TIMPANOGOS ELEMENTARY SCHOOL

School Needs Assessment 2019-20

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 Carrie Rawlins	*Title I Coordinator/Title III Coordinator* Kate Pace	*Facilitator/Title III Coordinator* Karen Cushenberry
Teacher Allison Ferguson (5th Grade Teacher)	*Teacher* Tierra Wakefield (Kindergarten Teacher)	*Teacher* Liz Kesler (4th Grade Teacher)
Parent Megan Seawright	*Parent* Meg VanWagenen	*Parent* Ramona Cutri
Parent Bryant Jensen	*Parent* Taryn Jensen	*Parent* Gigi Reynolds

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	Total
	0	95	111	88	82	91	97	78	642
English Language Learners (enter # of students) 42% EL	0	7 *As of 8/20/19	42	31	45	46	56	43	270

Ethnicity	Caucasian 37%	African American 1%	Latino 51%	Asian >1%	Native American 1%	Pacific Islander 1%	Other 7%
Gender	Male: 53% Female: 47%						
Low Socio-Economic	81%						

Are you a TSI School? ___X__ Yes _____ No

If yes, please list the area(s) for Targeted Support: Special Education

FY 2019 EOY Data Summary - Please provide a brief summary of your school data analysis & identified needs

Data Source	Summary of need(s) ● Identify specific grade levels as necessary ● Identify specific subgroups as necessary (i.e. EL, SWD)	Goal(s) FY20
DIBELS (Acadience) Proficiency	**K=90%** **1=51%** **2=66%** **3=60%** **4=52%** **5=68%** **6=81%** **Looking over our 3 year longitudinal data, we see that our 1st grade classes are consistently lower in proficiency. Our 3rd and 4th grade classes this last year are students who have typically struggled over the past few years. These same students will need extra support in 4th and 5th grade.**	**Our goal is to have all grade levels at at least 70% proficiency at the end of FY20.**
DIBELS (Acadience) Progress/POP	**K=88% UGG** **1=65% UGG** **2=88% UGG** **3=73% UGG** **4=67% UGG** **5=66% UGG** **6=60% UGG** **We have identified that 1st, 4th and 5th need some extra support in getting their students to show growth on pathways to progress. Although it looks like 6th grade is low, there was not as much room to grow because they came in proficient on DIBELS already.**	**Our goal is to have all grade levels have a UGG of at least 75%.**
RISE ELA Proficiency/Growth Look at subgroups (i.e. SWD, EL)	**No data available yet for 2019** **2018 SAGE Data** **3=31%** **4=29%** **5=35%** **6=29%**	**Our goal is to increase our school-wide ELA proficiency by 2%.**

	We need to increase our ELA scores on the SAGE.	
RISE MA Proficiency/Growth Look at subgroups (i.e. SWD, EL)	**Tentative 2019 Data (unofficial from USBE)** **3= 35% proficient, 24% approaching** **4= 38% proficient, 26% approaching** **5= 34% proficient, 18% approaching** **6= 39% proficient, 28% approaching** **2018 Data** **3= 32% proficient** **4= 36% proficient** **5= 39% proficient** **6= 30% proficient** **We need to identify the students that are approaching proficiency and give them targeted instruction to fill in gaps in their understanding.**	**Our goal is to increase our school-wide Math proficiency from 36% to 41%.**
RISE SCI Proficiency/Growth Look at subgroups (i.e. SWD, EL)	**Tentative Data (unofficial from USBE)** **4= 44 % proficient, 19% approaching** **5= 33% proficient, 27% approaching** **6= 45% proficient, 26% approaching** **2018 Data** **4= 35% proficient** **5= 39% proficient** **6= 32% proficient** **We need to continue to work on reading and math proficiency. As students improve in those areas, we know their science proficiency will improve. 4th-6th grade have a common time for science. 4th and 5th grade will be receiving professional development that will help them understand their curriculum better.**	**Our goal is to increase our school-wide Science proficiency from 40% to 45%.**

ACCESS for ELs
• Growth
• Students who reached proficiency
	Growth 51% made sufficient growth (0.4+)
	     19% made minimal growth (0.1-0.3)
	     30% made no growth or dropped in their scores
	
	16 students made a score of "5" or above.
	
