School Improvement Plan  
2022-2023

Nibley Park 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>Frances P. Battle</td>
<td><a href="mailto:frances.battle@slcschools.org">frances.battle@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Hope Jenkinson</td>
<td><a href="mailto:hope.jenkinson@hotmail.com">hope.jenkinson@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Rielly Butler</td>
<td><a href="mailto:rielly.butler@gmail.com">rielly.butler@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Lamar Spotted Elk</td>
<td><a href="mailto:lamar.spottedelk@slcschools.org">lamar.spottedelk@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Julia Waldroup</td>
<td><a href="mailto:julia.waldroup@slcschools.org">julia.waldroup@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Camala Richard</td>
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<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Willow Amendola-Francis</td>
<td><a href="mailto:dawn.amendolafrancis@slcschools.org">dawn.amendolafrancis@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Kellie Neuteboom</td>
<td><a href="mailto:kellie.neuteboom@slcschools.org">kellie.neuteboom@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>
<td></td>
</tr>
</tbody>
</table>

Description of process for involving stakeholders

School Community Council and PTO will be involved. Each of these meetings will be open for anyone to attend our meetings. Presently, PTO is discussing having some meetings later in the evening to better meet parents’ schedules.
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
- RISE
- PowerSchool attendance 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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</thead>
<tbody>
<tr>
<td>ACHIEVEMENT_GAP</td>
<td>TSI sub-groups: Based upon 2022 RISE data, Students with Disabilities performed at 19%. MLL students performed at 20%. Because of numbers, we have no data for African American students.</td>
<td>Mobility and the Pandemic.</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>K-3 is performing at 60% or better. 7th grade made an increase in math from 5% to 49%</td>
<td>Additional assistance was provided in math.</td>
</tr>
<tr>
<td>CLIMATE_CULTURE</td>
<td>Addressing the SEL (Social Emotional Needs) Full time counselor Attendance increased when we returned to in person learning</td>
<td>Meeting with parents, teachers and students.</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Some students continue to have challenges. Five fourth grade students tested out of ELD. This was most successful.</td>
<td>Students wanted to move into monitoring. Parent support.</td>
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</table>
Comprehensive Schoolwide Plan

Literacy Goal
Thirty percent of Nibley Park School (K-8) English Language Learners (ELL) students will meet their Pathways of Progress/Instructional goal in reading by the end of second trimester of the 2022-2023 school year.

Literacy Key Performance Indicators
All students will participate in district interims, RI Inventory, Acadience, and teacher CFAs. Data from these assessments will be used to plan instruction.
All ELD students will participate in WIDA testing. Data from these assessments will be used to plan instruction.
Observe for the use of Kagan strategies in all observations and deliver feedback to teachers.
During PLCs, once per month, hold teachers accountable for their three focus students.
The Literacy Coach will participate in PLC's and be available in classrooms for small groups or other supports as needed.
The literacy coach will collaborate directly with principal at least two times per month.
All teachers will receive ELLevations training by our ELD teacher.

Literacy Action Steps
Discussion, planning, data dives in PLC's, Collaboration with Literacy Coach and ELD teacher
We will develop strategies that teachers can use in the classroom
Provide small groups with classroom and ELD teacher
LETRS
Kagan Strategies
Professional Development during faculty meetings
Literacy Coach will provide support with small groups in the classroom
A paraprofessional will be provided to support ELD teacher when needed
Classroom observations
Teachers will use ELLevations

Literacy Benchmark
Testing of new students
WIDA - Annually
Acadience - Three times a year
Reading Inventory - Three times a year
Comprehensive Schoolwide Plan

**Literacy Frequency**
- Testing of new students - ongoing
- WIDA - Annually
- Acadience - Three times a year
- Reading Inventory - Three times a year

**Literacy Resources**
- Title III funding

**Numeracy Goal**
Increase the number of students reaching proficiency by at least 6%, as measured by the RISE Summative Assessment or end of level testing in mathematics. This will be compared to last year’s assessment.

**Numeracy Key Performance Indicators**
All students will participate in district interims, Acadience Math, Rise Interims, and Rise Summative assessments. Data from these assessments will be used to plan instruction.
All students K-6 will participate in ST Math. Progress will be monitored during PLCs using a JUI Chart.
Teachers will participate in professional development twice during the year with ST MATH representatives.
The math coach will collaborate directly with principal at least two times each month.

**Numeracy Action Steps**
- Discussion, planning, data dives in PLC’s, one on one collaboration with Math Coach to develop strategies that teachers can use in the classroom
- Small group instruction
- ST Math
- Kagan Strategies
- Professional development
- Provide paraprofessionals to assist students during small groups or individually
- Seek volunteers to work with students in the classroom
Comprehensive Schoolwide Plan

**Numeracy Benchmark**
Required district tests throughout the year
Teacher assessments throughout the year
Acadience - Three times a year

**Numeracy Frequency**
Required district tests throughout the year
Teacher assessments throughout the year
Acadience - Three times a year

**Numeracy Resources**
Land Trust Funds - To support in computer lab and purchase math supplies.

**Culture/Climate Goal**
There will be a decrease in student behavior referrals to the office by 30% as compared to last year, and an increase in attendance by 25% as compared to last year.

