

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Erik Jacobson	erik.jacobson@slcschools.org	
Parent Member (non-school employee)	Joseph Fournier	Joseph.fournier1@gmail.com	
Parent Member (non-school employee)	Bryan Debbink	debbink@gmail.com	
Parent Member (non-school employee)	Jon Nepstad	j.nepstad@fehrandpeers.com	
Faculty Member	Alissa Kean	alissa.kean@slcschools.org	

Description of process for involving stakeholders

All information will be shared with our SCC at the October 3rd meeting. Teachers are writing the action steps for the schoolwide goals with their PLCs.

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.)

longitudinal EOL data (RISE)

Acadience Reading and Math (BOY, MOY, EOY)

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
CLIMATE_CULTURE	We have a robust culture and climate support system. We utilize the Performance Results across the school, practice morning mindfulness, and systemically reflect on our actions in order to grow as individuals.	We started to utilize our Performance Results last year school-wide and this year we are working to refine how they are used in different grade levels. Each grade level team will be putting together a Performance Result portfolio which will document students' growth and reflection on their behaviors.
ACHIEVEMENT_GAP	We are working to close the achievement gap each year and were highly effective with 67% of our lowest quartile of students meeting growth goals last school year.	We have been successful in closing the achievement gap with our intervention system. This year we have added a certified teacher as a para pro to provide support for our lowest quartile of students. Between this and our interventionist we plan on seeing these scores rise again.;
LITERACY	RISE end of year scores have dropped since the pandemic 3rd grade 2018= 69 % 2022=56% 4th grade 2018= 73% 2022=60% 5th grade 2018= 78% 2022= 69% 6th grade 2018=83% 2022= 68%	change in instruction during the pandemic, lack of engagement during online schooling. new teachers in the building who are learning their curriculum, we are working to implement the LETRS curriculum to our instruction
NUMERACY	Rise end of year scores have dropped since the pandemic. 3rd grade- 2018=79% 2022=65% 4th grade- 2018= 76% 2022=71% 5th grade- 2018=83% 2022=78% 6th grade- 2018= 66% 2022= 58%	change in instruction during the pandemic

Comprehensive Schoolwide Plan

Literacy Goal

Increase the number of students reading at or above grade level by 5% from BOY to EOY of year as measured by composite score on the Acadience reading assessment or Lexile Level on the RI

Literacy Key Performance Indicators

MAZE/Acadience Reading

Progress monitoring

B.O.Y., M.O.Y., and E.O.Y benchmarks

Pathways of Progress – what percentage of students are making ‘Typical’ or better progress on Acadience Pathways of Progress

RI

RISE ELA

Benchmarks

Interims

Summative

Illuminate IBPAs

District EOLs in Illuminate (K-2)

Literacy Action Steps

We will use the following to promote mastery:

Focus on Tier 1 Instruction

Structures to support planning

Team planning

Comprehensive Schoolwide Plan

Designated backwards planning times

Using assessments to plan differentiation strategies

Coaching to support high leverage instructional practices

Focus on Tier 2 Instruction

Identify students not meeting grade level expectations

Meet with students in targeted Tier 2 groups

Intervention supports from Interventionist

Acadience progress monitoring

In-class Language Arts lessons

Word study

RI

We used TSSA funds to hire two paraprofessionals to support Early Reading Interventions in our kindergarten classrooms.

Literacy Benchmark

Benchmarks

Acadience progress monitoring

Acadience (MAZE) assessments

RI

Literacy Frequency

3 times a year – BOY, MOY, and EOY

Comprehensive Schoolwide Plan

Progress monitor students not at grade level every 2 weeks

Take RISE benchmarks in October, December and March

Literacy Resources

As provided by Ensign and SLC School District

Curricular resources – depends on if your focus is Tier 1 or Tier 2 instruction:

Wonders

PWWR

Lexia

Other resources:

LETRS strategies

Support from Academic coaches

Numeracy Goal

Increase the number of students reaching proficiency by 5% as measured by the EOY RISE assessment in mathematics compared to the previous years' EOY RISE data.

Numeracy Key Performance Indicators

Acadience Math

Computation and Conceptions and Application

End of Module Assessments

RISE

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Numeracy Action Steps

Use the Acadience 'Progress Monitoring' pages as assignments and quizzes to support classwork and provide formative assessment

Timed fluency practice

Small-group interventions with para pro

Numeracy Benchmark

Acadience Benchmarks

RISE Interims

Numeracy Frequency

Progress Monitor: 1x/month

Benchmarks: 3x/year

B.O.Y.

M.O.Y.

E.O.Y.

RISE Interims as determined by the district testing calendar

Numeracy Resources

Parapro support, Math Coaching

Culture/Climate Goal

Every student at Ensign Elementary will create a Performance Result Portfolio to show their growth in the Performance Results during the year. These portfolios will include developmentally appropriate definitions and reflections on the Performance Results.

Comprehensive Schoolwide Plan

Culture/Climate Key Performance Indicators

Performance Results and Self-Reflections

Performance Results rubric

Performance Results student portfolio

Culture/Climate Action Steps

Continue to use, teach, promote and practice opportunities to use and reflect on the Performance Results in individual, group and classroom behavior

Working with our MTSS team to align expectations, schoolwide

Connect Performance Results 'Monthly Star' and Principal's 100 Club to our school our school Performance Results

Weekly Performance Results learning objectives and success criteria shared daily during morning announcements.

Culture/Climate Benchmark

Reflections that express personal growth in one or more Performance Result areas

There are 6 Performance Result areas that our school focuses on, specifically

Culture/Climate Frequency

Daily and Weekly

Culture/Climate Resources

Checklists

Conversations

Rubrics

Work previously completed around the Performance Results

Comprehensive Schoolwide Plan

Achievement Gap Goal

We will continue to grow students in our lowest quartile with 80% of this student group making yearly growth goals.

Achievement Gap Key Performance Indicators

Classroom performance:

Test scores

Assignment scores

Student work

RISE

Acadience

Reading Inventory

Achievement Gap Action Steps

Whole group review

Differentiation within mainstream classroom

Utilizing different manipulatives

LETRS training and implementation

Focus students: Bridge to Practice

Small group interventions

Specialists help (I.e. Reading Interventionist, para pros)

Resource Teacher (where appropriate)

Comprehensive Schoolwide Plan

Achievement Gap Benchmark

All assessments (formative and summative)

Formal and informal observations

Class assignments/projects

Achievement Gap Frequency

Daily/Monthly/End of Modules (as appropriate)

B.O.Y., M.O.Y., E.O.Y.

Achievement Gap Resources

District Support, Paraprofessionals at Ensign

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.)

We hold 2 family nights throughout the year in our library, teachers communicate with their families weekly via email, we provide updates on interventions for all families throughout the year. We hold four different community engagement activities through our PTA.

Communication Plan

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

Parents receive a weekly email with updates on our school, this includes our schoolwide goals and our SEL focus for the week and the upcoming week.

Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Certified Teacher Interventionist	4678100144-0270 Tchr & Stdnt Sucs Ensign	18000	
Certified Teacher Interventionist	4222100144- School Land Trust Ensign	43611	
kindergarten parapro	4678100144-0270 Tchr & Stdnt Sucs Ensign	30000	