

**School Improvement Plan**  
**2022-2023**

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### 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>Jill Chopus Baillie</td>
<td><a href="mailto:jill.baillie@slcschools.org">jill.baillie@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Parent Member (non-school employee)</td>
<td>Ana Pacheco</td>
<td><a href="mailto:luciogarcia_36@msn.com">luciogarcia_36@msn.com</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Ted Zeitler</td>
<td><a href="mailto:ted.zeitler@slcschools.org">ted.zeitler@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Kelsea Hickman</td>
<td><a href="mailto:kelsea.hickman@slcschools.org">kelsea.hickman@slcschools.org</a></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>Elizabeth Montoya</td>
<td><a href="mailto:elizabeth.montoya@slcschools.org">elizabeth.montoya@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>

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**Description of process for involving stakeholders**

Action 1-Instructional Leadership Team met in August to discuss data and schoolwide goals for 2022-2023 school year.
Action 2-Principal met with SCC and shared last year's data and school wide goals.
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.)

- Reading Inventory
- RISE ELA, Math, and Science
- SEL District Survey
- Stakeholder Survey
- WIDA Assessment
- Attendance Summary
- null
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>
</tr>
</thead>
<tbody>
<tr>
<td>CLIMATE_CULTURE</td>
<td>Strengths-A strong, multi-tiered attendance system that reinforces good attendance and supports students with attendance concerns. A successful schoolwide attendance campaign, Let's Do This Thing Called Class, that has made a strong impression on our students, parents, and community.</td>
<td>The residual effects of the pandemic on a community that had one of the highest death rates in the state have affected attendance at Glendale Middle.</td>
</tr>
<tr>
<td>ACHIEVEMENT_GAP</td>
<td>Strengths-47% of ELD students made adequate growth progress on WIDA assessment. We exceeded our goal by 5%. Significant gains on RISE from 2021 to 2022 for 8th grade.</td>
<td>41% of our students are classified as ELD are working to obtain Cognitive Academic Language Proficiency(as measured in RISE and WIDA assessments) and teachers need to focus on developing these skills in all core and elective classes.</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>Strengths-high growth on RISE from 6th to 7th and 7th to 8th grades. A very strong, cohesive math department that consistently looks at data to drive instruction.</td>
<td>The majority of the 6th grade math teachers in the three years were uninvested with high absenteeism. Non-functioning PLC.</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Strengths-5-9% increase in RISE proficiency in grades 6th-8th; increased number of students who made adequate growth on WIDA by 5% since 2020. (2020) was 42.3%; 5-11% increase of proficient students on RI in all grades in 2021</td>
<td>41% of our students are classified as ELD are working to obtain Cognitive Academic Language Proficiency(as measured in RISE and WIDA assessments).</td>
</tr>
<tr>
<td>ACHIEVEMENT_GAP</td>
<td>Weaknesses-Level 3s moving to Level 4 has been extremely difficult.</td>
<td></td>
</tr>
<tr>
<td>CLIMATE_CULTURE</td>
<td>Weaknesses-25% of our students are chronically truant.</td>
<td></td>
</tr>
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<td>Area of Focus</td>
<td>Key Findings</td>
<td>Root Cause</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>LITERACY</td>
<td>Weaknesses-Level 3 and Level 4 ELD students do not test into the proficient category on RISE.</td>
<td></td>
</tr>
<tr>
<td>NUMERACY</td>
<td>Weaknesses-Majority of incoming 6th graders in 2021-2022 school year were not proficient on RISE.</td>
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</table>
Comprehensive Schoolwide Plan

Literacy Goal
Increase the number of proficient students by 10% as measured by RI test (BOY to EOY).

Literacy Key Performance Indicators
2021-2022: Percentage of students who scored proficient or advanced at EOY as measured by RI: 6th-30%; 7th-34%; 8th-40%
2021-2022: Percentage of students moving into the proficiency category per grade from BOY to EOY: 6th-11%; 7th-9%; 8th-7%

Literacy Action Steps
1) ELA and Social Studies teams will use grade level and stretch text in Tier One instruction. ELA teachers will use the text complexity training to choose appropriate texts.
2) Admin will observe and give feedback to all core and elective teachers using the Teacher Clarity Rubric by December 23.
3) Place all Tier 2 students in Reading and ELD intervention classes according to benchmark scores in Acadience, WIDA, and RI scores.
4) Teachers will look at CFA and interim data 60% of time in PLCs and adjust instruction accordingly.
5) Teams will explicitly teach vocabulary using similar evidence based strategies.
6) All teachers will be trained and will use the same Close Read strategy East High School’s pre-AP ELA classes use.

