



FRANKLIN ELEMENTARY SCHOOL

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 Kimberli Hawkins	Facilitator Karen Hoffman	TI Coordinator Ta'Mera Masson
Teacher Marie Baird	Parent Judy Lee	Parent Tawn Henrie

SCHOOL DEMOGRAPHICS

Student Count (enter # of students)	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	35	52	59	60	43	58	53	55							
English Language Learners (enter # of students) **% of EL		11 21%	36 61%	30 50%	19 44%	32 55%	32 60%	28 51%							
Ethnicity (enter %)	<u>Caucasian</u> 36.6%		<u>African American</u> 2.2%		<u>Latino</u> 53.7%		<u>Asian</u> 1.5%		<u>Native American</u> 1.9%		<u>Pacific Islander</u> 2.7%		<u>Other</u> 0%		
Gender (enter %)	Male: 55%							Female: 45%							
Low Socio-Economic (enter %)	85%														

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	Our L.E.A.R.N.E.R.S. disposition is aligned with our school mission monthly focus on each letter, lesson bank created for teachers, books aligned to theme for the month to use in classroom PBIS & CW-fit		
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	Data spreadsheet (see attached file) is shared among all faculty and administration Friday PLC and collaboration using student data		
3. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school’s vision, mission, and values.		3	Our Title I, ELL, and Trust Land budgets are all aligned with our vision, mission, and values.		
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	L.E.A.R.N.E.R.S disposition lessons teach the values and high expectations to all students PBIS & CW-fit		
5. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.		3	Friday PLCs are used for data discussions and deep data dives, grade level data spreadsheet is shared and used during PLCs, SpEd, SST Academic & Behavior Meetings, and to discuss individual students		
6. Educational leaders develop licensed faculty’s 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.		3/2	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <u>Literacy</u> District District Grade Level Meetings, District Professional Development courses School Based Training Visible Learning in Literacy K-5, Dyad Training, Wonders Close reading (essential components), Wonders Training w/ELL focus, 95% Groups Multisyllabic training </td> <td style="vertical-align: top; width: 50%;"> <u>Math</u> District District Grade Level Meetings, District Professional Development courses School Based Training GoMath Training Math Talk Training </td> </tr> </table>	<u>Literacy</u> District District Grade Level Meetings, District Professional Development courses School Based Training Visible Learning in Literacy K-5, Dyad Training, Wonders Close reading (essential components), Wonders Training w/ELL focus, 95% Groups Multisyllabic training	<u>Math</u> District District Grade Level Meetings, District Professional Development courses School Based Training GoMath Training Math Talk Training
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		and instructional strategies, DIBELS training for new teachers and refresher for others
7. Educational leaders ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	3	All teachers and instructional assistants are Highly Qualified Isabel Gomes - Kindness Club, Hope Squad, Counseling, Parent & student support Family Liaison - Home visits for student support Attendance Tracker - helps create attendance plans, works with parents Accelerated Learning activities & curriculum taught by highly qualified instructional assistant
8. Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.	2	Dyad Reading Training by Erika Thomas Wonders Close reading (essential components) by Ruth Ann Snow Training with District Coach on Early Literacy strategies and 95% Group PD on Early Literacy skills in Wonders
9. Educational leaders demonstrate results in mathematics, and have acquired expertise in mathematics, and continue to stay current.	2	Training needed Math MTSS Pilot School - looking at needs, finding interventions/support

