Sunset View Elementary

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.

Principal	Facilitator	TI Coordinator
Chris Chilcoat	LeeAnn Parker	Lance Vandermark
Teacher	**Teacher**	**Teacher**
Sepi Ika	Diane Southwick	Heather Hollman
Carrie Crowe	Taylor Kinsey	Stephanie Merris
Parent	**Parent**	**Parent**
Mandy Young	Tammy Hopkins	Mindy Plagge
Gerberta Black	Roni Cummings	

SCHOOL DEMOGRAPHICS

	PreK	K	1	2	3	4	5	6	Total
Student Count (enter # of students)	35	77	70	67	76	98	92	100	615
English Language Learners (enter # of students) 28% EL	TBT	13 students 17%	18 students 26%	20 students 30%	25 students 33%	27 students 28%	34 students 37%	35 students 35%	172 students 28%

Ethnicity	Caucasian 50%	African American 1%	Latino 39%	Asian 1%	Native American 1%	Pacific Islander 7%	Other 1%
Gender	Male: 52%	Female: 48%					
Low Socio-Economic	68%						

Are you a TSI School? <u>X</u> Yes _____ No

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

SPED

ELL

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	- **First Grade (NWF, Accuracy, Fluency)** - **Second Grade (Accuracy)** - **Fourth, Fifth, and Sixth Grade (DAZE)**	- **Fewer students in red and yellow at EOY as compared to BOY** - **Fewer students below and well below benchmark who are also below typical and well below typical growth**
DIBELS (Acadience) Progress/POP	- **Kindergarten** - **First Grade**	- **70% of students will make typical or above growth between BOY and MOY** - **Increase current Growth by 10%**
RISE ELA Proficiency/Growth	- **TBA**	
RISE MA Proficiency/Growth	- **We observed growth from grade level to grade levels 3rd-5th; 6th grade went down 2%**	- **Maintain growth of 3% this year**
RISE SCI Proficiency/Growth	- **We observed growth from grade level to grade levels 4th-6th**	- **Maintain growth of 3% this year**
ACCESS for ELs • Proficiency • Growth • Students who reached proficiency	- **We observed 14 students not make growth this year**	- **90% of our students will make growth** - **Identify all factors for students who were not making growth and make a plan for each student**
Stakeholder Survey Use school/district survey results to determine needs for parent engagement/student needs	- **We observed parents not feeling as though their child was having their success recognized** - **Data shows students not seeing that their peers are treating each other well**	- **We will recognize students for their success at school on a more regular basis with SOAR cards and school-to-home communication/post cards** - **We will use SOAR SQUAD to help teach students how to treat others with respect and recognise that behavior with school wide efforts**

EL • Evaluate students who met proficiency • Evaluate enrollment in AP/gifted/choice programs; Special Education • Evaluate grades in content areas/standard reports • Evaluate exit rates • Evaluate attendance, mobility, suspension rates	- **Overlap of SPED and EL designation** - **Identify students needing help/support to make it to school regularly**	- **Coordinate services** - **Reevaluate IEPs and declassify where needed** - **Use CICO with students**
Optional (please list school specific assessment data as needed)		

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.	4	SOAR; Recognition Assembly, Stakeholder Feedback	
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	DIBELS data; Behavior data; SAGE data; Team PLC discussions; Data collection and discussion each term *Leadership will focus on individual needs/data	
3. Educational leaders seek, acquire, and manage fiscal, physical, and other resources to support the school's vision, mission, and values.	4	Admin provides money for field trips for grade levels, for teacher planning days during the school year as well as during summer, for teacher supplies and books, to pay for trainings, for subs for DIBELS testing days, and for 95% groups materials	
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	Using GoMath and Wonders curriculum, 95% group and SPIRE in interventions, DIBELS *Increase expectations/rigor level	
5. Educational leaders build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.	3	Data boards, PBIS, PLC's, TLC's	
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	Literacy Grade-level meetings, PLC, Book studies, Schoolwide PD, TLC, State Grant - Assessment Capable Learners	Math Grade-level meetings, PLC, Book studies, Schoolwide PD, TLC
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	Collaborative staff; PLC time for all grade levels; Shared planning time across grade levels	
8. Educational leaders demonstrate results in early literacy outcomes, have acquired expertise in early literacy, and continue to stay current.	3	Professional Development for 95% Group Training, Wonders Trainings	
9. Educational leaders demonstrate results in mathematics, and have acquired expertise in mathematics, and continue to stay current.	3	GoMath Trainings, Math Interventions	

