PROVO PEAKS ELEMENTARY

School Needs Assessment 2018-19

SUCCESS FOR EVERY STUDENT:

THE PROVO WAY

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

SCHOOL PLANNING TEAM
Include administration, teachers, staff members, parents and community members

Principal Mark Burge	***Facilitator*** Emily Wall	***TI Coordinator*** David Hullinger
Teacher Natalie Jacobus	***Parent*** Elizabeth Molinaro	***Parent*** Adriana Reeve

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	35	70	59	58	63	78	82	93							
English Language Learners (enter # of students) 31% of EL		19%	27%	40%	48%	36%	22%	27%							

Ethnicity (enter %)	Caucasian 52%	African American 1%	Latino 38%	Asian 2%	Native American 3%	Pacific Islander 4%	Other 0%

Gender (enter %)	Male: 56%			Female: 44%			

Low Socio-Economic (enter %)	68%

Instructional Leadership is evident when educators unite to:
- organize resources around a shared, evidence-informed vision of student literacy,
- engage in collaborative goal setting, and
- implement and monitor strategies that meet local literacy demands that result in student and teacher growth.

Element 1: Instructional Leadership			
DIP 3 – Instructional Leadership			
Level 1 Not Evident	**Level 2** Minimal	**Level 3** Effective	**Level 4** Highly Effective

Critical Indicators	Level	Lines of Evidence	
1. Educational leaders create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.	3	We are making an effort to be in the halls before, during, and after school. We spend time each day in the cafeteria helping with management and getting to know the students. One of our three goals this year is to have positive interactions with students and staff.	
2. Educational leaders guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality.	3	Leadership team uses data to make instructional decisions that are best for students and offers recommendations to teachers. Teachers then give feedback on the recommendations to make final decisions on what is best for each individual student.	
3. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	3	We are cognizant of our budgets and physical improvements that need to be made in the school. We make financial decisions that will support the needs of students and lead to their success.	
4. Educational leaders implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school and embody high expectations for all students.	3	Teachers are not just teaching the fun lessons, but they are focused on what students need to know based on the the state standards. They are following the curriculum maps and essential standards.	
5. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	3	Leadership team and teachers work collaboratively to focus on student needs. All ideas and suggestions are respected. Teachers work as a team, along with leadership to analyze data and are not afraid to improve when needed.	
6. Educational leaders develop licensed faculty and staff members' professional literacy & math knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.	2	Literacy We collaborate each week as a staff and as teams. We will be implementing the TLC's soon so teachers can take ownership of their learning and have it specific to what they want. These groups will change every month or two. This is still	Math We collaborate each week as a staff and as teams. We will be implementing the TLC's soon so teachers can take ownership of their learning and have it specific to what they want. These groups will change every month or two.

		a work in progress with our school and the district.	This is still a work in progress with our school and the district.
7. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	2	Many of our teams are focused on collaborative learning for the entire grade. The focus is on all students succeeding, not just those assigned to the class. We plan to focus on building this mentality to all grades.	
8. Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.	3	The leadership team strives to take professional development that is aimed at literacy, whether it is in interpreting dibels data to make instructional decisions or reading intervention programs to help students that are lacking skills.	
9. Educational leaders demonstrate results in mathematics, and have acquired expertise in mathematics, and continue to stay current.	3	The leadership team strives to take professional development that is aimed at math, including interpreting Go math and STAR math data to make instructional decisions.	

*Level 1-2 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

ENGLISH LANGUAGE ARTS Instruction and Intervention. Effective instructional practice aimed at improving student learning outcomes includes:
- strong standards-based instruction embedded in content areas,
- data-based planning,
- differentiation and individualization,
- evidence-based pedagogical approaches, and
- effective classroom management.