*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	Level 2	Level 3	Level 4	Level 5	Level 6
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Not Started	Exploration	Planning	Initial Implementation	Full Implementation	Innovation & Sustainability
Critical Indicators			Level	Lines of Evidence	
1. Staff implements strong and consistent schoolwide and classroom management routines, supports, and procedures.			6	School wide Falcon Expectations - taught & practiced through Tier 1 instruction, retaught when needed through Tier 2 and 3 instruction Falcon Notes - Falcon of the Month is chosen from each class that demonstrates the school wide expectations for that month. PBIS - Tier 2 & 3 courses are used for struggling students, CW-Fit implemented within all classroom, L.E.A.R.N.E.R.S. Dispositions	
2. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.			5	95% Group Screener - PASI, PSI for whole school Accelerated groups Hour intervention time built into schedule in addition to on hours of Tier One whole group and one hour of small group Big 5/Art Time Weekly PLC data dive to determine changes within intervention and extension groups	
3. Evidence-based curriculum and literacy instruction includes: <ul style="list-style-type: none"> ➤ explicit and systematic instruction, ➤ proper pacing, ➤ adequate challenge, and ➤ cognitive engagement strategies as demonstrated through planning, preparation, and observation. 			4	District pacing guide and curriculum map Priority 1 & 2 essentials identified Wonders Grade level planning time is provided for preparation/collaboration Accelerated groups in Language Arts State/District Training in Language Arts	
4. Evidence-based instructional materials (e.g., texts, resources), supports, and tasks are: <ul style="list-style-type: none"> ➤ appropriately challenging for all students, ➤ aligned with the learning intentions and content area standards, and ➤ culturally and academically relevant. 			5	REACH Training provided to teachers Intervention Materials - Wonders, Wonders EL, NatGeo, 95% Group, Imagine Learning Learning Target, Success Criteria, Performance of Understanding	
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			6	Master Schedule attached	

whole group and small group differentiated instruction and content integration, (e.g. math, science, social studies, fine arts, health).		
<p>6. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ➤ 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. 	4	<p>Data spreadsheets Tier 2 and Tier 3 times are built into the master schedule Intervention groups are determined based on student data and student needs Intervention Materials - Wonders, Wonders EL, WonderWorks, NatGeo, 95% Group, Imagine Learning</p>
<p>7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.</p>	4	<p>Success Chip - weekly goal setting & progress monitoring Reading goals - every 6 weeks Data Spreadsheet DIBELS Progress Monitoring</p>

*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.			6	School wide expectations - taught & practiced Behavior Flow Chart Referral system in place PBIS - Tier 2 & 3 courses are used for struggling students Falcon Notes! CW-Fit implemented within all classroom L.E.A.R.N.E.R.S. Dispositions	
2. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.			5	Accelerated groups Tier 2 & 3 intervention time built into schedule iXL for individualized instruction/practice Math Skills Groups	
3. Evidence-based curriculum and math instruction includes: <ul style="list-style-type: none"> ➤ explicit and systematic instruction, ➤ proper pacing, ➤ adequate challenge, and ➤ cognitive engagement strategies as demonstrated through planning, preparation, and observation. 			4	District pacing guide and curriculum map Priority 1 & 2 essentials identified GoMath Grade level planning time is provided for preparation/collaboration Accelerated groups in Math District Training in Math	

<p>4. Evidence-based instructional materials (e.g., texts, resources), supports, and tasks are:</p> <ul style="list-style-type: none"> ➤ appropriately challenging for all students, ➤ aligned with the learning intentions and content area standards, and ➤ culturally and academically relevant. 	4	REACH Training provided to teachers Interventions Learning Target, Success Criteria, Performance of Understanding Intervention Materials - pilot school this year
<p>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).</p>	6	See Master Schedule
<p>6. Educators systematically deliver Tier 2 (supplemental) and Tier 3 (individually-responsive) instruction, and are, in addition to core instruction, using strategies that are:</p> <ul style="list-style-type: none"> ➤ 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. 	4	Data spreadsheets Tier 2 and Tier 3 times are built into the master schedule Intervention groups are determined based on student data and student needs Intervention Materials - iXL, Pilot School this year
<p>7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.</p>	4	Success Chip - weekly goal setting & progress monitoring Data Spreadsheet iXL progress monitoring Imagine Learning (math skills) Data binders

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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.

Element 3: Assessment and Feedback

Alignment in DIP

DIP 1 – Active Learner

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					
Critical Indicators		Level	Lines of Evidence		
1. Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).		5	District assessment calendar, DIBELs benchmark & PMing, monthly STAR testing, common formative assessments within grade levels,		
2. Trained personnel administer diagnostic assessments.		5	<u>Literacy</u> Highly Qualified Teachers DIBELs trained KEEP trained Instructional Assistants are highly qualified and trained on 95% Group Screener	<u>Math</u> Highly Qualified Teachers	
3. Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.		5	<u>Literacy</u> PLCs	<u>Math</u> PLCs	
4. Trained teachers or personnel appropriately progress-monitor students.		5	<u>Literacy</u> DIBELs Progress Monitoring STAR - monthly assessment Common Assessments Skills Groups	<u>Math</u> Grade level Common Formative Assessment Exit tickets, Tier 1 reteach time Tier 2 & 3 time for math built into Master Schedule Skills Groups	

