## Stakeholder Planning Team

<table>
<thead>
<tr>
<th>Stakeholder Title</th>
<th>Stakeholder Name</th>
<th>Stakeholder Email</th>
<th>Stakeholder Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Bruce Simpson</td>
<td><a href="mailto:bruce.simpson@slcschools.org">bruce.simpson@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Jill Baldwin</td>
<td><a href="mailto:jsestero@gmail.com">jsestero@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Alison Littlefield</td>
<td><a href="mailto:allison@contenderbicycles.com">allison@contenderbicycles.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Beth Stutsman</td>
<td><a href="mailto:bstutsman@gmail.com">bstutsman@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Amanda Funai</td>
<td><a href="mailto:amanda.funai@gmail.com">amanda.funai@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Marie Jefferies</td>
<td><a href="mailto:marietjefferies@gmail.com">marietjefferies@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Rebecca Kobar</td>
<td><a href="mailto:rebeccakobar@me.com">rebeccakobar@me.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Ellen Schwede</td>
<td><a href="mailto:enschwede@gmail.com">enschwede@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Jake Skog</td>
<td><a href="mailto:jakeskog@gmail.com">jakeskog@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Ruth Hansen</td>
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<td></td>
</tr>
<tr>
<td>Faculty Member</td>
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<td></td>
</tr>
<tr>
<td>Faculty Member</td>
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<td></td>
</tr>
<tr>
<td>Faculty Member</td>
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<td></td>
</tr>
<tr>
<td>Faculty Member</td>
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<td><a href="mailto:sabrina.felsted@slcschools.org">sabrina.felsted@slcschools.org</a></td>
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</table>
School Improvement Plan
2022-2023

Uintah Elementary School
Salt Lake City School District

<table>
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<tr>
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<tbody>
<tr>
<td>Faculty Member</td>
<td>Mary Jane Moore</td>
<td><a href="mailto:maryjane.moore@slcschools.org">maryjane.moore@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Angie Carter</td>
<td><a href="mailto:angela.carter@slcschools.org">angela.carter@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
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<td><a href="mailto:jill.buchsbaum@slcschools.org">jill.buchsbaum@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Heidi LaPlante</td>
<td><a href="mailto:heidi.laplante@slcschools.org">heidi.laplante@slcschools.org</a></td>
<td></td>
</tr>
</tbody>
</table>

**Description of process for involving stakeholders**

The SIP was developed in conjunction with faculty and staff input along with input from the SCC. We first looked at schoolwide data for the previous year, identified areas for improvement, and then set SMART goals for those areas.

**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.)

RISE data, District EOL data, KEEP data, parental input from SCC and in other situations, SAM SEL data
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.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Key Findings</th>
<th>Root Cause</th>
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<tbody>
<tr>
<td>NUMERACY</td>
<td>Scores indicated that while mathematics scores did increase, it was the area of least growth in the school academically. We still have over 20% of our students not proficient.</td>
<td>Some teachers need support with their Tier I mathematics instruction especially in the upper grades where the math can be challenging. Teachers and paras also need support with making Tier II math instruction more effective.</td>
</tr>
<tr>
<td>CLIMATE_CULTURE</td>
<td>Parents need more positive communications coming from the school. Communications when there is a problem are happening much more often.</td>
<td>We have protocols in place to call or send a note home when there are issues, but not as many to help share the good things that are happening regularly in our school.</td>
</tr>
<tr>
<td>ACHIEVEMENT_GAP</td>
<td>We found that our students receiving special education services had significantly lower achievement rates than those students who are not receiving those services.</td>
<td>Our students receiving special education services need extra support in order to be more successful.</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Scores indicated that students made gains in Literacy, but we still have over 20% of our students not proficient on RISE and EOL assessments.</td>
<td>Teachers need help with more solid Tier I instruction. We also need support for those helping with Tier II instruction.</td>
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Comprehensive Schoolwide Plan

**Literacy Goal**
Literacy K-6: On the EOY Acadience Reading Assessment or the Reading Inventory (RI) given in April 2023, 5% more K-6 students will score proficient than were proficient on the BOY Assessment.

**Literacy Key Performance Indicators**
BOY Acadience and RI scores set Benchmark for the year.
MOY Acadience and RI scores will show at least 2.5% more students proficient.
EOY Acadience and RI scores will show at least 5% more students proficient.

**Literacy Action Steps**
High quality Tier I daily instruction in reading in every classroom.
High quality Tier II support for students in every grade from teachers and paraprofessionals using Early Steps and other district-provided resources.

**Literacy Benchmark**
BOY Acadience and RI scores set Benchmark for the year.
MOY Acadience and RI scores will show at least 2.5% more students proficient.
EOY Acadience and RI scores will show at least 5% more students proficient.

**Literacy Frequency**
Students will receive daily high quality Tier I instruction daily.
Students who need Tier II support will get that on a regular basis, either daily, or 2-4 times a week.

**Literacy Resources**
Tier I Wonders program used by certified teachers
Paraprofessionals
  - Salaries for paraprofessionals
  - Money for training paraprofessionals in Early Steps
  - Money for reading books for paraprofessionals to use with students
Comprehensive Schoolwide Plan

**Numeracy Goal**
Math K-3: On the EOY Acadience Math Assessment given in April 2023, 5% more K-3 students will score proficient than were proficient on the BOY Assessment. Math 4-6: On District Interims or RISE Benchmark tests given regularly throughout the year, 81% or more of students will score proficient.

