



## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 29 Elementary schools (includes K-8)
  - 8 Middle/Junior high schools
  - 7 High schools
  - 2 K-12 schools
- 46 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	37	39	76
<b>1</b>	51	37	88
<b>2</b>	46	36	82
<b>3</b>	63	41	104
<b>4</b>	44	57	101
<b>5</b>	49	45	94
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	290	255	545

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 6 % Asian
  - 1 % Black or African American
  - 11 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 75 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 13%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1, 2016	545
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 5 %  
29 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Tamil, Arabic, Polish, Hebrew, Telugu, Korean, Kinyarwanda, Chinese, Vietnamese, Portuguese, German

7. Students eligible for free/reduced-priced meals: 30 %  
Total number students who qualify: 163

8. Students receiving special education services: 7 %  
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>2</u> Developmentally Delayed | <u>11</u> Specific Learning Disability         |
| <u>3</u> Emotional Disturbance   | <u>17</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The Peruvian Park Elementary school community empowers students to build their own success by developing and nurturing character, confidence, and academics. Students set, monitor, and achieve goals with the support of staff, families, and patrons.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Peruvian Park Elementary is a neighborhood school which also houses part of Canyons School District's elementary gifted/talented program. These students comprise approximately 34% of the total student population, with 66% of the population being general education students. Students were identified for the gifted/talented program using CogAT and Iowa assessments. Students scoring in or above the 93 percentile on CogAT with well above average scores on the Iowa assessment are offered placement in the SALTA gifted/talented program.

## **PART III – SUMMARY**

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Peruvian Park Elementary is nestled among the Wasatch Mountains in Sandy, Utah. Our school community is proud of our highly varied population of 545 students in kindergarten through fifth grade. We provide two separate academic programs within our school – a general education program for neighborhood students and a gifted/talented magnet program. We celebrate individual strengths and progress as a community with a visible dedication to valuing all students as an integral component of our school vision. Students are the stars at Peruvian Park Elementary, and this is evident when you first step into the building. The Panther Pride board features pictures of students recognized for outstanding citizenship and demonstration of school expectations. The Goal Getter board is filled with student photos and individual goal-met cards. The Panther Art Gallery displays rotating original student art throughout the year. Although Peruvian Park houses two distinct learning programs within our school, students and staff support a “one school – one mission” philosophy. We empower students to build their own success through character, confidence, and academics. All students in the school identify individual learning goals, track progress, and celebrate success with each other.

The majority of our students arrive from local neighborhoods of working class families and engage in the rigorous standards-based curriculum outlined by Canyons School District. Although the school’s overall free-reduced lunch rate is 29.9%, this general education population exceeds a 40% free-reduced lunch rate. Our school also houses a portion of the district’s gifted/talented magnet program, SALTA, which comprises approximately 34% of our student body. These students engage in a compacted standard curriculum and move beyond through complex extended and supplemental learning opportunities.

For several years, the general education population was statistically “hidden” behind the high achievement data of the students in the gifted/talented program. Four years ago under the direction of new leadership, a dedicated staff, an involved community, and an energized student population accepted the challenge to disaggregate data by learning program (general education/gifted talented), analyze individual needs, design appropriate curriculum, set high goals for all students, and celebrate achievements together as one school. With high expectations and perseverance, the general education classes have doubled the percentage of students achieving proficiency on state exams. Students in the SALTA gifted program now strive to reach 100% highly proficient rates on state exams with two-thirds of the classes already achieving this goal in math last year.

Our staff believes in an “all hands on deck” approach to building student success and confidence, and we support that philosophy by employing shared responsibility as school climate architects. We believe that we are collectively accountable for creating an environment in which students can succeed academically and emotionally. It is not unusual to see the custodian notice a child with a box of unfinished valentines and sit down with him to complete them at breakfast before the morning bell rings. A teacher from the gifted and talented program readily shares strategies and resources with a teacher in the neighborhood program to assist her in meeting the needs of an accelerated student. Office staff, assistants, and facilities personnel support students as mentors throughout the day. The Building Leadership Team regularly creates and monitors school initiatives designed to bolster emotional support and build social skills.

As this nurturing learning environment is created and maintained, instructional staff actively engage students in learning tasks based on state standards. We implement a multi-tiered system of supports framework grounded in high quality academic/behavioral instruction and intervention, data-based decision making, and team-based problem solving. Teachers and all paraprofessionals receive intensive training in research-based instruction and are supported by the principal and instructional coaches. We work as a cohesive unit to carefully monitor individual student progress and find the best resources in the building to provide necessary interventions.

