

**Timpanogos Elementary**  
Needs Assessment Summary FY 2017-18

District and School Vision Statement
<p><b>District Aim Statement:</b> <i>Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.</i></p> <p><b>School Vision Statement:</b> See attached document (in Timp Tigers folder on shared drive)</p>

**School Snapshot**

Demographics			
FY2016-17		FY2017-18	
<b>Enrollment</b>	K-6: 759	<b>Enrollment</b>	K-6: 657
<b>Race/Ethnic Minority</b>	63%	<b>Race/Ethnic Minority</b>	59%
<b>English Language Learners</b>	42%	<b>English Language Learners</b>	42%
<b>Low Socio-Economic</b>	81%	<b>Low Socio-Economic</b>	80%
<b>Student with Disabilities</b>	12%	<b>Student with Disabilities</b>	12%
<b>Mobility</b>	16%	<b>Mobility</b>	?%

School Planning Team Members		
<i>(Include administration, teachers, staff members, parents and community members)</i>		
Name: Carrie Rawlins Role: Principal	Name: Heather Meacham Role: Parent	Name: Jamie Beck Role: Teacher
Name: Kate Pace Role: Facilitator	Name: Liz Kesler Role: Teacher	Name: Karen Cushenberry Role: Title 1 Coordinator

School Strengths
<p><b>Strengths of students:</b> <i>Using the data gathered, write a <u>brief summary</u> of the strengths of the students.</i></p>

In reviewing data from the 2016-2017 school year, we found that, overall we had 33% of our 3-6th grade students who were proficient on the SAGE ELA test. 56% of our students K-2nd grade met benchmark on the DIBELS EOY test. We found that there is some correlation between how a student performs on DIBELS and SRA and if they are proficient on the SAGE ELA. We can use DIBELS and SRA to help predict if a student will be proficient on the SAGE ELA. 66% of Timpanogos students from K-6th grade are not achieving proficiency on the SAGE ELA test and we need to monitor their progress on other formative assessments prior to the SAGE. See *document titled Literacy data*. We need to use the formative data that we have to monitor progress. We are going to monitor DIBELS by training teachers in Pathways to Progress. We also will pull reports every other week to make sure that progress monitoring is happening and that students are progressing. Grades K-2 must get students to benchmark or above benchmark on DIBELS EOY. Grades 3-6 must get students to above benchmark on DIBELS.

In math we found that: 6th=42% proficient on SAGE, 5th=37% proficient on SAGE, 4th=49% proficient on SAGE, 3rd= 21% proficient on SAGE. Overall 38% of our 3-6th grade students were proficient on the SAGE math test. Disaggregating the data for SAGE math for different subgroups, most of our subgroups made progress from 2015-16 to 2016-17, however we saw a decline from 56% proficient to 51% proficient in our caucasian students, and a decline from 40% proficient to 35% proficient in our female student.

**Strengths of faculty and staff:** *Using the data gathered, write a brief summary of the strengths of the faculty and staff.*

Our Faculty and staff are hard working. They are currently getting training in math in order to improve their teaching and the learning of their students, although this training is targeted in math, the questioning strategies and the deeper level thinking of students is across the curriculum. We have many bilingual faculty and staff members which helps with communication between home and school. They are dedicated to educating our students and working with students that are at risk. 61% of our faculty are ELL endorsed and make every effort to provide appropriate support for our English Language Learners. We also have several faculty members that are currently working on their ELL endorsements.

All staff is highly qualified according to Title1 school regulations.

**Strengths of community:** *Using the data gathered, write a brief summary of the strengths of the community.*

We have tremendous parental support at all of our parent involvement activities, averaging 600 people attending whole school activities. We have an active and growing PTA that supports our school community in many ways, including a carnival, fundraisers, Battle of the Books competition, recruiting volunteers, etc. The Dixon-Timpanogos community takes pride in the schools located in their neighborhood.

