

# School Improvement Plan

2023-2024

## Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Adrienne Lobato	adrienne.lobato@slcschools.org	
Parent Member (non-school employee)	Brenda Ruiz	primecolorpaintingcom@yahoo.com	
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Parent Member (non-school employee)	Liliana Medina	lilianamedina2@yahoo.com	
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Faculty Member	Melanie Alexander	melanie.alexander@slcschools.org	
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**Description of process for involving stakeholders**

The Stakeholder Planning Team is comprised of members of the School Improvement Council (SIC) and School Community Council (SCC) representatives. The purpose of this committee is to provide for cooperative means of improving the educational programs and conditions within the school. The team meets to discuss data, school activities, and strategies for overall school improvement.

**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.)

Stakeholder Survey
SLCSD SEL Survey (BOY and EOY)
Kindergarten KEEP (BOY and EOY)
K-6 Acadience Reading Benchmarks (BOY, MOY, and EOY)
K-6 Acadience Reading Progress Monitoring
K-6 Acadience Math Benchmarks (BOY, MOY, and EOY)
K-6 Acadience Math Progress Monitoring
K-6 Common Formative Assessments (CFA) in ELA and MA
K-6 Instructional Block Post Assessments (IBPA) for ELA and MA
Grades 3-6 RISE Benchmarks - ELA, MA, and SC
Grades 3-6 RISE Summative - ELA, MA, and SC

## 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	Strength or Weakness	Key Findings	Root Cause
LITERACY	Strength	Students in grades K-3 made consistent growth on individual Pathways of Progress from the beginning of the 2021-2022 year. Sixty-eight percent of students made their pathways goal from the beginning of the year. Thirty-two percent of students did not meet their pathways goal. Seventy-four percent of students in grades 4-6 made little to no growth on the Reading Inventory, where 26% of students made high growth.	Kindergarten thru third grade teachers progress monitored and based small group instruction on their Acadience data. Grades 4-6 students were also progress monitored. We used Amplify to look at data to show progress and areas of additional needs. Our TSI indicators for multi-language learners and students with disabilities were also addressed.
NUMERACY	Strength	Students in grades K-3 made progress on individual Pathways of Progress from the beginning of the 2021-2022 year. Sixty-six percent of students made their pathways goal at the end of the year. For students in grades 3-6, fifteen percent of students achieved proficiency on the Math RISE summative assessment. This is an increase of seven percent from the 2020-2021 school year proficiency score of eight percent.	K-6 teachers took on the implementation of Acadience Math to determine areas of success and areas in need of growth. They progress monitored and based small group instruction on Acadience Math data. Teachers utilized CFAs and data to show progress and areas of additional need toward end of level assessment proficiency. Our TSI Indicators for multi-lingual learners and students with disabilities were also addressed. If we utilize this pathway school-wide, we will continue to make growth.
ACHIEVEMENT_GAP	Strength	We found that 50% of our MLLs met their growth goal as measured by WIDA ACCESS during the 2021-2022 school year. As a result of that growth, we have increased our goal to 60% of MLLs reaching their growth goal as measured by WIDA ACCESS.	Teachers collaborated with coaches and administrators during weekly grade level PLCs on best teaching practices to meet the needs of MLLs.

**School Improvement Plan**  
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Area of Focus	Strength or Weakness	Key Findings	Root Cause
CLIMATE_CULTURE	Strength	According to parent perception, 69% of those that participated in the survey said that violence rarely occurs at North Star. Fifty-six percent of parents said the school always keeps students safe from bullying.	All adults at North Star build positive relationships with students and teach students school-wide expectations. Students feel safe as a result. We address bullying in a variety of ways and sometimes on a case by case basis. Teachers and our counseling team use Move This World and Inner Explorer curriculum to address Social and Emotional Learning (SEL).

## Comprehensive Schoolwide Plan

### Goal Length: 3-Year

#### Literacy Goal

##### Kindergarten Proficiency

By June 2026, 68% of kindergarten students will be reading on grade level as measured by Acadience Reading with a composite score of 145 or better.

##### Grades 1-3 Proficiency

By June 2026, 68% of first thru third grade students will be reading on grade level as measured by Acadience Reading Lexile cut scores.

##### Grades 4-6 Proficiency

By June 2026, 68% of fourth thru sixth grade students will be proficient as measured by RI.

#### Numeracy Goal

##### Math K-6 Proficiency Goal

By June 2026, 56% of students in grades K-6 will score at or above grade level proficiency on end of year Acadience Math.

##### Math Grades K-6 Growth Goal

By June 2026, 60% of students in grades K-6 will make typical or above progress on Acadience Math by end of year.

##### Math Grades 3-6 Proficiency Goal

By June 2026, 35% of third thru sixth grade students will be proficient as measured by the RISE Summative.

#### Culture/Climate Goal

By June 2026, North Star will increase the overall culture and climate SEL survey score in the specific areas of self-awareness and self-management by 40% as measured by the end of year SEL survey.