*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	SOAR classroom expectations; office referral forms
2. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	3	EL training for Wonders; After School Program at our school next year *See SAGE and DIBELS data
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.	4	Grade level pacing guides; District pacing guides; Wonders program; School wide use of learning targets and success criteria, Increased Expectations/Rigor
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	Wonders reading program, Common District Assessments for Wonders
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	Built in to our daily schedule for each grade level *See school 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	5	Determined by teachers at weekly PLC; Some classes rotate while some stay with their teacher; Tier time built into the schedule; Programs used include Quickreads, WonderWorks,ELL Wonders. 95% Group, and Spire

➢ aligned to student needs, ➢ monitored, and ➢ of sufficient intensity and duration to ensure student growth that closes the achievement gap.			*See tiered time in schoolwide schedule
7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	3		Pathways of Progress in DIBELS (PD needed); Shared grade level goal, Assessment Capable Learners *Explore Student Data Binders *See goals in school vision statement

*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	SOAR classroom expectations; office referral forms
2. Educators tailor instruction, interventions, and extensions to meet the needs of each student based on data.	3	GoMath differentiated resources; After School Program at our school next year *Increased Expectations/Rigor *See SAGE Data
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	Grade level pacing guides; District pacing guides; GoMath program; School wide use of learning targets and success criteria; Working on DOK 3 and 4 questioning and multi-step problems
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	GoMath program; Learning targets and success criteria; ELL strategies in GoMath; Incorporation of Math/Science with STEM
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	Built in to our daily schedule for each grade level; 75 minutes of math *See school 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,	4	Determined by teachers at weekly PLC; Some classes rotate while some stay with their teacher; Tier time built into the schedule; GoMath resource; We are piloting a new math intervention program

➢ driven by student data ➢ aligned to student needs, ➢ monitored, and ➢ of sufficient intensity and duration to ensure student growth that closes the achievement gap.		*See tiered time in schoolwide schedule
7. Students demonstrate ownership of their learning through analyzing work, setting goals, and monitoring their progress.	3	Math SLO for each grade level; Time table goals; Focus on decimals and fractions

*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.

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		Level	Lines of Evidence	
1.	Teachers follow a comprehensive assessment plan (administer a variety of assessments at regular intervals).	5	Teachers assess and progress monitor on DIBELS; More training and consistency with progress monitoring and training new teachers; GoMath and Wonders assessments are weekly or at the end of each chapter/module; Teachers can edit assessments to align them to student needs, District Wonders and GoMath Assessments	
2.	Trained personnel administer diagnostic assessments.	4	Literacy Teachers administer DIBELS and diagnostics for 95%, Grade-level common assessments	Math Teachers administer the pre-test for GoMath, Grade-level common assessments
3.	Teachers collaborate frequently to analyze assessment data to guide planning, preparation, lesson delivery, and intervention/extension.	5	Literacy PLC time each Friday; Focus on teacher use of data to drive T1/2/3 instruction; Communication between teachers, intervention lab, and SPED	Math PLC time each Friday; Focus on teacher use of data to drive T1/2/3 instruction; Communication between teachers, intervention lab, and SPED
4.	Trained teachers or personnel appropriately progress-monitor students.	4	Literacy DIBELS progress monitor and Wonders assessments administered by teachers, paras, or SPED	Math GoMath assessments administered by teachers, paras, or SPED *See fidelity data
5.	Assessments are aligned to learning intentions, success criteria, and grade level standards.	5	Literacy Common formative assessments; Data discussions in weekly PLCs;	Math Common formative assessments; Data discussions in weekly PLCs; Use of GoMath assessments; aligned to district pacing guides

		Use of Wonders assessments; aligned to district pacing guides *create learning trajectories for all standards this year	
6. Teacher provide targeted feedback to students on their current level of growth and proficiency.	4	Goal setting with DIBELS/feedback after PM; Feedback on DIBELS; Feedback from Wonders assessments	Feedback from GoMath assessments and exit tickets/formative assessments from daily lessons
7. Educators engage students in monitoring and assessing their own learning in relation to the success criteria.	4	Use of success criteria in class	Use of success criteria in class

