School Improvement Plan
2022-2023

Mary W. Jackson Elementary School
Salt Lake City School District

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>Kalina Potts</td>
<td><a href="mailto:kalina.potts@slcschools.org">kalina.potts@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Denice Newbold</td>
<td><a href="mailto:deniceagnewbold@yahoo.com">deniceagnewbold@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Gustavo Hernandez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Michelle Tapia</td>
<td><a href="mailto:michelle.tapia@slcschools.org">michelle.tapia@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Sandra Findling</td>
<td><a href="mailto:sandra.findling@slcschools.org">sandra.findling@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Elizabeth Walsh</td>
<td><a href="mailto:elizabeth.walsh@slcschools.org">elizabeth.walsh@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>LEA Title I Director</td>
<td>Missy Mackay-Whiteurs</td>
<td><a href="mailto:missy.mackay-whiteurs@slcschools.org">missy.mackay-whiteurs@slcschools.org</a></td>
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Description of process for involving stakeholders
Mary W. Jackson School Improvement Plan was created jointly with our faculty by: analyzing data first, completing a needs assessment, drafting goals & soliciting feedback from faculty and community members during our School Community Council meeting.
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.)

- Acadience Benchmark Longitudinal Data, 2018, 2019, 2021
- RISE End of Level Assessment Longitudinal Data, 2018, 2019, 2021
- Exit Third Grade Reading on Grade Level Longitudinal Data 2018, 2019, 2021
- Exit Third Grade EL's Progress Towards English Proficiency Longitudinal Data 2018, 2019, 2021
- End of Elementary Proficiency Longitudinal Data Disaggregated by Subject and Student Group 2018, 2019, 2021
**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>LITERACY</td>
<td>Longitudinal data indicates a inconsistent proficiency rates in grades 3-6 (ranging from 13% to 27% proficiency) for 2019, 2021, and 2022. While grades K-2 were able to maintain more stable and improving proficiency rates. K in particular saw a 33 point rise from pre to post assessment on last year’s KEEP.</td>
<td>Proficiency rates indicate a need for TIER I improvement as well as consistent data analysis in order to adjust instruction to meet the needs of our students.</td>
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<tr>
<td>NUMERACY</td>
<td>Longitudinal data indicates a inconsistent proficiency rates in grades 3-6, for 2018, 2019, 2021. While grades K-2 were able to maintain more stable proficiency rates.</td>
<td>Mathematical content is more complex in grades 3-6, articulating content becomes more challenging which results in a declining trajectory for end of level scores. Proficiency rates indicate a need for TIER I improvement as well as consistent data analysis in order to anticipate and ameliorate conceptual errors.</td>
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<tr>
<td>CLIMATE_CULTURE</td>
<td>MTSS systems of support are at the emerging stage for multiple domains.</td>
<td>Inconsistent systems and procedures result in multiple discipline infractions and impede TIER I instruction, increase absenteeism. The rate of academic progress is congruent with low efficient systems of support.</td>
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<tr>
<td>ACHIEVEMENT_GAP</td>
<td>Students in grade levels K-6 made significant growth in Reading fluency as measured by Acadience Reading Benchmark. However, student proficiency with grade level content in ELA for EL students continued to be significantly lower 2018, 10%; 2019, 25%, and 2021, 0%.</td>
<td>In order to achieve proficiency with ELA content EL students need deliberate and consistent instruction in the four language domains. The data indicates a need for improving TIER I instruction and consistent support with ELD instruction including WIDA Levels and Can Do Descriptors.</td>
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Comprehensive Schoolwide Plan

**Literacy Goal**
Mary W. Jackson teachers will increase the number of students reaching reading benchmark by 5% as measured by Acadience and RI BOY, MOY, and EOY scores.

**Literacy Key Performance Indicators**
End of Year Benchmark 2022- 42% of students proficient (154)

**Literacy Action Steps**
Teachers will participate in LETRS training

Teachers will engage in monthly coaching cycles to ensure fidelity of implementation to improve TIER I instruction
Teachers will progress monitor students based on their benchmark scores: red (below benchmark) students progress monitored weekly; yellow (close to benchmark) bi-weekly; green (at benchmark) monthly.
Teachers will administer CFA’s interim assessments and/or RISE Benchmarks
Teachers will use data to identify learning gaps and create actions plans to address student needs during bi-weekly PLC’s.

**Literacy Benchmark**
Pathways of Progress Goals Complete
Interim Assessments
Middle of Year Benchmark Assessments
End of Year Benchmarks in Acadience and RI

**Literacy Frequency**
Weekly progress monitoring

Beginning, Middle and End of year Benchmark Assessments
Comprehensive Schoolwide Plan

Literacy Resources
LETRS instructional tools
PLC’s
Acadience Data
Pathways of Progress goals
LETRS training
LETRS Bridge to Practice Activities
Academic Coaching

Numeracy Goal
Mary W. Jackson teachers will increase the number of students in grades K-6, reaching proficiency in mathematics by 5% as measured by end-of-year assessments and RISE.

