

# Departmental Analysis

K-2 grades

**1. How are the department's curriculum and instructional strategies aligned with the school's desired results for student learning (DRSLs)?**

We meet our communication DRSL by aligning our scope and sequence with Common Core curriculum. We train our staff on different teaching tools, such as the Six Traits of Writing, through frequent professional development workshops.

**2. How does each course offering align with the state's Core Curriculum, which prescribes content and course-specific intended learning outcomes?**

We base our curriculum on the Utah state core, Common Core, and Core Knowledge. At the beginning of the year, we come up with a scope and sequence that aligns with all standards within each grade level. We use grade specific curriculum and utilize content from a variety of resources to meet standards.

**3. To what extent does the department utilize a variety of assessments to monitor student achievement and adjust instructional practices?**

We use a variety of assessments regularly to track achievement and progress, such as Saxon Math assessments and DIBBLES testing. Teachers collaborate regularly to view scores and discuss ways of adjusting teaching. Teaching strategies and processes are adjusted as needed.

**4. How does the department collaborate with other departments to create integrated, relevant and authentic learning opportunities for students?**

All teachers meet in their grade level teams to collaborate on weekly lesson plans. All teachers also meet with their department teams (ex: grades K-2, 3-5, etc.). We meet as a whole faculty weekly as well. In these meetings, we try to develop or advance current teaching techniques that help to create unique learning opportunities for students. We also discuss different lesson plans that could benefit our students that also help authenticate their learning.

**5. To what extent do department members utilize inclusionary teaching strategies to meet the needs of ALL students (ESL, special education, gifted, etc)?**

Our school has several small groups that specific faculty members are a part of. One of these teams is the Student Success team. We communicate with this team about individual students and how we can better meet their needs. We meet the needs of all students by recognizing the needs on any IEPs and follow appropriate accommodations. We level students in math and language arts with homogenous grouping.

**6. To what degree are the department's policies, operational procedures, and allocation and use of resources aligned with the educational agenda of the school?**

We are aware of our policies and expectations. We allocate our resources to meet the needs of students based on ability and growth.

**7. How does the department collaborate and engage in ongoing professional development growth for the purpose of improving student performance?**

We have a local university professor who provides monthly professional development meetings. We have additional specialists attend our school to provide information about a variety of topics, including

student needs or Autism.

**8. How do students have access to additional support beyond the classroom?**

We regularly communicate with parents to ensure that the needs of their children are being met. We provide take-home reading materials that are on each student's specific reading level. We have an excellent special education department that helps students with the support that they need to succeed in the classroom.

**9. How do students have access to and utilize technology as a regular part of the instructional program?**

We utilize the working computers we have during center time. We use overheads and projectors to provide additional technology during lesson time. We are working towards having computers in all classrooms.

**10. How does current staffing and certification meet current program needs?**

All teachers are licensed or are working towards licensure.

**11. How is the department collectively addressing the school's current school improvement goals?**

Each teacher is placed on multiple committees to help improve our school. Several teachers also participate on the Student Success Team to discuss interventions for student needs. Other teachers participate on the Faculty Council monthly to ensure that all teachers are adhering to rules and make sure that communication continues through all faculty and staff.

**Areas of Strength:**

We work well as a faculty. We collaborate on a regular basis as a whole faculty as well as in departments and in grade-levels. We attend monthly professional development to help improve our teaching practices. We have creative lessons that are well-planned.

**Recommendations for Growth:**

We feel more planning time would help our program at Liberty Academy to be stronger. We would benefit from more off-site professional development training. We need to have more technology.