The orchestration of these essential components makes Peruvian Park an exceptional community. We put students first, strive to build an optimal learning environment, continue to learn as professionals, are committed to a strong relationship with parents, and implement high-yielding practices that best meet the needs of the unique learners at our school.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Peruvian Park Elementary is committed to delivering the Utah State Core Curriculum through educational practices that are based on evidence from educational research and are most likely to result in student success. We engage in planning, instructing, and assessing techniques based on strategies that are most impactful. Our instructional content is aligned with the Utah Core Standards and follows the Canyons School District Curriculum Map. This allows us to provide effective connections between concepts, skills, standards, curriculum, and assessments which ensure equitable access to the core standards for all students. Teachers, achievement coaches, and administration collaborate regularly to establish teacher clarity that allows clear communication of learning intentions and success criteria on both a daily and long-term basis. This fosters dialogue and data analysis to provide a scaffolded classroom where students are given appropriate support towards mastery of Utah Core Standards.

#### Reading/English Language Arts

In order to achieve language arts standards, students at Peruvian Park are actively engaged in learning tasks to comprehend increasingly complex texts while integrating writing, speaking/listening, and foundational skills. Early learners build phonological awareness, phonetic skills, fluency, and vocabulary. Older students build on this foundation and apply close reading strategies to target standards. Identified writing standards are integrated to build writing skills, assess comprehension and vocabulary, and measure intended learning outcomes. Scaffolding and WIDA Can Do Descriptors are purposefully planned to support all learners. Our instructional coaches provide training, resources, and support to target Tier II language arts interventions when data indicates an identified student need.

#### Mathematics

Peruvian Park students learn essential math content, concepts, and applications based on the Utah Core Standards of numbers, operations, algebraic thinking, measurement, data, and geometry in a planned progression from the primary to upper grades. Instruction also emphasizes daily interaction with the math practice standards that develops habits of mathematical thinking. Our teachers implement NCTM math teaching practices that build conceptual understanding leading to fluency with procedures, mathematical reasoning, and problem solving. Students are asked to explain their thinking, justify their reasoning, and make connections with varying approaches to solve a problem. Students in the gifted and talented program also participate in a compacted core and extended/supplemental programs that deepen understanding, foster inquiry, and engage students in critical thinking.

#### Science

The science curriculum at Peruvian Park is designed to provide students the opportunity to achieve mastery of the Utah Science Core Standards through hands-on exploration, inquiry, and connections. Teachers work in grade level and vertical teams to implement meaningful learning tasks that guide students to engage in science content, think scientifically, and communicate effectively about scientific content and thinking. Language arts state standards in reading informational text and writing are regularly integrated into the science curriculum as part of the school's interdisciplinary focus.

#### Social Studies/History/Civic Learning

The social studies curriculum in kindergarten through second grade focuses on expanding social themes from self to community. Students are also introduced to citizenship, geography, culture and financial literacy. Students in third through fifth grade engage in learning tasks geared to expand content knowledge and make connections. The curriculum moves students from understanding local culture, geography, and community to that of Utah specific content and finally to a study of the United States. Teachers design lessons based on the Canyons School District model of integrated social studies lessons where students begin with a content story or historical event and move through building background about the content using documents, texts, and interactive notebooks.

Students from kindergarten to fifth grade also learn basic concepts of economics and business through the

Junior Achievement Program implemented by parent volunteers. Connections are made between education and skills necessary in the workplace. The learning tasks build on concepts from the preceding grade to build real-life connections. The culmination of the Junior Achievement Program is an annual visit to Junior Achievement Biz Town for fifth grade students where they make connections between lessons learned at school and skills needed beyond graduation.

## **2. Other Curriculum Areas:**

All students at Peruvian Park participate in weekly Brain Booster classes where they discover and actively participate in learning tasks in visual arts, music, media, and Playworks/physical education.

### **The Arts**

The arts program at Peruvian Park is robust and provides all students the opportunity to learn about and interact with many mediums. Students learn art by making art. Line, shape, form, values, color, texture, and space are elements that students explore, experience, and understand as a foundation to produce art weekly. They combine this knowledge with the principles of art to produce balance, proportion, and movement. A study of notable artists and their techniques is woven within lessons to give students a historical perspective of art. Student creations based on art principles and/or the works of Mondrian, O'Keeffe, Monet and others are always on display in the Panther Art Gallery.