	We need to be able to have our EL students have access to interventions for both their language and reading needs, so that they
		Our goal is to have at least 55% of our ELs with sufficient growth and for all of our students to make at least some growth.

	can grow.	
Stakeholder Survey Use school/district survey results to determine needs for parent engagement/student needs	**Our survey suggests that a few parents don't feel that there is enough or effective communication between themselves and teachers/leaders at our school.**	**Our goal is to find out what parents how they want communication to come from the school and what they want communicated.**
EL • Evaluate students who met proficiency on Rise • Evaluate enrollment in AP/gifted/choice programs; Special Education • Evaluate grades in content areas/standard reports • Evaluate exit rates • Evaluate attendance, mobility, suspension rates	**EL Proficiency on RISE Math** **3=17%** **4=19%** **5=9%** **6=0%** **EL Proficiency on RISE Science** **4=23%** **5=6%** **6=24%** **No Data available for RISE ELA** **According to WIDA Access, 5% of our students advanced to monitoring.** **42% of our SPED students are also EL students.** **Attendance - 9% of our EL students that were enrolled from October 1st to the end of the year had less than 90% attendance.** **Mobility - 20% of our EL students were not enrolled in our school from October 1st to the end of the year.** **Suspension Rates >1% of EL students were suspended. 1 out of the 3 students suspended were EL students**	**Our goal is to increase our school-wide EL proficiency in Math, Science and ELA by 5%.**
Optional (please list school specific assessment data as needed)		
SPED • Growth on RISE ELA, Math and Science • Students who reached proficiency on RISE LA, Math and Science	**SPED Proficiency on RISE Math** **3=0% (1 student)** **4=25% (4 students)** **5=100% (3 students)** **6= no SPED math students** **SPED Proficiency on RISE Science**	**Our goal is to increase our school-wide SPED proficiency in Math, Science and ELA by 5%.**

	4=25% **5=67%** **6=0%** **No Data available for RISE ELA**	

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.

<table>
<tr><th colspan="4">Element 1: Instructional Leadership</th></tr>
<tr><td colspan="4">DIP 3 – Instructional Leadership</td></tr>
<tr><td>Level 1
Not Evident</td><td>Level 2
Minimal</td><td>Level 3
Effective</td><td>Level 4
Highly Effective</td></tr>
<tr><td colspan="4"></td></tr>
</table>

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.	4	- Communication between teachers, staff, administration and students - Teachers ask admin for help with students who lack basic needs (TAT meeting each Wednesday) - Admin team checks in with students at the beginning of each day - Restorative justice is used in discipline - At-risk meeting is held each week to discuss ways to help individual students and their families - Exploring the idea of a wellness room (Saraj talked to us about this)
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.	4	- Google Spreadsheets - Data Dives - DIBELS - Pathways to Progress training for new teachers and other teachers as needed - Attending PLCs - Lexia and Successmaker math will be used to track student growth

3. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	4	• New TVs • Chromebooks • Computer lab • PE equipment • Art supplies • Battle of the books • Software • Parent Engagement Activities • Ongoing capital improvements for physical building • Looking at creation of wellness room		
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	• PD - <u>Engagement by Design: Creating Learning Environments Where Students Thrive</u> • DIBELS and Lexia will track growth in reading • Successmaker will track growth in math • Wonders and Go Math have been purchased for all teachers including our Spanish teachers		
5. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	3	• PLC time • Leaders attend PLCs and offer support where needed • TAT meeting • At-risk meeting • CITES Associates • Teachers and leaders analyze and prioritize what is currently happening in the school and changes that need to be made		
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.	3	<u>Literacy</u> • Teachers and aides trained in interventions • PD on book, <u>Engagement by Design: Creating Learning Environments Where Students Thrive,</u> by Douglas Fisher and Nancy Frey during district PD days • DIBELS training for new teachers		<u>Math</u> • Follow up to previous trainings • Go math trainings for new teachers • Trainings as needed to use Successmaker

		- New teacher training as needed - TLC groups to meet and discuss professional books on reading instruction - If teachers don't feel comfortable in an intervention a coach will be requested to help	
7. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	4	- Interventions - Push ins - ELL instruction and interventions - Instruction for students that are new to the country - Full time social worker 504, IEP, TAT and At-risk meetings - Leaders will look at data every six weeks	
8. Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.	3	- Carrie would like to learn more about early literacy and how to support teachers (DIBELS, ERI, 95% group) - Pull out intervention groups for students with gaps in reading skills - Push in instructional assistant for 1 hour for small group reading in each class - Early reading intervention software - Lexia - We added one more full day kindergarten for next year based on the consistent need for more students to have longer access to learning - Reading intervention flow chart created and teachers trained in flow chart - Leaders will look at data every six weeks	
9. Educational leaders demonstrate results in mathematics, and have acquired expertise in mathematics, and continue to stay current.	4	- Teachers will use Successmaker to measure growth - Online data will be analyzed monthly in PLCs - Push in instructional assistant for 1 hour for small group math - Leaders will look at data every six weeks	