Numeracy Key Performance Indicators
KEEP 96%
1st grade 47%
2nd grade 44%
3rd grade 43%
4th grade 24%
5th grade 20%
6th grade 17%

Numeracy Action Steps
Teachers will progress monitor using Acadience Math Assessments
Teachers will administer CFA’s interim assessments and/or RISE Benchmarks quarterly
Teachers will use data to identify learning gaps and create actions plans to address student needs during monthly PLC’s
Teachers will engage in monthly Coaching Cycles including reflection on student performance & observations to improve Tier I instruction

Numeracy Benchmark
Unit Assessments
Comprehensive Schoolwide Plan

Interim Assessments
RISE Benchmarks
End of Level Assessments

**Numeracy Frequency**
Weekly
End of Unit
Quarterly
Middle Of Year Benchmark
End of Year Benchmark

**Numeracy Resources**
Acadience Math
District Curriculum
Pacing Guides
Assessments

**Culture/Climate Goal**
Mary W. Jackson teachers will increase the Self-Assessment of MTSS Implementation (SAM) score by .4 from previous score, as measured by a SAM yearly assessment.

**Culture/Climate Key Performance Indicators**
SAM assessment
Ratings of 1 in the following Domains:
1. Leadership Domain
2. Building the Capacity/Infrastructure for Implementation
3. Communication and Collaboration Domain

**Culture/Climate Action Steps**
School wide expectations trainings each quarter

Teachers will implement school wide behavior expectations with fidelity as measured by 3.17 Staff have consensus and engage in MTSS
Comprehensive Schoolwide Plan

implementation questionnaire.

Teachers will use Power school tracking system to log incidents daily

Data will be analyzed monthly to inform decision making

Culture/Climate Benchmark

Beginning of year SAM

End of year SAM

Culture/Climate Frequency

Semi annually

Culture/Climate Resources

School wide expectations

SAM assessment data

Powerschool behavioral management system

PBIS committee

Achievement Gap Goal

Mary W. Jackson teachers will increase the number of students in grades K-6, reaching proficiency in mathematics by 5% as measured by end-of-year assessments and RISE.

Achievement Gap Key Performance Indicators

K-2 EOL Assessment EL's proficiency rates 10% 2021
EL's progress towards English Proficiency by the end of 3rd grade 7% 2021
ELA Proficiency End of Elementary for EL's 0% 2021
Comprehensive Schoolwide Plan

**Achievement Gap Action Steps**
Teachers will progress monitor students based on their benchmark scores, weekly, biweekly or monthly

Teachers will administer CFA’s interim assessments and/or RISE Benchmarks

Teachers will use data to identify learning gaps and create actions plans to address student needs during grade level ELA bi-monthly PLC’s.

Teachers will provide consistent daily ELD instruction including all four Domains – Reading, Writing, Listening, Speaking.

Teachers will engage in monthly Coaching Cycles including reflection on student performance & observations to improve Tier I instruction

**Achievement Gap Benchmark**
Progress Monitoring
Interim Assessments
Middle of Year Assessments
End of Level Assessments

**Achievement Gap Frequency**
Weekly
Beginning of Year
Middle of Year
End of Year

**Achievement Gap Resources**
Wonders Curriculum ELD
WIDA Descriptors
Ellevation Online Platform
Interim Assessments and pacing guides
RISE Benchmarks
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.)

Mary W. Jackson Family Engagement Plan

Parents joined staff to develop a plan about how Mary W. Jackson Elementary Staff and families will work together to improve family engagement. Our plan includes actions to:

Make our school more welcoming & make meetings more accessible and understandable.

Support parents to understand their rights to be involved in planning school goals and advocate for their students.

Provide multiple opportunities for families to learn about the Utah Core Standards and strategies to help their children be successful.

Activities to Support Partnerships

Parent Teacher Conferences

October 5, 3:00 PM to 7:00 PM
October 6, 1:30PM to 5:30 PM
February 8, 3:00 PM to 7:00 PM
February 9, 1:30 PM to 5:30 PM

Parent Workshops

Ready to Launch Parent Collaboration Meetings

Second Monday of the Month 8:30-10:00

Initial Meeting: Monday, September 12, 8:30-10:00

School Community Council

Fourth Wednesday of the Month, 6:00 PM
PTA/PTO

Second Wednesday of the Month, 5:30 PM

Visit Classroom Day

Parents are welcome to visit classrooms on Wednesdays each week. Please let the office know you will be visiting.

Art Class Visits: Monday & Tuesday

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

Mary W Jackson Elementary is committed to communicating regularly with families about children’s learning. Some of the ways you can expect us to communicate are:

- School Messenger - voice/text / e-mail
- Weekly post FB & Instagram
- Newsletter Monthly
- Principal’s Message
- Teachers communicate via e-mail / class dojo / phone
## Budget Summary

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Source</th>
<th>Approximate Expenditure</th>
<th>Other Resources</th>
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<tbody>
<tr>
<td>Class size reduction- 3FTE.</td>
<td>2209100188-600 Title I Site Based Jackson</td>
<td>267,309</td>
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<tr>
<td>Interventionist Reading</td>
<td>4222100188-0131 School Land Trust Jackson</td>
<td>48,213</td>
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<tr>
<td>Family Involvement - Family Coordinator</td>
<td>4678100188-0670 Tchr &amp; Stdnt Sucs Jackson</td>
<td>13,544</td>
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<tr>
<td>Reading Intervention Support Para</td>
<td>1033240188- Jackson Board Dist Student Ach</td>
<td>18,054</td>
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<td>Family Involvement - School Nights</td>
<td>2208100188-0270 Parent Involvement Jackson</td>
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<td>Supply and Textbooks</td>
<td>2230100188-600 Title3/Emerg Immigrant Jackson</td>
<td>2,597.61</td>
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<td>LETRS Training Materials</td>
<td>0010100188-000 Regular School Prog Jackson</td>
<td>700.00</td>
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