The music curriculum is organized around the elements of music including pitch, rhythm, melody, harmony, timbre dynamics and textures and is aligned with the Utah Core music standards. Students listen, sing, play, and create music. The learning spirals through a single year as well as across grade levels as the content becomes more complex. The works of prominent musicians are also introduced and connections are made with literature. Our school choir for first through fifth grade students and orchestra for fourth and fifth grade students also present opportunities for students to perform for their peers and families. School assemblies throughout the year are selected to promote an appreciation of the arts and include performances by Ballet West and A.R.T.S. Inc.

### **Physical Education**

Physical education national standards are embedded within our Playworks class game time. Students stay active while learning social and emotional skills in weekly classes directed by our Playworks coach. Instruction is designed to engage students physically while promoting safety, engagement, and student empowerment. These skills transfer to recess time and have increased physical activity. Productive inclusive play has also resulted in a significant decrease in office referrals during recess. Students in the fourth and fifth grade assume junior coach leadership positions and support younger students in active play at recess.

### **Library/Media/Technology**

Students participate in a weekly library/media class that supports learning throughout the school and develops a culture that promotes a love of reading and an acquisition of knowledge. Students participate in varied opportunities including learning through stories, small group activities, and independent work. The media teacher uses materials containing a wide range of information on issues, so that students develop the practice of critical reading and thinking. Lessons correlate with the school's curriculum and provide collections of materials for classroom use. Peruvian Park's library experience provides a safe haven for all students to think, create, share, and grow.

All grades use technology to help students acquire essential skills and knowledge. Technology is integrated through all subjects. Teachers plan the use of technology and software that support core standards. Electronic research, shared writing documents, and presentation tools allow students to collaborate while learning. The educational technology teacher provides guidance to ensure that school technology is used to maximize learning throughout the school.

## **3. Instructional Methods, Interventions, and Assessments:**

Purposeful planning, effective instruction and careful analysis of targeted assessments are expected in all classrooms to increase student engagement and facilitate learning. Peruvian Park emphasizes strong tier one

instruction based on our Multi-Tiered Systems of Supports Framework (MTSS). We implement evidenced-based instructional priorities for both academics and behavior. This begins with purposeful planning to establish clear learning intentions and identified success criteria. Explicit instruction and meaningful high-quality engagement tasks are implemented to maximize the impact of instruction on student learning. Reading, language and math software is used to bolster identified skills and concepts.

Tier II interventions focus on specific skill-based instruction identified from formal and informal assessments and provide scaffolds to meet the needs of students who demonstrate below expected growth, as well as those needing extended learning opportunities. Administration and instructional coaches train teachers and observe skill-based instruction to support teachers and ensure high quality instruction. School funding is dedicated to providing reading and math interventionists to build an added layer of instructional service for identified students. Student intervention plans are used to closely track students of concern and carefully monitor the impact of the intervention, analyze progress, and revise plans as needed.

Professional Learning Communities (PLC) are the heart of our collaborative approach to monitoring the connection between instructional strategies and student growth. Teachers, instructional coaches, and the principal work together three times monthly to analyze grade level and individual data to measure the effectiveness of instruction on student progress. The team creates targeted action plans to improve skills of below and above grade level performing students. These data-based decisions are taken back to the classroom and implemented. One PLC meeting per month is dedicated to teacher-determined grade level professional development. Teams employ backward-design planning and unpack standards to ensure that all teachers understand the depth and complexity required of the core standards. This understanding allows for learning tasks to be planned that engage students in acquiring and practicing skills at rigorous levels. Cognitive rigor is a lens teachers use to plan instruction and assessments.

Peruvian Park places a strong emphasis on assessment, both formative and summative. Professional development and administrative feedback enhance informal daily checks for understanding at our school. Observations show extensive use of exit tickets, quick writes, mastery checklists and teacher notes as daily checks of student understanding. DIBELS assessment indicators are used to progress monitor students and guide instructional decisions prior to benchmark assessments. The Reading Inventory assessment is used five times per year to track comprehension and vocabulary development for our students in the gifted/talented program in first through fifth grade. It is also administered to our neighborhood fourth and fifth grader students to track growth. We administer district-wide standard-based assessments in math and language arts during the year to track progress towards mastery of state standards as measured in the spring using the state assessment tool, SAGE. This balance of informal checks for understanding and high quality formal assessments allows our school to see the impact of our instruction on all students throughout the year.

When we analyzed data, an achievement gap was most noticeable for students with disabilities. We created a new professional learning community with the instructional coaches and the special education teacher. The coach was able to act as a liaison between the students' general education instruction and the specialized instruction in the resource classroom. The team worked together to analyze data, define the most impactful instruction, monitor progress regularly, and track growth on state standards and IEP goals. In the last three years, students with disabilities have increased proficiency levels by 12% in math and 21% in reading.