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

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.	5	- PBIS - School wide expectation posters - New teachers trained about school expectations - PD on book, <u>Engagement by Design: Creating Learning Environments Where Students Thrive</u>, by Douglas Fisher and Nancy Frey during district PD days - Restorative justice is used in discipline

			● Use Educators' Handbook to track ODRs
2.	Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	5	● Push in and pull out interventions are in place ● Weak on tailoring extensions to meet the needs of students ● PLC time will be mostly devoted to Tier 1 instruction
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	● There will be an expectation to use Wonders for Tier 1 where it has been provided for both dual immersion teachers and non dual immersion teachers ● Teachers will be expected to use curriculum notebooks and pacing guides established by 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.	5	● DIBELS ● Pacing guides ● Wonders ● Wonderworks, 95 Percent, SPIRE, Sound Sensible, Wonders EL, Quick Reads ● Lexia and Successmaker software
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).	6	● See attached master schedule
6.	Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction 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	● 95% (PA, Phonics, Comprehension) ● Quick Reads ● EL Wonders ● Wonderworks ● SPIRE ● Common assessments ● See reading intervention flow chart ● Admin team to meet every 6 weeks to go over data

7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	4	• Grade Levels will determine how they will monitor student growth and set goals with their students so that students will demonstrate ownership of their learning

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

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.		5	- PBIS - School wide expectation posters - New teachers trained about school expectations - PD on book, <u>Engagement by Design: Creating Learning Environments Where Students Thrive</u>, by Douglas Fisher and Nancy Frey during district PD days - Restorative justice is used in discipline - Use Educators' Handbook to track ODRs
2. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.		5	- Push in interventions are in place - Weak on tailoring extensions to meet the needs of students - PLC time will be mostly devoted to Tier 1 instruction
3. Evidence-based curriculum and numeracy instruction includes: ➢ explicit and systematic instruction, ➢ proper pacing, ➢ adequate challenge, and ➢ cognitive engagement strategies as demonstrated through planning, preparation, and observation.		5	- District curriculum notebooks - Pacing guides - Big ideas from core are taught - Go Math has been purchased for dual immersion teacher 1-6 grade

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	● Go Math
		● Successmaker software
		● Do the Math is available for interventions

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).	6	● See attached master schedule

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.
	3	● Successmaker will be used to fill in gaps and provide extensions to student learning
		● We would love help from the District in Tier 2 support for Math

7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	4	● Grade Levels will determine how they will monitor student growth and set goals with their students so that students will demonstrate ownership of their learning

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

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="5"><h2 style="text-align:center">Element 3: Assessment and Feedback</h2></td></tr>
<tr><td colspan="5"><u>Alignment in DIP</u>
DIP 1 – Active Learner
DIP 4 – Teacher Clarity
DIP 6 – Feedback</td></tr>
</table>

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. Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).	5	- DIBELS - SRA - Math and Language Arts common assessments from Go Math and Wonders - Teacher created common assessments - Lexia - Successmaker	
2. Trained personnel administer diagnostic assessments.	4	<u>Literacy</u> DIBELS, SRA, Wonders, Lexiz	<u>Math</u> teacher created, Go Math, Successmaker
3. Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.	5	<u>Literacy</u> PLC-1 to 2 times a week need to work on extension	<u>Math</u> PLC-1 to 2 times a week need to work on extension
4. Trained teachers or personnel appropriately progress-monitor students.	4	<u>Literacy</u> Not all teachers are progress monitoring according to the suggested guidelines for DIBELS Teachers progress monitor during small group reading and interventions	<u>Math</u> Teachers progress monitor during small group math and interventions

		Literacy	Math
5. Assessments are aligned to learning intentions, success criteria, and grade level standards.	5	Literacy ● During PLCs grade levels will use the curriculum notebooks and discuss Tier 1 instruction (both previous and future)	Math ● During PLCs grade levels will use the curriculum notebooks and discuss Tier 1 instruction (both previous and future)
6. Teachers provide targeted feedback to students on their current level of growth and proficiency.	5	● SRA and DIBELS feedback and goals, ● SLO ● Lexia	● Math interventions ● SLO ● Successmaker
7. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	4	● Classroom observations	● Classroom observations

