

Stakeholder Planning Team

| Stakeholder Title | Stakeholder Name | Stakeholder Email | Stakeholder Signature |
|-------------------------------------|-----------------------|--------------------------------------|-----------------------|
| Principal | Adrienne Lobato | adrienne.lobato@slcschools.org | |
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Description of process for involving stakeholders

The committee is comprised of members of the School Improvement Council (SIC) and School Community Council (SCC) representatives. The purpose of this committee is to provide for cooperative means of improving the educational programs and conditions within the school. The 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.)

Stakeholder Survey

SLCSD SEL Survey

K-6 Acadience Reading Progress Monitoring

K-6 Acadience Math Progress Monitoring

K-6 Common Formative Assessments in ELA and MA

K-6 Acadience Math Benchmarks (BOY, MOY, and EOY)

K-6 Acadience Reading Benchmarks (BOY, MOY, and EOY)

RISE Benchmarks - ELA, MA, and SC (grades 3-6)

RISE Summative - ELA, MA, and SC (grades 3-6)

Instructional Block Post Assessments (IBPA) for ELA and MA (grades K-6)

Kindergarten KEEP

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 |
|-----------------|---|---|
| NUMERACY | Students in grades K-6 made consistent growth on district interims during the 2021-2022 school year. We increased 6.9% from 2021. | K-6 teams created and administered math common formative assessments (CFA) aligned to state standards. Data trackers were used school-wide to show progress and areas of additional need. Our TSI indicators for multi-lingual learners and students with disabilities were also addressed. If we stay on this path, we will continue to see growth school-wide. |
| CLIMATE_CULTURE | According to parent perception, 100% of those that participated in the survey said that violence rarely occurs at North Star. Forty-two percent of parents said the school keeps students safe from bullying. | All adults at North Star build positive relationships with students and teach students school-wide expectations. Students feel safe as a result. We address bullying in a variety of ways and sometimes on a case by case basis. Teachers and our counseling team use Move This World and Inner Explorer curriculum to address Social and Emotional Learning (SEL). |
| ACHIEVEMENT_GAP | We found that 50% of our MLLs met their growth goal as measured by WIDA ACCESS during the 2021-2022 school year. As a result of that growth, we have increased our goal to 60% of MLLs reaching their growth goal as measured by WIDA ACCESS. | Teachers collaborated with coaches and administrators during weekly grade level PLCs on best teaching practices to meet the needs of students. |
| LITERACY | Students in grades K-6 made consistent growth on district interims during the 2021-2022 school year. We increased 8.7% from 2021. | K-6 teams created and administered language arts common formative assessments (CFA) aligned to state standards. Data trackers were used school-wide to show progress and areas of additional need. Our TSI indicators for multi-lingual learners and students with disabilities were also addressed. If we stay on this path, we will continue to see growth school-wide. |

Comprehensive Schoolwide Plan

Literacy Goal

Sixty percent of North Star students will demonstrate typical or better growth as measured by Acadience Reading Pathways of Progress in grades K-6 by the end of the 2022-2023 school year. By meeting this goal, we will increase the percentage of students performing proficient on the K-2 district end of level assessment and grades 3-6 RISE summative assessment.

Literacy Key Performance Indicators

Based on end of year Acadience Reading data, 47% of students were performing at/above grade level. Fifty-three percent of our students were performing below or well below grade level. This data drives our goal.

Literacy Action Steps

Acadience Reading will be used as the measurement to quantify student academic progress and success. Growth will be measured by the beginning of year, middle of year, and end of year benchmark assessments in grades K-6. Acadience Reading will measure student growth on Pathways of Progress through appropriate progress monitoring based on student needs: weekly progress monitoring for students with intensive needs, bi-monthly for students approaching typical growth, and once a month for students typical and above. In addition, we will increase the number of students reading at or above grade level by 3% from the beginning of the year to the end of the year as measured by the Acadience Reading composite score.