**Section #1: Student Needs – Literacy, Math, ELL, Behavior, other (if needed)**

**Literacy**

<p><b>Summary of need or performance challenge</b></p> <p><b>Include the data and explanation of the data used to determine need.</b></p>	<p><b>Measureable Year-end Goal(s)</b></p>	<p><b>Action steps necessary to Address Goal(s)</b></p>	<p><b>Timeline for each step</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Estimated Costs &amp; Funding Source</b></p>
<p><b>(Data recorded on literacy data sheet for Timpanogos)</b></p> <p><b>Summary of data:</b></p>	<p>38% of our 3-6th grade students will be proficient</p>	<p>Each 3-6th teacher will have 3 focus students in ELA. These students will be students that</p>	<p>Teachers will have these focus students selected by the</p>	<p>Principal, Title 1 Coordinator, Facilitator</p>	

<p>Overall we had 33% of our 3-6th grade students who were proficient on the SAGE ELA test.</p> <p>56% of our students K-2nd grade met benchmark on the DIBELS EOY test.</p> <p>We found that there is some correlation between how a student performs on DIBELS and SRA and if they are proficient on the SAGE ELA. We can use DIBELS and SRA to help predict if a student will be proficient on the SAGE ELA. <b>66% of Timpanogos students from K-6th grade are not achieving</b> proficiency on the SAGE ELA test and we need to monitor their progress on other formative assessments prior to the SAGE. <i>See document titled Literacy data.</i></p> <p><b>Needs:</b></p> <p>We need to use the formative data that we have to monitor progress. We are going to monitor DIBELS by training teachers in Pathways to Progress. We also will pull reports every other week to make sure that progress monitoring is happening and that students are progressing.</p> <p>Grades K-2 must get students to benchmark or above benchmark on DIBELS EOY.</p> <p>Grades 3-6 must get students to above</p>	<p>on the SAGE ELA test.</p> <p>75% of our students K-2nd grade will meet benchmark on the DIBELS EOY test in the spring of 2018.</p>	<p>scored a “2” on the SAGE ELA test last year.</p> <p>Each K-2nd grade teacher will choose 3 students from DIBELS BOY to have as their focus students.</p> <p>Teachers will be trained on DIBELS Pathways to Progress and use this regularly to monitor students. Teachers will also be trained on how to monitor the progress of students off level.</p> <p>On the google docs that we use to track data, these focus students will be highlighted and grade level PLC groups will discuss the progress of these students weekly.</p> <p>The administration team will review the data from these focus students monthly to see if extra support is needed to help these student achieve proficiency.</p> <p>If a student is steadily progressing so that we are certain they will attain proficiency, then a new student will be added to the focus students.</p>	<p>end of September.</p> <p>End of September</p> <p>September 26th in Faculty meeting. And grade level leaders will be going to a full day training on September 27th.</p> <p>The last Friday of every month the administration team will meet and review data for continued progress.</p>		
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<p>benchmark on DIBELS EOY to have a higher correlation to proficiency on SAGE ELA.</p>		<p>In the differentiated learning time for each grade level students who are not on level will receive intervention in the following programs: SPIRE, 95% Group, Quick Reads, Wonders EL, and Wonder Works. If a student needs to be in SPIRE and Wonders EL, they will be pulled for one of their groups at a different time.</p>		<p>Title 1 Coordinator, Facilitator, Teachers.</p>	<p>\$200,000 From 7501</p>
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<b>Math</b>					
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<p><b>Summary of need or performance challenge</b></p> <p><b>Include the data and explanation of the data used to determine need.</b></p>	<p><b>Measureable Year-end Goal(s)</b></p>	<p><b>Action steps necessary to Address Goal(s)</b></p>	<p><b>Timeline for each step</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Estimated Costs &amp; Funding Source</b></p>
<p>6th=42% proficient on SAGE 5th=37% proficient on SAGE 4th=49% proficient on SAGE 3rd= 21% proficient on SAGE</p> <p>Overall 38% of our 3-6th grade students were proficient on the SAGE math test.</p> <p>Disaggregating the data for SAGE math for different subgroups, most of our subgroups made progress from 2015-16 to 2016-17, however we saw a decline from 56% proficient to 51% proficient in our caucasian students, and a decline from 40% proficient to 35%</p>	<p>42% of our students 3-6th grade will be proficient on the SAGE math test.</p>	<p>Each teacher will have 3 focus students in Math. These students will be students that scored a "2" on the SAGE math test last year.</p> <p>On the google docs that we use to track data, these focus students will be highlighted and grade level PLC groups will discuss the progress of these students weekly.</p> <p>The administration team will review the data from these focus students monthly to see if extra support is</p>	<p>Teachers will have these focus students selected by the end of September.</p> <p>End of September</p> <p>The last Friday of every month the administration team will meet and review data</p>	<p>Principal, Title 1 Coordinator, and Facilitator</p>	