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

Professional Learning offers high-quality, job-embedded learning opportunities that are responsive to the site, team, and individual learner 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	Level 2	Level 3	Level 4	Level 5	Level 6
Not Started	Exploration	Planning	Initial Implementation	Full Implementation	

					Innovation and Sustainability

Critical Indicators	Level	Lines of Evidence
1. Professional learning communities set goals, analyze impact, and make adjustments for continuous improvement.	5	- Tier 1 instruction will be the focus of PLCs for the year. - Attending PLCs - Google spreadsheets - TLC groups will be focusing on reading instruction
2. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303	5	PD is aligned with engagement and the outcomes we need as a school
3. Professional learning focuses on the implementation of the Utah Core Standards across all content areas.	5	Engagement PD for the 3 days this year
4. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	4	- WIDA Access - RISE results - Intervention results - Pathways to Progress - Lexia - Successmaker
5. Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy & math.	5	- Training of all teachers and paras for interventions - Wonders - Go Math - Successmaker training as needed - DIBELS training for new teachers
6. Individuals and collaborative teams engage in targeted opportunities to receive literacy & math learning through observation, instructional coaching, peer mentoring, and teacher leaders.	3	- Teachers are encouraged to observe other teachers during the year - Micro credentials through District Office - School based PD -Engagement by Design: Creating Learning Environments Where Students Thrive, by Douglas Fisher and Nancy Frey - Instructional Leadership meetings and Grade Level Leader meetings
7. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.	5	- Teachers will meet once a month in a self-selected TLC group - PLCs

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

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	PBIS, full time Social Worker, Health Clerk 5 hours daily, restorative justice for infractions
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	Teachers hang some projects and writing in the hall. Art work is hung the hall. We all could do a better job of hanging student work in the halls and classrooms.
3.	Collective teacher efficacy and high morale support student learning.	4	PLCs work well together, there are some grade levels that work more cohesively than others
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	Wow, this is a lot of different people who are all in different places on the continuum of belief that all kids can learn at high levels. Admin definitely believes this, most teachers believe this, although there are a few who give students a pass based on circumstances beyond the school's control, most students believe they can learn at high levels, but they might not have the stamina or home support to help them believe this when the work gets more difficult. Our community wants their children to do better than they did themselves...this makes for a variety of beliefs. Our parents are diverse in their own circumstances and education and are pleased if their children reach just more than they have.
5.	Faculty and students exhibit a growth mindset to support the development of grit and perseverance.	4	We have the learning dispositions, the pit, teachers meet with students about scores and when they are progress monitoring they let students know their past scores and aim for something higher. Teachers use Pathways to Progress. However, a culture of growth mindset is still developing.
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.	5	• Standards reports • DIBELs required report • grade level progress reports • WIDA Access reports • IEPs • Meetings as needed to inform parents

7.	School meaningfully engages stakeholders, to communicate student literacy goals, and collaborate to meet desired outcomes.	5	- School Community Council - PTA - School wide PD is on engagement this year
8.	Gather stakeholder input on school climate, and perceptions and concerns are addressed.	5	- Stakeholder survey - teacher survey - principal survey - principal question and answer sessions once a month
9.	The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy.	4	- Learner dispositions - Pit - Individual student/teacher conferences to go over results of formative tests - SEPs

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

English Language Learners
- Meet college- and career-ready standards;
- Participate in, and perform comparably to their never-EL peer in, the standard instructional program;
- Acces the same curricular and extracurricular opportunities as their never-EL peers; and
- Exit EL programs at appropriate rates

Element 6: English Language Learners			
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 Evident	**Level 2** Minimal	**Level 3** Effective	**Level 4** Highly Effective

Critical Indicators	Level	Lines of Evidence
1. ELs have comparable access to opportunities that prepare them for college and careers (e.g. higher-level courses, extra curricular activities, field trips, etc.) as their non-EL peers.	4	• There is no difference in opportunities between EL learners and their non-EL peers.
2. ELs are making progress toward achieving language proficiency within a reasonable period of time, as evidenced by multiple performance indicators.	3	• 51% of our EL students made at least .4 growth from last year measured by multiple indicators on the WIDA Access test
3. ELs are meeting exit criteria and being exited from EL programs within a reasonable period of time, as suggested by USBE.	3	•
4. ELs are receiving services until they achieve English proficiency and not exited from services based on time in the EL program or opted-out services.	3	• New to the Country program offered • Wonders EL offered • Students receive evidence based interventions after reading diagnostic screeners are administered
5. Classroom teachers have the resources, skills, and knowledge to address the needs of EL student in their classroom	3	• Wonders EL is available at every grade level • Monthly PD to support teachers in their development of skills and knowledge to address the needs to EL students
6. Content teachers are trained specific methodologies to provide EL students with meaningful access to the content	2	• Monthly PD to help EL students access curriculum