#### Achievement Gap Goal

By June 2026, 68% of MLL students will meet their annual growth goals as measured by the WIDA Access.

By June 2026, 80% of WIDA Level 3 and Level 4 students will be making at least 0.5 year's growth as measured by the WIDA Access.

## Comprehensive Schoolwide Plan

**Goal Length: Annual**

### Literacy Goal

#### Kindergarten Proficiency

By June 2024, 63% of kindergarten students will be reading on grade level as measured by Acadience Reading with a composite score of 145 or better.

#### Grades 1-3 Proficiency

By June 2024, 63% of first thru third grade students will be reading on grade level as measured by Acadience Reading Lexile cut scores.

#### Grades 4-6 Proficiency

By June 2024, 63% of fourth thru sixth grade students will be proficient as measured by RI.

### List the specific actions steps that you will take to reach this goal.

Acadience Reading and the Reading Inventory will be used as the measurement to quantify student academic progress and success. Growth will be measured by the beginning of year, middle of year, and end of year benchmark assessments in grades K-6. Acadience Reading will measure student growth on Pathways of Progress through appropriate progress monitoring based on student needs: weekly progress monitoring for students with intensive needs, bi-monthly for students approaching typical growth, and once a month for students typical and above.

Based on 2021-2022 end of year Acadience Reading data for K-3, fifty percent of students were performing at/above grade level. Fifty percent of our students were performing below or well below grade level.

Based on 2021-2022 end of year Reading Inventory data for grades 4-6, thirty-five percent of students were performing at/above grade level. Sixty-five percent of our students were performing below or well below grade level. This data drives our goal.

### What benchmarks will be used during the school year to measure progress towards your goal?

1. Beginning of year benchmark data from Acadience Reading and the Reading Inventory will inform teachers of student Tier 2 intervention needs.
2. Teachers will provide weekly progress monitoring for students with intensive needs to support growth using Acadience Reading.
3. Teachers will use data from progress monitoring to inform instruction for Tier 2 lessons.
4. Middle of year benchmark data in Acadience Reading and the Reading Inventory will inform teachers of students who need weekly progress monitoring. Teachers will adjust instruction as needed to support students' Tier 2 needs.

## Comprehensive Schoolwide Plan

**Goal Length: Annual**

### Literacy Resources

- Literacy Coach
- District reading program aligned to the Science of Reading
- District ELD Program
- Acadience Reading
- Amplify
- mClass Acadience Reading
- SLCSO Instructional Block Post Assessments (IBPA) in Illuminate
- RISE ELA and writing benchmarks

### Numeracy Goal

Math K-6 Proficiency Goal

By June 2024, 46% of students in grades K-6 will score at or above grade level proficiency on end of year Acadience Math.

Math Grades K-6 Growth Goal

By June 2024, 60% of students in grades K-6 will make typical or above progress on Acadience Math by end of year.

Math Grades 3-6 Proficiency Goal

By June 2024, 25% of third thru sixth grade students will be proficient as measured by the RISE Summative.

### List the specific actions steps that you will take to reach this goal.

SLCSO Math Instructional Block Post Assessments (IBPA) administered in the fall, winter, and spring, along with Acadience Math and RISE benchmark math assessments, will be used as the measure to quantify student academic progress and success.

Acadience Math, in particular, will measure student growth on Pathways of Progress through benchmark assessments given at the beginning, middle, and end of year in grades K-6. Teachers will be able to monitor success toward the goals through progress monitoring occurring one time per month for each measure. School administration and the academic coach will monitor and track student growth on benchmark levels utilizing data from 2022-2023 as a baseline.

### What benchmarks will be used during the school year to measure progress towards your goal?

1. Administer support for Tier 2 interventions in the areas of: Computation; Concepts and Applications.
2. Identify areas of need based on end of year data (2022-2023) to begin interventions at the beginning of the school year (2023-2024).
3. Identify and organize methods for which Tier 2 interventions can be utilized.



## Comprehensive Schoolwide Plan

### Goal Length: Annual

4. Teachers and personnel implementing Tier 2 interventions will attend PLCs at the beginning of the year (2023-2024) to identify students in need of support and organize when Tier 2 interventions will take place.
5. Teachers and personnel implementing Tier 2 interventions will collect progress monitoring data from Acadience Math to inform instruction based upon intervention.

### Numeracy Resources

- Math Coach
- Eureka Math program
- Acadience Math
- acadiencelearning.net
- iReady curriculum software
- SLCSO Instructional Block Post Assessments (IBPA) in Illuminate
- RISE math benchmarks

### Culture/Climate Goal

By June 2024, North Star will increase their overall culture and climate SEL survey score in the specific areas of self-awareness and self-management by 30% as measured by the end of year SEL survey.