Element 2: Instruction and Intervention ENGLISH LANGUAGE ARTS

DIP 1 – Active Learner
DIP 3 – Instructional Leadership
DIP 4 – Teacher Clarity
DIP 5 – Repeated Readings
DIP 6 – Feedback

Level 1 Not Started	Level 2 Exploration	Level 3 Planning	Level 4 Initial Implementation	Level 5 Full Implementation	Level 6 Innovation & Sustainability

Critical Indicators	Level	Lines of Evidence
1. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures.	4	We no longer have a behavior specialist. Some teachers are confused about the process for behavior referrals. Our school has a pink and white slip

			referral system. Some teachers use this system, others are still confused about when to use a referral.
2.	Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	4	Educators in our building use data to make intervention decisions. We use initial data from DIBELS, Waterford, STAR reading, Common assessments, and teacher observations as reference points that may trigger further screening. We use 95% group's PSI and PASI screeners to identify which reading skills students are lacking. Based on this information, teachers and the intervention team decide which intervention is best equipped to help students with the skills they are lacking. Intervention programs that are in use at our school include, SPIRE, 95% group, Wonderworks, Wonders ELL. We will explore also incorporating ERI and Quick Reads when the staff has a better knowledge of these programs. Students are monitored on their progress at regular intervals so educators know if the intervention is having an effect. This allows educators to adapt interventions as needed.
3.	Evidence-based curriculum and literacy instruction includes: ➢ explicit and systematic instruction, ➢ proper pacing, ➢ adequate challenge, and ➢ cognitive engagement strategies as demonstrated through planning, preparation, and observation.	5	We have been using Wonders for several years. There have been trainings for that program, however, there are new teachers and internes that need support for Wonders. The district has been supportive with pacing guides and the Notebooks.
4.	Evidence-based instructional materials (e.g., texts, resources), supports, and tasks are: ➢ appropriately challenging for all students, ➢ aligned with the learning intentions and content area standards, and ➢ culturally and academically relevant.	5	We use Wonders to teach the Language Arts Curriculum. The assignments, tasks, and assessments are rigorous enough to be challenging even to the CAS students, as well as the Gen Ed students.
5.	The daily schedule includes a minimum of **120 minutes** (protected time) across the school day for **Tier 1** universal core literacy components (i.e. phonological awareness, phonics, vocabulary, fluency, oral language, comprehension, and writing), including whole group and small group differentiated instruction and content integration, (e.g. math, science, social studies, fine arts, health).	4	Our schedule has been set to support Tier I literacy instruction. Schedule is in Title I folder.

6.	Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are: ➢ evidence-based, ➢ driven by student data ➢ aligned to student needs, ➢ monitored, and ➢ of sufficient intensity and duration to ensure student growth that closes the achievement gap.	5	We use 95% Group and SPIRE to intervene with our most at-risk students in Tier 2 and Tier 3. These programs are evidence based. Some of the faculty also uses Wonder Works as an intervention and we are in the process building the capacity of more teachers to also use this resource. We use DIBELS and STAR Reading to screen students for these interventions. DIBELS progress monitoring data is collected weekly and changes are made to intervention groups as needed to meet the students needs.
7.	Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	4	Teachers use the Growth Mindset with their students to help them set goals and reach for higher academic success in their learning. Students are responsible for their learning and learn to read their own data.

*Level 1-4 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

MATH Instruction and Intervention. Effective instructional practice aimed at improving student learning outcomes includes:
- strong standards-based instruction,
- data-based planning,
- differentiation and individualization,
- evidence-based pedagogical approaches, and
- classroom management.

Element 2: Instruction and Intervention MATH

DIP 1 – Active Learner
DIP 3 – Instructional Leadership
DIP 4 – Teacher Clarity
DIP 5 – Repeated Readings
DIP 6 – Feedback

Level 1 Not Started	Level 2 Exploration	Level 3 Planning	Level 4 Initial Implementation	Level 5 Full Implementation	Level 6 Innovation & Sustainability