7. Ongoing professional development is provided, along with follow-up training, in order to prepare teachers to support ELs in the classroom	2	- Monthly PD to help EL students access curriculum - Teacher Learning Community (TLC) - A TLC is offered for any teachers who want to learn more about supporting EL students.
8. ELs are learning grade-level core content in addition to English language development	3	- Where our school has a high percentage of EL students, many strategies for English language development happen in their Tier 1 class - EL students are pulled for extra support based on their WIDA, and other diagnostic test scores - EL students are not pulled for additional English language development during their Tier 1 instruction
9. Communication between home and school, to the parents of EL students, is regular, two-way, and meaningful	4	- Regular newsletters are sent in both English and Spanish - Social media, including our website, are kept up to date - SEP Conferences - Other parent meetings as necessary - Parent Engagement activities

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

Parent Engagement is evident when stakeholders collaborate together in the following areas:
- Communication - Communication between home and school is regular, two-way, and meaningful.
- Student Learning - Parents play an integral role in assisting student learning
- Volunteering - Parents are welcome in the school, and their support and assistance are sought.
- School Decision-Making and Advocacy - Parents are full partners in the decisions that affect children and families.

<table>
<tr><td colspan="5" align="center">Element 7: Parent Engagement</td></tr>
<tr><td colspan="5">DIP 2 – Active Parental Engagement</td></tr>
<tr>
<td align="center">Level 1
Not Evident</td>
<td colspan="2" align="center">Level 2
Minimal</td>
<td align="center">Level 3
Effective</td>
<td align="center">Level 4
Highly Effective</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr>
<td colspan="2" align="center">Critical Indicators</td>
<td align="center">Level</td>
<td colspan="2" align="center">Lines of Evidence</td>
</tr>
<tr>
<td colspan="2">1. Educators are culturally responsive and reach out to families to build partnerships</td>
<td align="center">4</td>
<td colspan="2">

SEP Conferences
Parent Engagement activities (grade level and school wide)
Newsletters
Social Media
School Community Council
PTA meetings and activities
Monthly questions and answers with the principal
Infant Music and Storytime for preschool age children

</td>
</tr>
<tr>
<td colspan="2">2. All families feel welcome and respected at their child's school; Ensure that office staff greetings, signage near the entrances, and any other interaction with parents create a climate in which parents feel valued and welcome.</td>
<td align="center">4</td>
<td colspan="2">

Stakeholder survey indicates a welcoming feel to our school and that parents feel that their children are valued

</td>
</tr>
<tr>
<td colspan="2">3. Educators and family leaders jointly plan and lead family engagement activities</td>
<td align="center">4</td>
<td colspan="2">

Parent engagement activities (grade level and school wide) are held at least quarterly)
PTA sometimes is in charge of planning engagement activities with support from the school
The school sometimes is in charge of planning engagement activities with support from the PTA
There is a collaborative and great working relationship between the PTA and the school Admin team

</td>
</tr>
<tr>
<td colspan="2">4. Family engagement activities are aligned with district & school goals for student outcomes</td>
<td align="center">4</td>
<td colspan="2">

As soon as a need is determined by the school and parent team, activities are planned to build parent capacity

</td>
</tr>
<tr>
<td colspan="2">5. Families and educators engage in two-way communication about what students are learning at school</td>
<td align="center">4</td>
<td colspan="2">

SEP Conferences
School Community Council
PTA meetings

</td>
</tr>
</table>

6. Family engagement activities help families to provide support at home for learning	4	● Feedback from parents about parent engagement activities ● Activities are planned with a purpose
7. Include parents on all decision-making and advisory committees, and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where site governance bodies exist, give equal representation to parents.	4	● School Community Council ● Safe Routes has been revised ● Admin has been very transparent with budgets to parents and teachers ● Parents are taking an active role in deciding goals for future changes at Timpanogos ● We are working with BYU and parents to rebrand Timpanogos
8. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.	4	● Annual Title 1 Meeting ● Newsletters ● Social Media, including our website ● School Community Council ● PTA Meetings ● Monthly questions and answers with the principal
9. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.	3	● Parent Volunteer Fridays (walk in) ● Foster Grandparents

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

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, infrastructure, resource allocation)	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.