

March 01, 2023

## School Improvement Plan

2022-2023

Rose Park Elementary School

Salt Lake City School District

### Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Nicole Palmer	nicole.palmer@slcschools.org	
Principal	Tony Zani	tony.zani@slcschools.org	
Parent Member (non-school employee)	Domenick Mattena	dmattena@gmail.com	
Faculty Member	Rebecca Powell	rebecca.powell@slcschools.org	
Faculty Member	Cara Cerise	cara.cerise@slcschools.org	
Faculty Member	Brandy Valdez	brandy.valdez@slcschools.org	
Faculty Member	Robin Raine	robin.raine@slcschools.org	
Faculty Member	Carrie Johnson	carrie.johnson@slcschools.org	
LEA Title I Director	Missy Mackay-Whiteurs	missy.mackay-whiteurs@slcschools.org	

### Description of process for involving stakeholders

Members of our SIC as well as our academic coaches and one parent on SCC make up our planning team.

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

Data Sources (E.g., Acadience, RI, Stakeholder Survey, RISE, ASPIRE, SAT, CALL, KEEP, etc.)

- WIDA
- Math Acadience
- DIBELS Acadience Reading
- SAM survey, fall 2022

## Summary of Data Analysis

Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.

Area of Focus	Key Findings	Root Cause
ACHIEVEMENT_GAP	WIDA scores improved significantly from 2021 to 2022. However, more students need to meet their projected growth on WIDA to test out in a timely manner.	Teachers are not familiar with the types of tasks students are asked to do on the WIDA assessment. Students are not performing well on WIDA because they don't encounter such problem types often enough to feel confident when taking the WIDA test.
CLIMATE_CULTURE	A solid MTSS behavior structure and plan guide our work with students. However, documenting in Power School to keep accurate and precise records has been weak since returning from COVID.	Changing documentation plans over time, and not using Power School during COVID has resulted in a decrease in adequate documentation to help support students in behavioral growth.
LITERACY	While reading growth and proficiency are trending upward generally speaking, we are still falling short of literacy goals.	Teachers are learning through LETRS training how to teach phonics and word work systematically and consistently. Using diagnostic tools, they are learning how to provide the exact reading intervention and support needed by each student.
NUMERACY	Some Rose Park students in fifth and sixth grades experienced great gains in mathematics and our kindergarten and third grade students scored well on KEEP and Math Acadience respectively. However, we are still seeing the gaps and holes from the COVID pandemic as barriers to fully accessing Tier 1 instruction at grade level.	The COVID pandemic has created large gaps in math understanding and teachers have a wide range of student proficiency levels in one class.

## Comprehensive Schoolwide Plan

### Literacy Goal

Increase the number of students K-6 reading at or above grade level by 5% from BOY to EOY as measured by the composite score on the Acadience reading assessment. 70% of students will meet or exceed typical progress as measured by Pathways of Progress.

### Literacy Key Performance Indicators

2022-23 BOY Acadience Reading, 40% of students performed at or above benchmark.

### Literacy Action Steps

Phonics and word work routines for all students in PreK-4. PWWR intervention for all below level students in PreK-6. We will also use the PWWR phonics survey to ensure students are in the correct level of PWWR lessons. LETRS training for all teachers.

### Literacy Benchmark

Acadience Reading Assessment

### Literacy Frequency

Twice monthly Acadience Reading Progress Monitoring for all below level students. Monthly progress monitoring for all students. Beginning, middle, and end of year benchmark testing.

### Literacy Resources

PWWR lesson materials (boom cards, magnetic letters, student white boards). Acadience Reading progress monitoring and benchmark materials.

### Numeracy Goal

Increase by 5% the number of students performing at or above benchmark on Acadience math. 70% of students will make typical or above growth as measured by math Acadience pathways from BOY to EOY.

## Comprehensive Schoolwide Plan

### **Numeracy Key Performance Indicators**

2022-23 BOY Acadience Math, 21% of students scored at or above benchmark.

### **Numeracy Action Steps**

Number of the day instruction. Twice monthly math labs for all students focused on major math topics per grade. Extensive math planning and debriefs around math labs with the math coach and administration.

### **Numeracy Benchmark**

Acadience math progress monitoring and benchmarks

### **Numeracy Frequency**

Monthly progress monitoring for all students. Beginning, middle, and end of year benchmark assessments.

