a PBIS committee at each school site, to encourage teachers to enter information into the Educators Handbook, focus on Tier 1 behavior supports, follow the action plan established at each school and align it to the district PBIS framework.

Each PBIS coach has made it a priority to reach out to teachers as soon as the data is entered into the platform. This, coupled with the weekly data review, has meant that response to behavior needs based on data has improved. This has incentivized teachers to enter the data into the platform more frequently because the response time has improved. The Director of Student Support gives proactive support and a unified vision for the team.

Spring Creek Elementary and Provo Peaks Elementary

The PBIS Coach supporting Spring Creek and Provo Peaks Elementary Schools has been in the role for two years. The PBIS coach works closely with the instructional coaches in order to develop student success plans for Tier 2 and Tier 3 students. Additionally, Spring Creek Elementary has trained staff in multiple areas of the school, such as the bus drivers to prevent behavior issues in all areas tied to school.



Timpanogos Elementary and Franklin Elementary

The PBIS Coach supporting Timpanogos and Franklin elementary schools has been in the role for three years. These schools have implemented Tier 1 support schoolwide through the PBIS framework. The schools display PBIS posters throughout the school, established a system for students to have targeted support to reteach expectations around schools, have developed lessons for teachers to use, implemented individualized reward systems, and trained multiple school staff (e.g., teachers, librarian, custodians).

Timpanogos is one of the highly impacted schools with 80% of the population receiving free or reduced lunch, 46% being multilingual learners, and 25% being mobile. Provo administrators express their commitment to taking meaningful action in all aspects of their work to support students. They emphasize the importance of evaluating their progress to determine if they are achieving the growth that the staff believes is possible. The school's goal is to help each student make one and a half years of progress, bringing them closer to grade level, particularly since many students start behind. Proficiency is measured through academic assessments, and the school is focused on ensuring that, regardless of where they begin their journey, every student is at least making one year's worth of growth.

Franklin Elementary utilizes a flow chart for the district's five levels of behavior, five being the most serious offense. This flow chart helps educators align data to the flow chart to ensure a consistent practice throughout the school. When a specific classroom or student demographic has increased incidents, more coaching is provided which may include management plans, modeled lessons, and learning walks.

Findings and Recommendations

The USBE Title IV, Part A team recommends Provo School District improve the involvement of school administrators and teachers in PBIS teams in order to improve coherence in each school and between schools. Currently, each PBIS coach needs to navigate the unique culture and expectations in each school. Having more consistency between schools will make the coaches more effective. The USBE team

also encourages Provo School District to involve students in the PBIS committees. Students can add insights to their specific needs and aid in improving the outcomes for all students. Finally, the USBE team recommends the PBIS coaches to train more staff in the PBIS framework.

Next Steps

Provo School District is moving away from using Panorama and plans to take the Schoolwide Evaluation Tool (SET) Surveys and develop resources to better support each school. The district is planning summer training to principals to improve coherence between schools. The district also plans to train instructional coaches in behavior management. These next steps will build capacity throughout the district and improve the outcomes for all students.

Photos and Evidence

Levels of Behavior Summary	
Response Level One (Minor Offense, Generally Managed by Teacher/Staff) <u>Behavior Definitions</u> <ol style="list-style-type: none"> 1. Behavior that is disruptive to the school/learning environment of the student or others 2. Refusal to comply with reasonable requests <u>Behavior Examples</u> <ul style="list-style-type: none"> • Disruptive appearance/dress code (Teachers will inform administration; student will remain in class) • Verbal Aggression/Name-calling • Disruptions/Defiance • False Information/Lying • Off-task/Out of assigned area 	
Response Level Two (Minor Offense, Managed by Teacher/Staff, Possible Referral to Administration) <u>Behavior Definitions</u> <ol style="list-style-type: none"> 1. Repeated or more severe incidents of Level One infractions 2. Prohibited behavior towards another student, staff, volunteer, etc. <u>Behavior Examples</u> <ul style="list-style-type: none"> • Physical aggression/fighting resulting in minimal injury • Disruptive appearance/dress code (Teachers will inform administration; student will remain in class) • Verbal aggression/swearing • Low risk threat/intimidation, bullying, retaliation • Inappropriate phone/technology use • Academic Dishonesty • Property theft/damage under \$100 • Tardiness/Hall Pass misuse 	
Response Level Three (Major Offense, Managed by Administration) <u>Behavior Definitions</u>	



1. Repeated or more severe incidents of Level Two infractions
2. Transient threats/behaviors targeting others or school events/property

Behavior Examples

- Physical aggression/fighting resulting in minimal injury
- Moderate risk threat/intimidation
- Non-discriminatory bullying, harassment, retaliation, or hazing
- Sexual misconduct involving language or gestures (non-Title IX)
- Possession of an incendiary device or look-alike/toy weapon (without safety threat)
- Possession/Use of illegal drug/controlled substances or paraphernalia
- Property theft/damage between \$100 and \$500
- Trespassing/Tuancy/Skipping class

Response Level Four (Major Offense, Managed by Administration, Possible Referral to District)