Critical Indicators		Level	Lines of Evidence
1.	Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures.	4	We no longer have a behavior specialist. Some teachers are confused about the process for behavior referrals. Our school has a pink and white slip referral system. Some teachers use this system, others are still confused about when to use a referral.
2.	Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	3	We use STAR Math as a screener to create intervention groups for math instruction. We currently do not have a math intervention program. Teachers create their own interventions based on student needs.
3.	Evidence-based curriculum and math instruction includes: ➢ explicit and systematic instruction, ➢ proper pacing, ➢ adequate challenge, and ➢ cognitive engagement strategies as demonstrated through planning, preparation, and observation.	4	We follow the district pacing guide for teaching the Math Curriculum, using the pacing guide created by teachers and the district.
4.	Evidence-based instructional materials (e.g., texts, resources), supports, and tasks are: ➢ appropriately challenging for all students, ➢ aligned with the learning intentions and content area standards, and ➢ culturally and academically relevant.	4	We use the Go Math program to teach the curriculum. The assignments, tasks, and assessments are appropriate and challenging for all students.

5. The daily schedule includes a minimum of **60 minutes** (protected time) across the school day for **Tier 1** universal core math components, including whole group and small group differentiated instruction and content integration, (e.g. language arts, science, social studies, fine arts, health).	4	Our schedule has been set to support Tier I Math instruction. Schedule is in Title I folder.
6. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are: ➢ evidence-based, ➢ driven by student data ➢ aligned to student needs, ➢ monitored, and ➢ of sufficient intensity and duration to ensure student growth that closes the achievement gap.	2	We do not have a schoolwide intervention program for math. Teachers create their own interventions to help students with math.
7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	4	Students use their STAR Math scores to chart their progress in math. Teachers use the Growth Mindset with their students to help them set goals and reach for higher academic success in their learning. Students are responsible for their learning.

*Level 1-4 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

Assessment and Feedback. Leaders hold educators accountable and provide them with time during the school day to:
- examine individual student data,
- involve students in their data,
- use the data to guide, inform, and adjust instruction, and
- address identified needs.

<table>
<tr><td colspan="7"><h2 style="text-align:center">Element 3: Assessment and Feedback</h2>

Alignment in DIP
DIP 1 – Active Learner
DIP 4 – Teacher Clarity
DIP 6 – Feedback
</td></tr>
<tr>
<td colspan="2">Level 1
Not Started</td>
<td>Level 2
Exploration</td>
<td>Level 3
Planning</td>
<td>Level 4
Initial Implementation</td>
<td>Level 5
Full Implementation</td>
<td>Level 6
Innovation and Sustainability</td>
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<tr><td colspan="2"></td><td colspan="5"></td></tr>
<tr>
<td colspan="2" style="text-align:center">Critical Indicators</td>
<td>Level</td>
<td colspan="4" style="text-align:center">Lines of Evidence</td>
</tr>
<tr>
<td>1.</td>
<td>Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).</td>
<td>5</td>
<td colspan="4">We use DIBELS, STAR reading, common assessments, 95%, SPIRE, and common assessments. We will be focusing on common assessments as part of the PLC process. We will still work on them to make them more effective and more frequent.</td>
</tr>
<tr>
<td>2.</td>
<td>Trained personnel administer diagnostic assessments.</td>
<td>5</td>
<td colspan="2">Literacy
Teachers do their own DIBELS testing and progress monitoring. Teachers have students take the STAR Reading test each month to chart growth.</td>
<td colspan="2">Math
Teachers have students take the STAR Math test each month to chart growth.</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.</td>
<td>5</td>
<td colspan="2">Literacy We have adjusted the way we will be collaborating. We will have training for ½ hour every friday and then teachers will go work with their PLC's. Teachers have data for math and literacy they can discuss each week.</td>
<td colspan="2">Math
Literacy We have adjusted the way we will be collaborating. We will have training for ½ hour every friday and then teachers will go work with their PLC's. Teachers have data for math and literacy they can discuss each week.</td>
</tr>
<tr>
<td>4.</td>
<td>Trained teachers or personnel appropriately to progress-monitor students.</td>
<td>5</td>
<td colspan="2">Literacy Teachers are excellent at progress</td>
<td colspan="2">Math Teachers use STAR Math to progress monitor all students on a monthly basis.</td>
</tr>
</table>