5. Assessments are aligned to learning intentions, success criteria, and grade level standards.	5	<u>Literacy</u> District Interim Assessment DIBELS benchmark & progress monitoring Grade Level Common Assessments Exit tickets Utah State Core See Curriculum Notebook	<u>Math</u> District Interim Assessment Grade Level Common Assessments Exit tickets Utah State Core See Curriculum Notebook
6. Teacher provide targeted feedback to students on their current level of growth and proficiency.	4	<u>Literacy</u> Data binders DIBELS Benchmark & Progress Monitoring data Teacher Clarity - Learning Targets, Success Criteria, Performance of Understanding Feedback	<u>Math</u> Data binders Teacher Clarity - Learning Targets, Success Criteria, Performance of Understanding Feedback
7. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	4	<u>Literacy</u> Teacher Clarity Micro-credential Learning Targets, Success Criteria, and Performance of Understanding	<u>Math</u> Teacher Clarity Micro-credential Learning Targets, Success Criteria, and Performance of Understanding

*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 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 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.		6	See Title I plan/SIP, EL plan, and Trust Land Plan,		
2. Professional learning aligns outcomes with performance standards for teachers and school administrators as describe in legislative code 53G-11-303		5	Teacher formative and summative evaluation process R257 law, District policies		
3. Professional learning focuses on the implementation of the Utah Core Standards across all content areas.		5	See Curriculum Notebook, District Pacing Guide		
4. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.		5	Teacher Feedback about Professional Development ObserverTab, District Survey for PD		
5. Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy & math.		5	5 District Professional Development Days - Wonders training, Dyad Training, Visible Learning PD, Multisyllabic training, EL training, 95% group training for Instructional Assistants and teachers, SPIRE training,		
6. Individuals and collaborative teams engage in targeted opportunities to receive literacy & math learning through observation, instructional coaching, peer mentoring, and teacher leaders.		4	Micro-credential teacher clarity classroom observations, Classroom visits with Coaches - within school and outside of school Franklin, new teacher training		
7. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.		4	See PLC agenda for Vertical alignment time Vertical and horizontal alignment time during Professional Development. District grade level meeting to align with other schools		

*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	New key locks, 15 cameras - 10 inside/5 outside, Visitor badges required, Staff ID worn at all times, Check in/out system in place School Wide expectation for behaviors and for emergency procedures - see school wide expectation for behavior and emergency procedures.		
2. Student work is aligned with the core standards and learning intentions and on display prominently throughout the building, in and outside of classrooms.		5	See photos attached See School Facebook, Instagram, Twitter page Work displayed in hallway		
3. Collective teacher efficacy and high morale support student learning.		5	Teacher turnover rate is at a school low, Open-door and open communication policy allows teachers to find what is best for student Grade Level Leaders provide input during monthly meetings		
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.		5	Students are held to the same high expectations in every classroom - see school wide expectations Intervention and extension groups are provided for students regardless of their Socio Economic Status		
5. Faculty and students exhibit a growth mindset to support the development of grit and perseverance.		5	L.E.A.R.N.E.R.S dispositions & Learning Pit Growth Mindset taught to students and reinforced throughout the year		
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	SEPs, IEPs, teacher phone calls home, Standards Reports, DIBELS & WIDA Access scores, classroom communication programs - Dojo, Remind, etc.		
7. School meaningfully engages stakeholders, communicate student literacy goals, and collaborate to meet desire outcomes.		5	Data Presentation at Meet the Teacher Night Community Council/PTA meetings Stakeholder input survey SEPs		
8. Gather stakeholder input on school climate, and perceptions and concerns are addressed.		5	Community Council/PTA meetings, annual end of year Teacher input, student surveys		

9. The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy.	5	Parent and Student compact, L.E.A.R.N.E.R disposition, SEPs, IEPs, Success Chips
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**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.