Literacy Benchmark
Quarterly RI scores
Next Steps intervention data
6th Grade Acadience scores

Literacy Frequency
Quarterly

Literacy Resources
-Next Steps curriculum
-3 trained Next Steps tutors
-Teacher Clarity coaching provided by USBE
-Academic vocabulary coaching provided by USBE
Comprehensive Schoolwide Plan

**Numeracy Goal**
Increase the number of proficient students by 7% as measured by EOY RISE.

**Numeracy Key Performance Indicators**
2020-2021 EOY levels for Proficient or Advanced: 6th- 4%; 7th- 22%; 8th-16%

2021-2022 BOY levels for Proficient or Advanced: 6th - 9%, 7th- 27%, 8th - 31%

**Numeracy Action Steps**
1) Ensure all PLCs are following the same scope and sequence.
2) Ensure all PLCs are looking at CFAs 60% of PLC time.
3) Train co-teachers on small group instruction in math, to provide Tier 3 interventions.
4) Hire .75 6th Grade Math interventionist to address Covid holes

**Numeracy Benchmark**
District Interims
RISE benchmarks

**Numeracy Frequency**
Quarterly

**Numeracy Resources**
SPED training from District Office

**Culture/Climate Goal**
Increase the number of students attending 90% of their classes 90% of the time by 10%(85%) as measured by PS attendance.
Comprehensive Schoolwide Plan

Culture/Climate Key Performance Indicators

2021-2022: 75% of GMS students attended 90% of their classes 90% of the time.

Culture/Climate Action Steps

1) Organize an attendance team and appoint a team chair.
2) Pull attendance data weekly.
3) Send 5-10-15 day attendance letters weekly.
4) Hold attendance meetings with parents and students who have missed 5 full days of school.

Culture/Climate Benchmark

weekly and quarterly attendance reports

Culture/Climate Frequency

weekly and quarterly attendance reports

Culture/Climate Resources

- allocate resources to counseling department, 2.0 Extra FTE

Achievement Gap Goal

Increase the number of identified MLL students making adequate progress by 5% as measured by the WIDA test (52%).

Achievement Gap Key Performance Indicators

220 WIDA: 42.3% made adequate growth
2021 WIDA: 37.1 made adequate growth
2022 WIDA: 47% made adequate growth
Comprehensive Schoolwide Plan

Achievement Gap Action Steps
1) ELA and Social Studies teams will use grade level and stretch text in Tier One instruction. ELA teachers will use the text complexity training to choose appropriate texts.
2) Admin will observe and give feedback to all core and elective teachers using the Teacher Clarity Rubric by December 23.
3) Place all Tier 2 students in Reading and ELD intervention classes according to benchmark scores in Acadience, WIDA, and RI scores.
4) Teachers will look at CFA and interim data 60% of time in PLCs and adjust instruction accordingly.
5) Teams will explicitly teach vocabulary using similar evidence based strategies.
6) All teachers will be trained and will use the same Close Read strategy East High School's pre-AP ELA classes use.

Achievement Gap Benchmark
RI benchmark data
WIDA CFA scores
Next Steps data
My Lexia student data

Achievement Gap Frequency
quarterly WIDA benchmarks, RI, and Lexia data

Achievement Gap Resources
-District support in PLCs
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.)

- Hot Dog Hello Back-to-School Night
- Parent Teacher Conferences held twice annually, 4 nights
- Parent trainings run by counselors during conferences
- Monthly SCC meetings
- Newsletters-4 times per year
- Individual parent meetings to report progress
- 4 report cards
- Facebook and Instagram
- Community Learning Center activities and Family Liaison involvement

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

- Staff informed in faculty meetings
- Weekly staff emails outlining schedule and important information
- Bi-monthly faculty monthly meetings focusing on data and schoolwide progress
- Bi-monthly SCC meetings
- Quarterly Newsletters sent to community
## 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>.75 Math teacher</td>
<td>4678100412-0242 Tchr &amp; Stdnt Sucs Glendale</td>
<td>60,000</td>
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<tr>
<td>Social worker</td>
<td>2209100412- Title I Site Based Glendale</td>
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<tr>
<td>Social Worker .4</td>
<td>2209100412- Title I Site Based Glendale</td>
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<tr>
<td>Counselor .5</td>
<td>2209100412- Title I Site Based Glendale</td>
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<tr>
<td>2 Reading Tutors</td>
<td>4678100412-0132 Tchr &amp; Stdnt Sucs Glendale</td>
<td>42000</td>
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<tr>
<td>Student Family Advocate</td>
<td>2230100412- Title3/Emerg Immigran Glendale</td>
<td>21,000</td>
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