		monitoring with DIBELS each week for red, twice a month for yellow, and monthly for greed.	
5. Assessments are aligned to learning intentions, success criteria, and grade level standards.	5	Literacy Teaches use Wonders assessments, along with common assessments created as a team to assess student learning in language arts on a weekly basis.	Math Teaches use Go Math assessments, along with common assessments created as a team to assess student learning in math on a weekly basis.
6. Teachers provide targeted feedback to students on their current level of growth and proficiency.	4	After each DIBELS benchmark, letters are sent home detailing the reading level for the students. Upper grade teachers are more likely to discuss the level with the students one on one.	Teachers inform students on their math progress and help them set goals to make improvements.
7. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	5	Teachers focus on learning targets and success criteria and students are aware of what they are learning and how they know when they have learned it.	Teachers focus on learning targets and success criteria and students are aware of what they are learning and how they know when they have learned it.

*Level 1-4 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

Professional Learning offers high-quality, job-embedded learning opportunities that are responsive to the site, team, and individual leaner needs and are designed to build staff capacity for improvement through:
- coaching,
- mentoring, and
- observation (including peer observations), and
- leveraging the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

Element 4: Professional Learning

Alignment in DIP					
DIP 1 – Active Learner **DIP 2 – Active Parental Engagement** **DIP 3 – Instructional Leadership** **DIP 4 – Teacher Clarity** **DIP 6 – Feedback**					
Level 1 Not Started	**Level 2** Exploration	**Level 3** Planning	**Level 4** Initial Implementation	**Level 5** Full Implementation	**Level 6** Innovation and Sustainability

Critical Indicators	Level	Lines of Evidence
1. Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.	4	Teacher teams are setting goals for their MOY and EOY DIBLES scores. Teams will identify needs based on common assessments and make goals to help meet those needs. We will put our team DIBELS goals in our faculty rooms
2. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303	4	We are in the process of changing our faculty meetings and PD. We meet weekly for ½ hour to have mini lessons on our three goals. Once a month, teachers will be working with their TLC's(still a work in progress)
3. Professional learning focuses on the implementation of the Utah Core Standards across all content areas.	4	The school focus will be on PLC, Positive Interactions, and Student Engagement. The professional development for this year will focus on these 3 basics.
4. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	3	We will focus our professional development on items that we can show, through data, that need to be improved upon.
5. Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy & math.	3	We will offer Professional Development to teachers and paraprofessionals that will help build their capacity to meet student needs.
6. Individuals and collaborative teams engage in targeted opportunities to receive literacy & math learning through observation, instructional coaching, peer mentoring, and teacher leaders.	2	We are looking at examples from other schools on how they do learning walks for teachers. We want teachers to be willing to share and learn from others. We want to make sure teachers have buy in
7. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.	3	Teachers meet with grades above and grades below to get data on what essentials they need to be teaching. Teachers create a curriculum map outlining how they will teach each of those essentials and when.

*Level 1-4 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

A **Supportive Culture** reflects learning conditions that:
- meet the needs of each student,
- creates a literacy rich learning environment for student learning where staff are confident in their roles and relationships, and
- promote a community culture that values trust, respect, and high expectations.

Element 5: Supportive Culture

Alignment in DIP
DIP 1 – Active Learner
DIP 2 – Active Parental Engagement
DIP 3 – Instructional Leadership

Level 1 Not Started	Level 2 Exploration	Level 3 Planning	Level 4 Initial Implementation	Level 5 Full Implementation	Level 6 Innovation and Sustainability