proficient in our female student.		<p>needed to help these student achieve proficiency.</p> <p>If a student is steadily progressing so that we are certain they will attain proficiency, then a new student will be added to the focus students.</p>	for continued progress.		
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**ELL**

<b>Summary of need or performance challenge</b>  <b>Include the data and explanation of the data used to determine need.</b>	<b>Measureable Year-end Goal(s)</b>	<b>Action steps necessary to Address Goal(s)</b>	<b>Timeline for each step</b>	<b>Person(s) Responsible</b>	<b>Estimated Costs &amp; Funding Source</b>
<p>On the SAGE ELA test in the year 2015-16 16.6% of our ELL students were proficient, in 2016-17 20.5% of our ELL students were proficient.</p> <p>On the SAGE Math test in the year 2015-16 20% of our ELL students were proficient, in 2016-17 27% of our ELL students were proficient.</p> <p>On the SAGE Science test in the year 2015-16 13.3% of our ELL students were proficient, in 2016-17 17.5% of our ELL students were proficient.</p> <p>This data shows that we are making steady growth with our ELL students in all areas that are tested. Last year, the program SPIRE was used in small</p>	<p>Our goal is to have as many small groups of EL students in the Wonders EL groups during our differentiated learning time. At this time all four domains will be addressed using the Wonders EL program, but emphasis will be placed on the domains where we had the fewest students proficient as shown in the chart to the left.</p> <p>Depending on the number of students in proficiency levels 1-3 we will determine how many students we will logistically be able to serve at each grade level during differentiated learning time. EL students will be participating in</p>	<p>Training is the first step needed to address these goals. All teaching assistants that will be delivering the Wonders EL will be trained in the program. We also need to identify students and place them in appropriate groups according to their levels of language acquisition.</p>	<p>Groups will start as soon as Wonders EL training has been given to all instructional assistants that will be working with small ELL groups.</p> <p>The ELL groups will be on-going for the rest of the 2017-2018 school year.</p>	<p>Karen Cushenberry, Kate Pace, Carrie Rawlins will be dividing groups and monitoring progress data.</p> <p>Instructional assistants will be used during differentiated learning time to teach students in small groups. We will be flexible with the number of students needing services to add groups at each level.</p>	<p>\$24,979 from budget 7612</p>