**Numeracy Key Performance Indicators**
- BOY Acadience and Interim scores set Benchmark for the year.
- MOY Acadience and Interim scores will show at least 2.5% more students proficient.
- EOY Acadience and Interim scores will show at least 5% more students proficient.

**Numeracy Action Steps**
- High quality Tier I daily instruction in math in every classroom.
- High quality Tier II support for students in every grade from teachers and paraprofessionals using district-provided resources such as Eureka Math.

**Numeracy Benchmark**
- BOY Acadience and Interim scores set Benchmark for the year.
- MOY Acadience and Interim scores will show at least 2.5% more students proficient.
- EOY Acadience and Interim scores will show at least 5% more students proficient.

**Numeracy Frequency**
- Students will receive high quality Tier I instruction daily.
- Students who need Tier II support will get that on a regular basis, either daily, or 2-4 times a week.

**Numeracy Resources**
- Tier I Eureka Math program used by certified teachers
- Paraprofessionals
  - Salaries for paraprofessionals

**Culture/Climate Goal**
By the end of the 2022-2023 school year, 100% of Uintah students will be recognized for either exemplifying one of the monthly positive character traits or being a Spotlight Student of the Month during the monthly Trait of the Month assembly as well as receiving a Positive Postcard sent to their home.
Comprehensive Schoolwide Plan

Culture/Climate Key Performance Indicators

Monthly Trait-of-the-Month Assemblies
Twice a month Faculty Meetings

Culture/Climate Action Steps
Teachers will choose one Trait-of-the-Month Student and two to three Spotlight Students each month. School will hold Trait-of-the-Month assembly the first Friday of each month starting in October wherein said students will be celebrated. School will hold Faculty Meetings twice a month where teachers will be given postcards to fill out. Office staff will mail cards after Faculty Meeting.

Culture/Climate Benchmark
Trait-of-the-Month assembly each month
Cards filled out during each Faculty Meeting

Culture/Climate Frequency
Trait-of-the-Month: Monthly
Cards: Bi-monthly

Culture/Climate Resources
Money to purchase cards and stamps

Achievement Gap Goal
By the end of April 2023, Uintah will close the achievement gap by 5% for our students with disabilities as measured by the EOY Acadience Reading and Math tests or the EOY RI or Rise Benchmark assessments.

Achievement Gap Key Performance Indicators
BOY Acadience and RI scores set Benchmark for the year.
MOY Acadience and RI scores will show at least 2.5% more students proficient.
EOY Acadience and RI scores will show at least 5% more students proficient.
Comprehensive Schoolwide Plan

BOY Acadience and Interim scores set Benchmark for the year.
MOY Acadience and Interim scores will show at least 2.5% more students proficient.
EOY Acadience and Interim scores will show at least 5% more students proficient.

Achievement Gap Action Steps
High quality Tier I instruction in reading in every classroom.
High quality Tier II & III support for students in every grade from our SPED teacher and/or paraprofessional.
High quality Tier I instruction in math in every classroom.
High quality Tier II & III support for students in every grade from our SPED teacher and/or paraprofessional.

Achievement Gap Benchmark
BOY Acadience and RI scores set Benchmark for the year.
MOY Acadience and RI scores will show at least 2.5% more students proficient.
EOY Acadience and RI scores will show at least 5% more students proficient.
BOY Acadience and Interim scores set Benchmark for the year.
MOY Acadience and Interim scores will show at least 2.5% more students proficient.
EOY Acadience and Interim scores will show at least 5% more students proficient.

Achievement Gap Frequency
Students will receive daily high quality Tier I instruction daily.
Students who need Tier II & III support will get that on a regular basis, either daily, or 2-4 times a week.

Achievement Gap Resources
SPED Teacher
SPED Paraprofessional
**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.)

Classroom teachers send out weekly newsletters to all parents regarding what is being studied along with any areas where parents can help with students. The school sends out monthly newsletters to all parents with ideas regarding how to help students with their social and emotional needs. Parents gather at the school for monthly PTA meetings that include discussions on how to help students succeed in school academically and socially and emotionally.

**Communication Plan**

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

Classroom teachers send out weekly newsletters to all parents regarding what is being studied along with any areas where parents can help with students. The school sends out monthly newsletters to all parents with ideas regarding our school goals and how parents can help students with their academic and social and emotional needs. The principal also shares and discusses the SIP with the SCC and the PTA.

**Budget Summary**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Source</th>
<th>Approximate Expenditure</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier II Intervention in math and/or reading</td>
<td>4222100268-0133 School Land Trust Uintah</td>
<td>$56,000</td>
<td></td>
</tr>
<tr>
<td>Tier II Intervention in math and/or reading</td>
<td>4678100268-0135 Tchr &amp; Stdt Sucs Uintah</td>
<td>$45,000</td>
<td></td>
</tr>
<tr>
<td>Positive Postcards to send home</td>
<td>7015100268- Counseling-Utah</td>
<td>$1,000</td>
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</tbody>
</table>