Behavior Definitions

1. Repeated or more severe incidents of Level Three infractions
2. Prohibited behaviors that cause legitimate safety/discriminatory issues to others or school events/property

Behavior Examples

- Physical aggression/fighting/assault resulting in injury requiring first aid.
- Discriminatory bullying/harassment
- Sexual harassment under Title IX
- Distribution/Sexting of sexually explicit material/pornography
- Property damage/theft over \$500
- Sell/distribution of illegal drug/controlled substances or paraphernalia
- Possession of a real weapon, explosive, or noxious/flammable material
- Making an imminent or substantive threat, or a false report of a school emergency
- Repeated trespassing/habitual truancy

Response Level Five: (Major Offense, [Referral to District](#))

Behavior Definitions

1. Repeated or more severe incidents of Level Four infractions
2. Severe behaviors that threaten safety and cause substantial injury, harm, or disruption to others or school events/property

Behavior Examples

- Use of real or look-alike weapon with intent to intimidate another person or to disrupt normal school activities
- Arson/fire lighting
- Severe physical assault causing serious bodily injury
- Sexual assault/violence under Title IX



Behavior Definitions and Available Sanctions

Behavior Definitions and Level of Response Options				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Behavior that is disruptive to the school/learning environment of the student or others Refusal to comply with reasonable requests	Repeated or more severe incidents of Level One infractions Prohibited behavior towards another student, staff, volunteer, etc.	Repeated or more severe incidents of Level Two infractions Transient threats/behaviors targeting others or school events/property	Repeated or more severe incidents of Level Three infractions Prohibited behaviors that cause legitimate safety/discriminatory issues to others or school events or property	Repeated or more severe incidents of Level Four infractions Severe behaviors that threaten safety and cause substantial injury, harm, or disruption to others or school events/property
Minor Offense Teacher-Managed		Major Offense (ODR) Administrator-Managed	May Refer to District Disciplinary Committee	Must Refer to District Disciplinary Committee
	May Require Office Discipline Referral (ODR)			
Additional Considerations <ul style="list-style-type: none">Start with the lowest appropriate level response while considering a student's age and understanding, past history of similar offenses, and severity of the incident.				

Available Sanctions by Response Level	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor Incident - Teacher-Managed			Not available as an option	Not available as an option	Not available as an option
Major Incident/Office Referral - Administrator Managed. Repeated level 2 and 3 may consider revoking School Choice following procedure	Not available as an option	Not available as an option			
May Suspend (See: "Suspendable Offenses") Repeated level 2 and 3 may consider revoking School Choice following procedure	Not available as an option	Not available as an option			Not available as an option
Must Suspend (See: "Violations Requiring Suspension ") May consider revoking School Choice following procedure	Not available as an option	Not available as an option	Not available as an option		
May Refer to District Disciplinary Committee May consider revoking School Choice following procedure	Not available as an option	Not available as an option	Not available as an option		Not available as an option
Must Refer to District Disciplinary Committee	Not available as an option	Not available as an option	Not available as an option	Not available as an option	



SET Scoring Guide

A. Expectations Defined	B. Behavioral Expectations Taught	C. On-going System for Rewarding Behavioral Expectations	D. System for Responding to Behavioral Violations
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Evaluation Question	Data Source P= product; I= interview/Survey; O= observation links are examples	Score: 0-2
A1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2= yes)	Discipline handbook , Instructional materials P2 Administrator I Interview 6-8	
A2. Are the agreed upon rules/expectations positive and posted; including examples identified for specific settings (i.e., matrix) (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters O Observation Form	
B1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1= states that teaching will occur; 2= yes)	School-wide expectation lesson plans/schedule , P4 Instructional materials	
B2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Staff Survey 2 I	
B3. Do 90% of Tier 1, School-wide PBIS Committee members asked state that the school-wide program (expectations, acknowledgements, problem behavior definitions, and consequences) has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Tier 1, School-wide PBIS Committee I Survey 2	
B4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Student Interviews 1 I	
B5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Staff Survey 1 I	
C1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Discipline handbook , P3 Administrator Interview 10-11	
C2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Student Interviews 2 I	
C3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Staff Survey 3 I	
D1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2= yes)	Discipline handbook P1 Levels of Behavior	
D2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Staff Survey 4 I	
D3. Is the documented crisis plan (SRP) for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls Observation Form O Current Crisis Plan-SRP	
D4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Staff Survey 5 I	



MISSION

Welcome
Educate
Inspire

VISION

The Provo City School District is a vibrant learning environment where all students become lifelong learners and engaged community members.

Core Values

Belonging

Creating a welcoming and supportive environment where differences are valued and everyone feels respected and included.



Growth

Striving for academic rigor, innovative teaching methods, and continuous improvement to foster student success and achievement.



Empowerment

Providing tools, resources, and opportunities to build confidence, develop capacity, and achieve greatness.



Creativity

Encouraging innovation, curiosity, imagination, and critical thinking.



Community

Establishing strong partnerships between schools, families, and the broader community to enhance educational experiences and address needs of students effectively.