<p>groups for ELL students in Language Arts. We see the need to continue providing direct instruction to our ELL students in Language Arts using SPIRE and Wonders EL. We feel that if we can continue to increase ELL students abilities in Language Arts this will have a positive effect on math and science as well.</p>	<p>Wonders EL. Those that need more basic intervention will be placed in small S.P.I.R.E groups. If a student needs both Wonders EL and SPIRE, the student will be in one of these programs during differentiated learning time and pulled for another additional group to meet their needs.</p>				
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<b>Behavior</b>					
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<p><b>Summary of need or performance challenge</b></p> <p><b>Include the data and explanation of the data used to determine need.</b></p>	<p><b>Measureable Year-end Goal(s)</b></p>	<p><b>Action steps necessary to Address Goal(s)</b></p>	<p><b>Timeline for each step</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>Estimated Costs &amp; Funding Source</b></p>
<p>Student lack the necessary grit and perseverance to solve harder problems. These problems are not only on the playground, but show up in the classroom during difficult academic tasks.</p> <p>From the software SWISS where our office referrals are documented we</p>	<p>We created a baseline video asking students what it meant to be a good learner and what they do when they are stuck. We will once again create a video at the end of this year and we will see an increase of students using the learner disposition vocabulary.</p> <p>We are going to have 2 of our behavior instructional</p>	<p>Create school specific learning pit and disposition posters. (samples of these are in the drive in Timp Tigers folder)</p> <p>Train teachers on the learning pit and dispositions so that we are all using the same language and emphasis. Teachers will create google documents to share ideas of how to teach each of the dispositions.</p> <p>Dispositions will be taught in isolation for the first 6 weeks of school.</p>	<p>Summer 2017</p> <p>Teacher training on the pit and dispositions. (Aug 9)</p> <p>Whole school assembly to kick off the idea of the learning pit and the learner dispositions. (Aug 18)</p>	<p>Principal and teachers</p> <p>Principal and teachers</p> <p>Principal and teachers</p>	<p>\$1,500 for posters for each of the classrooms and front hallway. This will be paid out of 0060</p>

<p>found some interesting trends.</p> <ol style="list-style-type: none"> <li>1) 1st grade had the most office referrals.</li> <li>2) Lunch recess was the worst time of day for incidents.</li> <li>3) Tuesdays had the most incidents.</li> <li>4) Physical aggression and disrespect were the most common infractions.</li> </ol>	<p>assistants doing lunch supervision. These two will filter all infractions that happen at recess. They will be trained on teaching students skills and they will record and monitor student progress. This will help so that all infractions are dealt with consistently.</p>		<p>Instructional assistants will be hired in September.</p>	<p>Principal will hire, Social Worker will train.</p>	
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<b>Section #2: Curriculum &amp; Instruction</b> <b>Area of need: <u>Math Intervention Materials</u></b>					
<b>Summary of need or performance challenge</b>  <b>Include the data and explanation of the data used to determine need.</b>	<b>Measureable Year-end Goal(s)</b>	<b>Action steps necessary to Address Goal(s)</b>	<b>Timeline for each step</b>	<b>Person(s) Responsible</b>	<b>Estimated Costs &amp; Funding Source</b>
<p>We don't have evidenced based programs for our Math differentiated learning other than "Do the Math" by Marilyn Burns.</p> <p>We also have Imagine Learning Math facts and IXL. These two programs</p>	<p>We will have a evidence based math software program for students to use during differentiated learning time.</p>	<p>Principal, Title 1 Coordinator and Facilitator will review current evidence based software programs. Teachers will then be trained on the implementation of the program.</p>	<p>Have software purchased by end of October</p>	<p>Principal, Title 1 Coordinator and Facilitator</p>	<p>\$5,000-\$10,00 Out of budget 5266</p>

are not rigorous enough to help our students advance.	We will work with the district Title 1 Coordinator to find appropriate math intervention programs to start using this year.		Ongoing throughout the year.		
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**Section #3: Professional Development**  
**Area of need: New Teacher Training**

<b>Summary of need or performance challenge</b>  <b>Include the data and explanation of the data used to determine need.</b>	<b>Measureable Year-end Goal(s)</b>	<b>Action steps necessary to Address Goal(s)</b>	<b>Timeline for each step</b>	<b>Person(s) Responsible</b>	<b>Estimated Costs &amp; Funding Source</b>
<p>We have a total of 6 new teacher this year and many teacher in their first 5 years. They need some basic training in the following areas:</p> <ol style="list-style-type: none"> <li>1. Promethean Board and technology</li> <li>2. Guided Reading</li> <li>3. CMI</li> <li>4. Learning Targets</li> <li>5. Student, Educator, Parent Conferences</li> <li>6. Success Criteria</li> <li>7. Performance of Understanding</li> <li>8. PBIS</li> <li>9. Classroom Management</li> <li>10. ELL strategies</li> </ol> <p>We have approximately 10 new instructional assistants. They will need training on the programs they will use for differentiated learning. They will also need management, ELL and other training.</p>	<p>Each of the new teachers will have 5-10% more students in their classes engaged. This will be calculated from the beginning observation by the Principal in September to the last observation by the Principal in April.</p>	<p>All new teachers will attend a 1 ½ hour training each month. One of the needed topics will be taught. All teachers and staff will be invited to attend.</p> <p>All instructional assistants will attend a 1 hour training each month,</p>	<p>The first Tuesday of each month starting September 12th</p> <p>The third Friday of each month starting September 22nd.</p>	<p>Principal, Title 1 Coordinator, Facilitator</p> <p>Title 1 Coordinator</p>	