Literacy Benchmark

1. Beginning of year benchmark data from Acadience Reading will inform teachers of student Tier 2 intervention needs.
2. Teachers will provide weekly progress monitoring for students with intensive needs to support growth using Acadience Reading.
3. Teachers will use data from progress monitoring to inform instruction for Tier 2 lessons.
4. Middle of year benchmark data in Acadience Reading will inform teachers of students who need weekly progress monitoring. Teachers will adjust instruction as needed to support students' Tier 2 needs.

Literacy Frequency

- Acadience Reading Benchmark (BOY, MOY, and EOY) - This benchmark will be administered three times per year to all K-6 students.
- Acadience Reading Progress Monitoring - Weekly progress monitoring for red students, progress monitoring every other week for yellow students, and monthly progress monitoring for green and blue students.
- Acadience Reading Pathways of Progress - Set and adjusted after each benchmark.

Comprehensive Schoolwide Plan

Literacy Resources

- Literacy Coach
- Wonders Reading Program
- Wonders ELD Program
- Acadience Reading
- Amplify
- mClass Acadience Reading
- SLCSO Instructional Block Post Assessments (IBPA) in Illuminate
- RISE ELA and writing benchmarks

Numeracy Goal

North Star will increase the number of students reaching proficiency by 5% as measured by the end of year RISE assessment in mathematics compared to the previous years' end of year RISE data. By meeting this goal, we will increase the percentage of students performing proficient on the RISE math summative assessment.

Numeracy Key Performance Indicators

Based on end of year RISE data, the following grade levels were performing at these proficiency percentages:

- 3rd grade - 54%
- 4th grade - 58%
- 5th grade - 45%
- 6th grade - 27%

This data drives our goal with additional emphasis on sixth grade math proficiency.

Numeracy Action Steps

SLCSO Math Instructional Block Post Assessments (IBPA) administered in the fall, winter, and spring, along with Acadience Math and RISE benchmark math assessments, will be used as the measure to quantify student academic progress and success.

Acadience Math, in particular, will measure student growth on Pathways of Progress through benchmark assessments given at the beginning, middle, and end of year in grades K-6. Teachers will be able to monitor success toward the goals through progress monitoring occurring one time per month for each measure. School administration and the academic coach will monitor and track student growth on benchmark levels utilizing data from 2021-2022 as a baseline.

Comprehensive Schoolwide Plan

Numeracy Benchmark

1. Obtain personnel to support Tier 2 interventions in the areas of: Computation; Concepts and Applications.
2. Identify areas of need based on end of year data (2021-2022) to begin interventions at the beginning of the school year (2022-2023).
3. Identify and organize methods for which Tier 2 interventions can be utilized.
4. Teachers and personnel implementing Tier 2 interventions will attend PLCs at the beginning of the year (2022-2023) to identify students in need of support and organize when Tier 2 interventions will take place.
5. Teachers and personnel implementing Tier 2 interventions will collect progress monitoring data from Acadience Math to inform instruction based upon intervention.

Numeracy Frequency

- K-6 Acadience Math (BOY, MOY, and EOY) - This benchmark will be administered three times per year to all K-6 students.
- K-6 Acadience Math Progress Monitoring - Monthly progress monitoring for all students.
- K-6 Acadience Pathways of Progress - Set and adjusted after each benchmark.
- K-6 SLCSO Math Instructional Block Post Assessments (IBPA) - Administered fall, winter, and spring.
- K-6 Common Formative Assessments (CFA) - Administered biweekly with a data discussion during PLCs.

Numeracy Resources

- Math Coach
- Eureka Math Program
- Acadience Math
- acadiencelearning.net
- iReady curriculum software
- SLCSO Instructional Block Post Assessments (IBPA) in Illuminate
- RISE math benchmarks

Culture/Climate Goal

North Star will use the district SEL survey in the fall and spring. We expect to see a 30% increase in the overall culture and climate of North Star.

Culture/Climate Key Performance Indicators

- SLCSO SEL survey - BOY and EOY

Comprehensive Schoolwide Plan

Culture/Climate Action Steps

Teachers and the school counselor will:

- Teach daily social and emotional learning (SEL) lessons throughout the year to support students learning healthy self-regulation skills, healthy relationship skills including peer refusal skills, and lessons preparing them for career readiness.
- Continually improve and refine MTSS and PBIS processes and structures throughout the school.