**Culture/Climate Key Performance Indicators**
We will average 80% attendance each quarter.
Discipline referrals will be monitored monthly to check for progress.
Nominations for staff of the month
Nominations for students of the month
Bi-monthly morale builders for faculty and staff.
Monthly Dolphin Store for students in Kindergarten - 6th grades.

**Culture/Climate Action Steps**
We will implement monthly community nomination forms for parents, staff, teachers, students, and community members.
Monthly student recognition
Monthly faculty and staff recognition
Feedback during PLC and faculty meetings
We will implement a schoolwide MTSS/SEL plan to increase the culture and engagement of our faculty, students and families.
Comprehensive Schoolwide Plan

We will implement Move This World (forty minutes a week) in each classroom to support SEL needs and help each student feel valued and experience success. Teachers will also be given access to Inner Explorer as another classroom SEL tool to use in addition to Move This World.

Culture/Climate Benchmark
By the end of the school year teachers will have completed the course pathway for their grade level in Move This World. We are able to monitor their progress through an app called DOMO to help support them.

We also have the ability to monitor progress on Inner Explorer.

By the end of the school year each teacher will have nominated one or more students monthly to be recognized in a schoolwide assembly as student of the month starting in October through June.

By the end of the school year two or more faculty members will be recognized monthly in a schoolwide assembly as faculty member of the month in front of the students starting in October through June as well as at faculty meetings.

By the end of the school year students will be recognized monthly in a schoolwide assembly for attendance.

Culture/Climate Frequency
Weekly Progress Monitoring Move This World
Weekly Progress Monitoring Inner Explorer
Monthly Faculty Recognition
Monthly Student Recognition
Weekly Attendance Monitoring
Monthly Attendance Recognition

Culture/Climate Resources
Community Resources
SEL Budget HB 58 under Emily Sutherland
Move This World Program Manager Kesa Hussain
Inner Explorer Southwest Regional Director Christy Cassisa
DOMO Insights Report Builder

Achievement Gap Goal
We will increase the following TSI subcategories: SWD 30%, African-American 32%, and ELL 25% by 10 percentage points by the end of the 2022-2023 as measured by RISE.
Comprehensive Schoolwide Plan

Achievement Gap Key Performance Indicators

All students will participate in district interim, RI Inventory, Acadience, and teacher CFAs. Data from these assessments will be used to plan instruction.
All ELD students will participate in WIDA testing. Data from these assessments will be used to plan instruction.
Observe for the use of Kagan strategies in all observations and deliver feedback to teachers.
During PLCs, once per month, hold teachers accountable for their three LETRS focus students.
Coaches will collaborate directly with Fran at least two times per month.
All teachers will receive ELLevations training.
PLC protocols will include purposeful discussions centered around all demographics in the school.
ELD and Resource teachers attend PLCs as needed.

Achievement Gap Action Steps

Discussion, planning, data dive in PLC’s, collaboration with Literacy Coach and ELD teacher. We will also develop strategies that teachers can use in the classroom.
Provide small groups with classroom and ELD teacher.
LETTR
Kagan Strategies
Professional Development during faculty meetings and asynchronous days.
Teachers will use ELLevations with ELD students.
Classroom Observations
Maintain an equity focus throughout the school.

Achievement Gap Benchmark

Required district tests throughout the year
Teacher assessments throughout the year
Acadience - Three times a year

Achievement Gap Frequency

Required district tests throughout the year
Teacher assessments throughout the year
Acadience - Three times a year

Achievement Gap Resources

Title I funding
Land Trust
TSSA funds
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.)

Our school has an active School Community Council that meets monthly
Parent Teacher Organization
Back-To School Night has been held to discuss Title I status, expectations, and how we are using the funds
Provide interpreters, when needed, during all conferences and meetings for parents or guardians
Parent Nights will be held at least twice this year
Grade levels will have presentations to display student learning throughout the year
Teachers correspond with families via newsletter or other forms of communication
Collaborate with After School Program for family engagement activities

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

Back-To-School Night
Parent Teacher Conferences
Parent Meetings
E-mails to families in languages that are represented at our school
Phone calls from the principal
SCC and PTO meetings
# School Improvement Plan
2022-2023

## 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>Math</td>
<td>4222100224-0618 School Land Trust Nibley Park</td>
<td>$40,000</td>
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<tr>
<td>Student Support</td>
<td>4678100224-0270 Tchr &amp; Stdnt Suca Nibley Park</td>
<td>$50,000</td>
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<tr>
<td>Class Size Reduction</td>
<td>2209100224-0133 Title I Site Based Nibley Park</td>
<td>$80,000</td>
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<tr>
<td>Class Size Reduction</td>
<td>1033100224-0132 Nibley Pk Board Dist Stud Ach</td>
<td>$70,000</td>
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