**Section #4: Parent Engagement**  
**Area of need: Engage Parents in Classrooms**

<b>Summary of need or performance challenge</b>	<b>Measureable Year-end Goal(s)</b>	<b>Action steps necessary to Address Goal(s)</b>	<b>Timeline for each step</b>	<b>Person(s) Responsible</b>	<b>Estimated Costs &amp; Funding Source</b>
<p>We have had 500-700 parents attend each parent night the last two years. We feel like this has been highly successful, however, we are not seeing parents in our classrooms during the day. We would like to try and help parents know what their children are doing in their classes and take parent in the class and have that transfer to something academic that parents do with their children at home.</p>	<p>Our goal is that at least 75% of our parents attend at least one in-school activity during the course of the 2017-2018 school year.</p>	<p>Parents will be invited to an activity hosted by the grade level that will help parents understand what students do while in school and build their capacity to support students' education at home.</p>	<p>The timeline will depend upon the grade-level and the activity they choose to invite parents to. All parent engagement activities need to be completed by the end of the school year.</p>	<p>Karen Cushenberry and the grade level leaders</p>	<p>\$1,400.00 \$200 per grade level activity.</p>

**Section #4: School context and Organization**  
**Area of need: Deeper Visible Learning**

<b>Summary of need or performance challenge</b>  <b>Include the data and explanation of the data used to determine need.</b>	<b>Measureable Year-end Goal(s)</b>	<b>Action steps necessary to Address Goal(s)</b>	<b>Timeline for each step</b>	<b>Person(s) Responsible</b>	<b>Estimated Costs &amp; Funding Source</b>
<p>Based on questions asked to students while being videotaped, students didn't have many strategies for when they get stuck in their learning. They were also asked what makes a good learner and the most common answers were based on compliance to teacher behavioral requests.</p> <p>We have a need for students to become curious learners who ask deeper questions and take</p>	<p>We will interview students and videotape them asking the same questions that we did at the end of last year. We expect that students will be able to name more ways to help themselves when they are stuck in their learning. We will also ask them what makes a good learner and we would</p>	<p>Create school specific learning pit and disposition posters. (samples of these are in the drive in Timp Tigers folder)</p> <p>Train teachers on the learning pit and dispositions so that we are all using the same language and emphasis. Teachers will create google documents to share ideas of how to teach each of the dispositions.</p>	<p>Summer 2017</p> <p>Teacher training on the pit and dispositions. (Aug 9)</p> <p>Whole school assembly to kick off the idea of the learning pit</p>	<p>Principal and teachers</p> <p>Principal and teachers</p> <p>Principal and teachers</p>	<p>\$1,500 for posters for each of the classrooms and front hallway. This will be paid out of 0060</p>

<p>ownership of their learning.</p>	<p>anticipate that all students interviewed will be able to talk about the learner dispositions.</p>	<p>Dispositions will be taught in isolation for the first 6 weeks of school.</p> <p>Posters will also be hung in the front hallway for parents to see.</p> <p>The learning pit and dispositions will be posted on our social media as we learn about each disposition for parents to understand and reinforce these ideas at home.</p>	<p>and the learner dispositions. (Aug 18)</p>		
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**Title I Budget Codes**

- 7501 – Personnel
- 7502 – Parent Involvement
- 7503 – Tiered Instruction
- 7504 – Professional Development
- 7505 – Preschool (PP, AE, FR and SV only)
- 0060
- Trustlands
- Other