Critical Indicators	Level	Lines of Evidence
1. School culture is physically and psychologically safe.	5	The school is physically safe, as each adult is required to wear a tag and be accounted for as to why they are in the building. Students feel safe within the school and in their peer groups to be themselves and learn in a positive environment.
2. Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.	4	It is the beginning of the year and we have not seen a lot of work on the display. We will continue to encourage teachers to display student work
3. Collective teacher efficacy and high morale support student learning.	5	Teachers look at all students as "ours" rather than "theirs". We work and collaborate together on ways to help all students be successful. Collaboration happens in PLCs, and also has occurred vertically with different grade levels.
4. Students, teachers, leaders, and community demonstrate their belief that all students can achieve at high levels – no excuses, no exceptions – by setting high learning expectations and using rigorous instructional methods.	4	Most teachers feel all students can learn and the focus is on the growth mindset, not whether the students have reached grade level proficiency.
5. Faculty and students exhibit a growth mindset to support the development of grit and perseverance.	4	The faculty had a book study last year about growth mindset. This is something we need to go over again with students and staff.
6. School provides families of students being served in Tier II and III with updates on their child's progress at least six times a year.	2	We have given SPIRE and 95% data at parent teacher conferences but not every six weeks.
7. School meaningfully engages stakeholders, communicate student literacy goals, and collaborate to meet desire outcomes.	3	Community council meets regularly to discuss goals and outcomes. PTA meets regularly with administration to discuss goals and outcomes. School posts on social media important information regarding goals and outcomes.
8. Gather stakeholder input on school climate, and perceptions and concerns are addressed.	5	We provide a survey opportunity in the spring for all stakeholders.
9. The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy.	4	Interactions with parents and community members will focus on teaching students to self regulate and set goals, and take responsibility for their learning.

*Level 1-4 = goal(s) *should* be reflected in SIP, however, schools should prioritize based on individual school need

Definitions
for Self-Assessment Scales

Element 1, Instructional Leadership, uses a four-point categorical scale based on a continuum for professional leadership for evaluation: not evident, minimal, effective, and highly effective as defined in Utah's Educational Leadership Standards (2018).

4-Point Categorical Scale for Element 1

1 **Level 1: Not Evident**	2 **Level 2: Minimal**	3 **Level 3: Effective**	4 **Level 4: Highly Effective**
Leaders performing at the not-effective level do not yet implement the concepts underlying the Utah Educational Leadership Standards (UELS). Their practice, therefore, is below the minimum standards acceptable for professional educators.	Leaders performing at the emerging/minimal level seem to understand the concepts underlying the UELS and attempt to implement them. Their performance may be inconsistent or exhibit gaps in understanding or implementation.	Leaders performing at the effective level clearly understand the concepts underlying the UELS. They lead students, faculty, staff, and community through consistent implementation of all standards in the UELS. Their schools are dedicated to equitable teaching and learning for all and are well managed and safe.	Leaders performing at the highly effective level competently understand the concepts behind the UELS and implement them thoroughly. They contribute significantly to the field both in and out of the school setting. Their schools consist of a community of learners who are highly engaged in teaching and learning at high cognitive levels and who take major responsibility for their own learning and process.

THE OTHER FOUR ELEMENTS use a 6-point categorical scale for evaluation: (1) not started, (2) exploration, (3) planning, (4) initial implementation, (5) full implementation, and (6) innovation and sustainability.

1 Level 1: Not Started	2 Level 2: Exploration	3 Level 3: Planning	4 Level 4: Initial Implementation	5 Level 5: Full Implementation	6 Level 6: Innovation & Sustainability
The school has not begun investigating the evidence-based practice.	The school is investigating evidence-based practices that would lead to the targeted outcome and matching those with resources to make decisions as to how to proceed.	The school is developing strategic and tactical plans for successful implementation of the strategies they will use to achieve the outcomes.	The school is just beginning to implement. The organization is building capacity of staff, students, and the system to implement the plans successfully (e.g., skill building, organizational changes, cultural shifts,	In the school, the planned strategies and interventions are fully implemented with high fidelity. The focus is now on sustainability and continuous improvement of the implemented strategies, interventions, or models.	The school is reviewing results and using those data to improve their programing to reach and exceed the targeted outcome.

			infrastructure, resource allocation)		