### **Numeracy Resources**

Number of the day coaching with the math coach. Math labs facilitated by the math coach. Acadience math benchmark and progress monitoring materials.

### **Culture/Climate Goal**

Based on data from the SAM and SHAPE surveys, taken in August of 2022, we will improve logging, tracking, and distributing MTSS data through PowerSchool log entries. This data will be shared and analyzed at monthly MTSS committee meetings. This analysis will be used by the MTSS committee to update MTSS and PBIS procedures in monthly faculty meetings.

### **Culture/Climate Key Performance Indicators**

SHAPE survey Needs Assessment / Resource Mapping score of 5.2 (out of 6)

## Comprehensive Schoolwide Plan

### **Culture/Climate Action Steps**

The leadership team actively engages in ongoing professional development (related to MTSS). Monthly MTSS meetings to analyze MTSS data to design monthly updates for the entire staff.

### **Culture/Climate Benchmark**

SAM and SHAPE surveys with the faculty. Use of PowerSchool log entries.

### **Culture/Climate Frequency**

Beginning and end of year SAM and SHAPE surveys. Monthly analysis of PowerSchool log entries with comparison to 2021-2022

### **Culture/Climate Resources**

SAM and SHAPE surveys through the school counselor. PowerSchool log entries monitored by administration and the MTSS committee.

### **Achievement Gap Goal**

55% of MLL's at Rose Park will meet or exceed their growth goal as measured by 2023 WIDA.

### **Achievement Gap Key Performance Indicators**

In 2022, 13% of MLL students scored proficient in WIDA writing. 22% of MLL students scored proficient overall on the WIDA assessment. 44% met their growth goal in 2022.

### **Achievement Gap Action Steps**

Classroom instruction and practice using WIDA writing tasks. Monthly PLCS and labs with school and district ELD specialists.

**Comprehensive Schoolwide Plan**

**Achievement Gap Benchmark**

WIDA assessment in February. WIDA writing tasks.

**Achievement Gap Frequency**

Monthly WIDA writing tasks.

**Achievement Gap Resources**

WIDA manuals for every teacher. WIDA and WIDA style writing tasks from the WIDA website and through SLCSD Science and Social Studies departments.

**Communication Plan****Parent and Family Engagement**

**(Summarize parent and family engagement strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc.)**

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1. We will hold two sessions of SEP's, one in the fall and one in the spring.
2. We will host a minimum of 5 family events/nights that are linked to learning.
3. We will hold monthly PTO and SCC meetings and utilize this time to share information about learning and progress at the school.
4. Our Family School Collaboration specialist will work in partnership with our staff and families in the following ways: Planning and hosting monthly family events linked to learning, support the SBMHT in improving attendance by contacting and working in person with families, engaging families in attending SEP's, working collaboratively with community partners to host meaningful family events outside of school, coaching teachers on building and sustaining positive family relationships, and integrating Karen Mapp's framework for family engagement at Rose Park Elementary.

**Communication Plan**

**(Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.)**

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The staff, families and other stakeholders will be made aware of the schoolwide program utilizing any or all of the following methods: School Messenger all calls, School Messenger texts, individual phone calls, family nights, teacher communication tools (for example, REMIND), newsletter, social media, marquee, letters/flyers home, SEP conferences, Back to School Night, SCC, PTO, other family events, sandwich boards in the arrival circle for drop-off and pick-up.

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# School Improvement Plan

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Salt Lake City School District

### Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Supplies	2209100252-610 Title I Site Based Rose Park	22,000	
Family events, supplies and adult food	2208100252-0610 Parent Involvement Rose Park	1,650	
Reduce class size	4678100252-0131 Tchr & Stdnt Sucs Rose Park	38,300	
Reduce class size	4222100252-0131 School Land Trust Rose Park	38,300	
Para 1 support	2209100252-0163 Title I Site Based Rose Park	10,000	
Reduce class size	1033100252-0131 Rose Park Board Dist Stud Ach	85,000	
Reduce class size	2209100252-0131 Title I Site Based Rose Park	80,300	
Reduce class size	1033100252-0131 Rose Park Board Dist Stud Ach	85,500	
Supplement BTS program .25 salary	1033100252-0131 Rose Park Board Dist Stud Ach	26,500	
Four Para 1	2209100252-0163 Title I Site Based Rose Park	89,000	