As a high performing school, we focus on long-term goals. In our School Improvement Plan, we established goals to be attained in three years. We then determined incremental annual goals to track progress and keep students moving forward at all levels. These goals are supported with clear plans for professional development that target the priorities in our district MTSS framework, coaching supports for all teachers, and instructional expectations that will be present in all classrooms.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Interviews for every new staff member at Peruvian Park include this statement: “We believe that the attitude and actions of the adults in the building determines the foundation for the school climate. What characteristics do you possess that can contribute to our positive school climate?” We believe that by expecting every staff member to establish a nurturing environment for our students, each individual child can make progress and achieve his or her goals.

The positive tone of Peruvian Park Elementary begins at the first bell. All teachers meet students at their outside line-up spot to greet them and start the day. We know that students who are actively engaged in meaningful learning tasks, monitor their own progress, and experience authentic success are more highly motivated and successful in meeting their goals. Teachers use instructional strategies to maximize student participation and student direction to drive motivation. Each child tracks his or her own progress toward individualized goals, then celebrates with the entire school community by placing his or her “Goal Getter” card and picture in the front foyer of the school.

A consistent system of expectations based on Positive Behavior Interventions and Supports was created by the Building Leadership Team and implemented by all staff to facilitate a community of respect and acceptance. Embedded in this plan are school-wide and classroom behavior expectations as well as a school-wide recognition system, Panther Pride. Students earn pride tickets for demonstrating respect, responsibility, and safety. Weekly drawings are held in every classroom to honor students for contributing to a positive environment. School-wide conflict resolution and bullying prevention skills are embedded in classroom discussions to build real life emotional and social skills. Students have risen to the challenge to work with a peer to solve a problem or step forward as an “upstander” rather than a bystander to bullying.

Building relationships is essential in a school to provide a place where all teachers feel valued and a part of a community. Our teachers meet weekly with their teams to discuss ideas, plan, and collaborate with one another to not only meet the needs of their students, but also develop a sense of camaraderie. Within the weekly newsletter to staff members, the first section is dedicated to highlighting innovative and engaging projects, jobs well done, and tasks our teachers and staff engage in to help build our school community.

### 2. Engaging Families and Community:

A strong engaged school community is a vital link in building school success. Peruvian Park Elementary believes that informed families are families that become actively engaged in the learning process. Every faculty member has committed to sending parents and guardians a weekly communication that includes instructional goals for the week, updates on class activities or events, and class specific goals. The principal also sends a school-wide email each Monday morning to keep parents in the loop and involved in school activities, goals, and achievements. School and teacher websites are updated regularly. The school Goal Getter program is designed to keep students and families informed of individual goals and progress. We ask families to check-in frequently with their child on current goals, then celebrate together when the Goal Getter certificate and picture are brought home upon achievement of the goal.

The year begins with a Panthers and Popsicles event a few days prior to school beginning. At this event, students meet their teacher and see their classroom which allows students to feel welcome, alleviate anxiety, and become excited for the new school year. Families are invited to the school to see their students excel at performance and academically-based presentations. The gymnasium is filled to capacity when the community attends winter and spring choir and orchestra concerts. As we increased our focus on academic progress over the last few years, we initiated academic presentations to connect families to the learning happening within the classrooms. Parents, grandparents, and friends enjoy the family presentations like the third grade Simple Machine Fair, fourth grade Science Spectacular, and the fifth grade History Wax Museum.

Thanks to the partnership between the school and the Parent Teacher Association, we offer many family events throughout the year. Family Literacy and the Arts evening is a community celebration of reading, the arts, and family opportunities to share time together at the school. The number of parents that volunteer to teach students about their careers on Career Tool Day exceeds the number of slots available for presentations. Classroom volunteers visit classrooms every day to work with students or help teachers. Parents, families, and community stakeholders are always welcome at Peruvian Park.

Students from all grades serve the community through school service projects that benefit youth in our own area and the Salt Lake Valley. The Panthers have collected and delivered donations to the Road Home which provides emergency shelter and programs for families and individuals to step out of homelessness. Student and PTA led drives have collected coats, hats, and supplies for refugee families and toys and books for Primary Children's Hospital.

### **3. Professional Development:**

Peruvian Park is committed to seeking, planning, and participating in effective professional development. We focus on PD that is timely, targeted to a specific need or content, based on research, and follows a model for monitoring implementation. We use a three-prong approach to determining professional development -- whole faculty, individual, and district guided. This approach allows us to build the capacity of a staff with varying skill sets to provide effective instruction and implementation of Utah Core Standards in all classrooms. The Building Leadership Team and instructional leaders develop a plan of professional development as part of our annual school improvement plan process. The plan is based on student data, classroom observations, current instructional practices, individual or group needs, and district initiatives.