*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.	5	Monthly leadership meetings; School Community Council; Teacher PLC; Parent Councils/Parent Action Team
2. Professional learning aligns outcomes with performance standards for teachers and school administrators as described in legislative code 53G-11-303	4	ObserverTab; Improve the feedback given to teachers; Formative evaluations
3. Professional learning focuses on the implementation of the Utah Core Standards across all content areas.	4	Teacher PLCs; Grade Level PLCs; Site-based training/meetings *Learning Trajectories
4. Professional learning developers use a variety of sources of student, educator, and system data to plan, assess, and evaluate professional learning.	3	Strategic use of MOY data to set goals; DIBELS trainings as a result of MOY data
5. Leaders provide teachers and paraprofessionals with training and support in implementing evidence-based curriculum programs and assessments for literacy & math.	4	We do well with ELA using 95% Group; Provide training for new staff/paras throughout the year; have paras partner with teachers to learn programs Train teachers on GoMath components
6. Individuals and collaborative teams engage in targeted opportunities to receive literacy & math learning through observation, instructional coaching, peer mentoring, and teacher leaders.	5	Class observation;Teacher Clarity Playbook, PLC+; School PLC conversations; Coaches brought in for grade levels; Badges and Edivate trainings; Team-time collaboration, Peer observations and video reflections
7. Professional learning opportunities provide time to develop coherent curriculum, which is horizontally and vertically aligned through a collaborative team process.	4	We will create a school-wide priorities aligned to district scope and sequence for Math and ELA; Align district scope and sequence for ELA with school priorities

*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	Kindness Club; Chris Bringhurst social skills classes (Social Worker); PBIS implementation; Weekly at-risk meetings; SOAR; SOAR Squad next year
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	Work displayed changes throughout the year; International Night projects; Art work displayed as it is produced, Brag Boards in the entrance to the scool
3. Collective teacher efficacy and high morale support student learning.	5	PBIS, SOAR
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	School vision statement; Parent events/support; Use of rigorous learning targets aligned to grade level core content
5. Faculty and students exhibit a growth mindset to support the development of grit and perseverance.	4	Teachers are focusing on mindset; Students are still working on mindset and applying effort to all they do; 85% of behavior issues last year were 'Avoidance of Task'; Focus on student goals and setting student goals next 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.	4	Standards reports sent home quarterly; SPED reports sent home quarterly; DIBELS home connection
7. School meaningfully engages stakeholders, communicate student literacy goals, and collaborate to meet desire outcomes.	5	PTC, Breakfast with the Principal, Grade-Level parent activities, SCC, PTA
8. Gather stakeholder input on school climate, and perceptions and concerns are addressed.	5	Climate survey to staff and parents; Promote district surveys in Principal's weekly email; Request for parent attendance at informational class sent in the online survey; Create a parent help survey to get more parents to attend the informative class
9. The school community promotes student development of self-regulation skills, such as setting and monitoring goals, perseverance, and self-efficacy.	5	SOAR expectation; PBIS implementation; School vision statement

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

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 never-EL peers.	3	CAS, Differentiated instruction, Tier ⅔, equal access to grade level field trips
2. ELs are making progress toward achieving language proficiency within a reasonable period of time, as evidenced by multiple performance indicators.	3	only 14 not making progress on WIDA ACCESS
3. ELs are meeting exit criteria and being exited from EL programs within a reasonable period of time, as suggested by USBE.	2	12 students scored 5+ on WIDA ACCESS
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	Services are provided to students whose scores indicate a need
5. Classroom teachers have the resources, skills, and knowledge to address the needs of EL student in their classroom	2	Provide better PD on ELL Strategies to use during T1 instruction
6. Content teachers are trained specific methodologies to provide EL students with meaningful access to the content	2	Provide better PD on ELL Strategies to use during T1 instruction
7. Ongoing professional development is provided, along with follow-up training, in order to prepare teachers to support ELs in the classroom	2	Provide better PD on ELL Strategies to use during T1 instruction, Wonders and GoMath EL Resources
8. ELs are learning grade-level core content in addition to English language development	2	EL Students are not pulled during T1 instruction

9. Communication between home and school, to the parents of EL students, is regular, two-way, and meaningful	2	Weekly emails sent home by administration, Teacher newsletters, Class Dojo

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

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.

Element 7: Parent Engagement			
DIP 2 – Active Parental Engagement			
Level 1 Not Evident	**Level 2** Minimal	**Level 3** Effective	**Level 4** Highly Effective

Critical Indicators	Level	Lines of Evidence	
1. Educators are culturally responsive and reach out to families to build partnerships	2	Boulders BBQ, Materials sent home in different languages	
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.	3	Stakeholder Survey shows 91% of parents feel this way	
3. Educators and family leaders jointly plan and lead family engagement activities	3	SCC, PTA, PEC	
4. Family engagement activities are aligned with district & school goals for student outcomes	2	Parents work with students to create goals, Teachers create activities for reading a math that parents can do at home	
5. Families and educators engage in two-way communication about what students are learning at school	3	PTCs 92% attendance	
6. Family engagement activities help families to provide support at home for learning	2	Bring your Parent to School Day, this year we are working towards strategies parents can use to help their students in reading or math.	
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.	2	PTA, SCC, work on minority representation, Breakfast with the Principal	
8. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.	3	PEC, parent dictionary, Parent handbook,	
9. Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.	3	Parents are invited to volunteer and are used frequently	

*Level 1-2 = 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, 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.