### List the specific actions steps that you will take to reach this goal.

- Administrators, teachers, counselor, and the MTSS/PBIS Committee will continue to promote SEL daily through Move This World and Inner Explorer curriculum.
- Administrators, teachers, and counselor will track monthly attendance reports in PowerSchool in order to positively reinforce student attendance.
- The MTSS/PBIS Committee will create, maintain, and supply monthly "AttenDANCE" celebrations for students who meet the set criteria.
- The MTSS/PBIS Committee will create, demonstrate, and implement the PBIS expectations for the common areas of the school: cafeteria, playground, hallway, restroom, and pod commons in the form of posters and videos.
- Administrators, teachers, and staff will positively reinforce the PBIS expectations throughout the school day by intentionally observing and recognizing students who are demonstrating one or more of the school-wide expectations by filling out a STAR ticket for individual students.

### What benchmarks will be used during the school year to measure progress towards your goal?

- Reduce the number of absences and tardies as measured by the PowerSchool attendance reports.
- Increase the number of STAR tickets turned into the main office.
- Increase the number of students attending the "AttenDANCE" each month.

## Comprehensive Schoolwide Plan

**Goal Length: Annual**

### Culture/Climate Resources

- PowerSchool
- School administrators
- Main office staff
- School counselor
- School social worker
- Classroom teachers
- Paraprofessionals
- MTSS/PBIS Committee comprised of the principal, assistant principal, counselor, SPED teacher, and general education teacher.

### Achievement Gap Goal

By June 2024, 60% of MLL students will meet their annual growth goals as measured by WIDA Access.

By June 2024, 60% of WIDA Level 3 and Level 4 students will be making at least 0.5 year's growth as measured by the WIDA Access.

### List the specific actions steps that you will take to reach this goal.

- At the beginning of the school year, teachers will review the WIDA reports for their MLL students to map out the Can-Do Descriptors for each student.
- Teachers will map the names of all their MLL students on the class Can-Do At-A-Glance organizer to inform their instruction according to the Can-Do levels by domain.
- Teachers will be provided professional learning opportunities with a focus on engagement strategies that increase student talk or speaking skills within the classroom.
- Teachers will self-report the percentage of the instructional day students are engaged with talking or speaking.

### What benchmarks will be used during the school year to measure progress towards your goal?

- WIDA Screener for new students that do not have WIDA level data.
- Alternative language services (ALS) coordinator assigned to monitor and review the progress of all MLL students.
- Teachers will review progress of MLL students every two weeks during literacy PLC meetings.
- Teachers will review their student's Can-Do Descriptors in the fall of each year to informally revise the growth of the Can-Do levels for each domain.
- Teachers will provide scheduled intervention time for students identified as MLL and address student-specific needs.
- WIDA ACCESS test.

## **Comprehensive Schoolwide Plan**

**Goal Length: Annual**

### **Achievement Gap Resources**

- WIDA Screener
- WIDA Access
- WIDA Can-Do Descriptors
- Ellevation Platform

## 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.)**

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North Star will have multiple family nights this year focused on literacy, STEAM, art, and social and emotional learning (SEL). The principal, assistant principal, counseling team, and teachers will participate on planning committees to ensure these nights are welcoming, engaging, and appropriate for our school community.

In addition to family nights, North Star will have the following:

- Quarterly School Community Council (SCC) meetings.
- SEP Conferences held twice annually.
- Monthly calendars and newsletter information emailed, printed, and posted on social media for families to access.
- Phone calls as necessary to address academic progress, student behavior, and other needs.
- Quarterly report cards showing student attendance, academic progress, and behavior.
- Emails throughout the year providing families with a variety of school-related announcements and community resources.
- Administrator and teacher availability before and after school to address needs or concerns.

### Communication Plan

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

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Stakeholders will be made aware of important school information and events using a variety of communication methods.

North Star Teachers and Staff:

- Use of internal communication and messaging systems - district email, Teams chat, phone calls, and text messages.
- Calendar invites.
- Digital daily bulletin.
- Weekly email updates from the principal.
- Quick Teams chat updates from the principal and assistant principal.
- Monthly faculty meetings with calendar of important dates on the agenda.
- Monthly School Improvement Council (SIC) meetings.
- Monthly committee meetings.
- North Star website updates.
- Social media posts on Facebook.

North Star Families:

- Quarterly School Community Council (SCC) meetings.
- School Messenger - email, phone calls, text messages.
- North Star website updates.
- Social media posts on Facebook.
- Monthly calendars, newsletters, and notes sent home with students.
- Letters from the principal addressing specific topics and areas of concern.

### Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
ESSER (2712): - PE Paraprofessional (2712-100-140-0162) - Instructional Paraprofessional (2712-100-140-0163)		\$37,000	
School Improvement (1033): - Classroom Teachers (1033-100-140-0131)		\$150,000	
Title I (2209): - Classroom Teachers (2209-100-140-0131) - Instructional Paraprofessional (2209-100-140-0162)		\$243,000	
School LAND Trust (4222): - Classroom Teacher (4222-100-140-0131)		\$53,000	
Teacher and Student Success Act (TSSA) (4678): - Instructional Paraprofessional (4678-100-140-0163) - Instructional Paraprofessional (4678-100-140-0162)		\$64,000	