One faculty meeting per month is dedicated to professional development determined by observation data, teacher need, behavioral data, or teacher request. These learning opportunities balance professional growth in instructional strategies, behavioral supports, and technology applications that support learning. During these times, teachers also present instructional approaches they are implementing that are yielding high levels of growth and progress.

The instructional coach guides and implements additional targeted professional development on an individual basis or in small groups with follow up through individual coaching cycles. Monthly professional learning opportunities are offered for teachers within their first three years of teaching.

Faculty members frequently attend self-selected Canyons School District professional learning opportunities for administrators, coaches, and teachers as a crucial aspect of learning what practices most impact student outcomes. These include HYPE classes (high-yielding practices for educators) targeting academic and behavioral strategies and endorsement opportunities in reading, math, ESL and gifted/talented.

### **4. School Leadership:**

Four years ago, Peruvian Park recognized that student achievement was well below expected levels and stagnant. In order to make significant progress, we knew that building leadership capacity through multiple avenues would be critical to increase student achievement. As a staff, we committed ourselves to work collaboratively and recognize a shared leadership philosophy.

The principal and instructional coaches serve as the leaders of the primary instructional team in the building to maintain a school-wide perspective. As our journey to increase student achievement began, this team analyzed current and historical data to determine the progress and achievement of students in both learning programs housed at Peruvian Park, the general education program and the gifted/talented program. After identifying specific discrepancies in both programs, this team defined clear academic and behavioral goals, determined specific instructional strategies to pursue, and outlined appropriate data analysis and action planning protocols to increase student achievement. The instructional team recognized the expertise and experience of the teaching staff and implemented a plan to build leadership at every grade level and

determine a school-wide vision.

The BLT, Building Leadership Team, is a critical part of our school's leadership. In this title, "building" is not a noun. It is a verb that demonstrates our commitment to creating leaders within our staff. The BLT meets at least monthly as a group to analyze and problem-solve the academic, behavioral, and emotional status within the school and develop solutions that are consistent across the school. The real impact of this group is the leadership they provide within their own grade level teams to identify specific needs, find resources, and develop strategies to meet the needs of individual students within their grade.

The School Community Council, SCC, is a group of parents and educators who work together make our school more successful. The council is an advisory board that reviews school data and programs and monitors school progress on a regular basis. It then recommends plans for use of additional school funding to support the school in the area of greatest need. The SCC has repeatedly recommended dedicating resources to provide targeted interventions for students below benchmark. This has been an essential component in the tremendous growth of student achievement at Peruvian Park.

Students as well as adults are leaders at Peruvian Park. Fourth and fifth grade students serve on the Playworks Junior Coach Leadership team. These students encourage those in younger grades to work together to learn games, play fairly and resolve conflict in a positive way during recess. They serve as role models on the playground. Older students also take on leadership roles as they work as mentor buddies to kindergarten students. They attend weekly sessions and mentor the younger students in targeted literacy areas.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The most instrumental practice in building success at Peruvian Park is the commitment of the school community to a collective mindset of using meaningful data to drive analysis, decision making, and instruction that will lead to positive student outcomes. In being consistent with this practice, we have been able to identify the diverse needs of our students, as well as the professional and instructional needs of our faculty.

We began by identifying the student data that was most relevant to determine strengths and deficiencies of our instructional program in student learning. We divided the data by learning program, general education or gifted/talented, subgroups, grade levels, and individual classrooms to identify trends. We identified possible barriers in each program and created targeted action plans based on the available data. The plans were implemented with instructional agility to determine scaffolds when necessary and enrichment opportunities for those needing more rigorous challenges. We implemented consistent progress monitoring protocols to provide regular data upon which to revise plans and take a closer look at the effectiveness of Tier I, II, and III instructional approaches and their impact on learning.

The instructional leadership team also analyzed data gathered from formal and informal teacher observations to identify trends and connections between instructional methods and strategies in classrooms and student outcomes. This data was then used to plan training on high-yielding practices to meet identified needs.

The expanded capacity of the staff and implementation of data-based decisions have contributed to consistent student progress over four years in all grades. The spiral effect of yearly student growth has resulted in a significant increase in overall achievement on state assessments with language arts scores increasing by 15%, math by 20% and science by 22%. Our data mindset has promoted growth across our school community and highlighted our “one school--one mission” philosophy of student success.