Culture/Climate Benchmark

- Reduced PowerSchool absences and tardies.
- Reduced PowerSchool behavior related log entries.
- Reduced number of PowerSchool incident entries.

Culture/Climate Frequency

- Daily 10-15 minute SEL lessons using Move This World and Inner Explorer curriculum.

Culture/Climate Resources

- PowerSchool
- School counselor
- Social worker
- MTSS/PBIS committee comprised of the principal, assistant principal, counselor, SPED teacher, and regular education teacher
- Move This World curriculum
- Inner Explorer curriculum

Achievement Gap Goal

During the 2021-2022 school year, 50% of North Star multi-lingual learners (MLL) met their growth goal as measured by WIDA ACCESS. By the end of the 2022-2023 school year, 60% of North Star MLLs will meet their growth goal as measured by WIDA ACCESS.

Achievement Gap Key Performance Indicators

- WIDA ACCESS

Comprehensive Schoolwide Plan

Achievement Gap Action Steps

- Alternative language services (ALS) coordinator assigned to monitor and review the progress of all MLL students.
- Teachers will review progress of MLL students every two weeks during literacy PLC meetings.
- All teachers will participate in professional development for increased student engagement and instructional clarity.
- Administration will provide support and feedback in the areas of clarity and engagement strategies.
- Teachers will provide scheduled intervention time for students identified as MLL and address student-specific needs.

Achievement Gap Benchmark

Increase the number of students advancing levels and testing out of WIDA ACCESS.

Achievement Gap Frequency

- WIDA ACCESS administered in January/February.

Achievement Gap Resources

- WIDA
- WIDA ACCESS
- Ellevation Platform

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.)

North Star will have multiple family nights this year focused on literacy, STEAM, art, and social and emotional learning (SEL). The principal, assistant principal, counseling team, and teachers will participate on planning committees to ensure these nights are welcoming, engaging, and appropriate for our school community.

In addition to family nights, North Star will have the following:

- Monthly School Community Council (SCC) meetings.
- SEP Conferences held twice annually.
- Monthly calendars and newsletter information emailed, printed, and posted on social media for families to access.
- Phone calls as necessary to address academic progress, student behavior, and other needs.
- Quarterly report cards showing student attendance, academic progress, and behavior.
- Emails throughout the year providing families with a variety of school-related announcements and community resources.
- Administrator and teacher availability before and after school to address needs or concerns.

Communication Plan

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

Stakeholders will be made aware of important school information and events using a variety of communication methods.

North Star Teachers and Staff:

- Use of internal communication and messaging systems - district email, Teams chat, phone calls, and text messages.
- Calendar invites
- Digital daily bulletin.
- Weekly email updates from the principal.
- Quick Teams chat updates from the principal and assistant principal.
- Monthly faculty meetings with calendar of important dates on the agenda.
- Monthly School Improvement Council (SIC) meetings.
- Monthly committee meetings.
- North Star website updates.
- Social media posts on Facebook.

North Star Families:

School Improvement Plan

2022-2023

- Monthly School Community Council (SCC) meetings.
- School Messenger - email, phone calls, text messages.
- North Star website updates.
- Social media posts on Facebook.
- Monthly calendars, newsletters, and notes sent home with students.
- Letters from the principal addressing specific topics and areas of concern.

Budget Summary

| Strategy | Source | Approximate Expenditure | Other Resources |
|--|--|-------------------------|-----------------|
| 2209-100-140-0162 Paraprofessionals | 2209100140- Title I Site Based Northstar | \$33,000 | |
| 2209-100-140-0131 Classroom Teachers | 2209100140- Title I Site Based Northstar | \$195,000 | |
| 4222-100-140-0131 SPED Teacher (0.5 FTE) | 4222100140-0131 School Land Trust North Star | \$37,000 | |
| 4222-100-140-0162 Paraprofessional | | \$18,000 | |
| 4678-100-140-0131 Classroom Teacher | | \$65,000 | |
| 4678-100-140-0131 Paraprofessionals | | \$52,000 | |