

### Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Britnie Powell	britnie.powell@slcschools.org	
Parent Member (non-school employee)	Jill Drown	jilldrown@yahoo.com	
Parent Member (non-school employee)	Tanya Lelanuja	tlelanuja@gmail.com	
Parent Member (non-school employee)	Janet Barnette	meowmaker@gmail.com	
Faculty Member	Kelly Haakenson	kelly.haakenson@slcschools.org	
Faculty Member	Ashley Paulsen	Ashley.Paulsen@slcschools.org	
Faculty Member	Niki Hack	Niki.Hack@slcschools.org	
Community Member (not associated with school)	Sydney Phillips	sydney.phillips@uw.org	
Paraprofessional	Odalis Garcia	Odalis.Garcia@slcschools.org	
LEA Title I Director	Britnie Powell	britnie.powell@slcschools.org	

### Description of process for involving stakeholders

Teacher leaders review data and collaborate to construct initial schoolwide goals. Our School Community Council (SCC) reviews schoolwide data, goals, and provides feedback on plans for school improvement. Our School Improvement Committee (SIC) reviews schoolwide data, goals, and provides feedback on plans for school improvement. Teacher leaders review data and collaborate to construct initial schoolwide goals. The purpose of stakeholder input is to provide for cooperative means of improving the educational programs and conditions within the school.

**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.)

Aspire

ACT

Student Subjective Wellbeing Questionnaire

HMH Reading Inventory

## 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
ACHIEVEMENT_GAP	Weakness	At the beginning of the 2022-2023 year RI Assessment, only 27% of students with disabilities were reading proficiently on grade level while 55% of students without disabilities were reading proficiently on grade level. By the midyear, 31% of students with disabilities are reading on grade level and 60% of students without disabilities are reading on grade level.	It has been a practice in other schools to not provide explicit reading support for students with disabilities aside from what the special education teacher is able to provide. Many special education teachers are not trained reading teachers nor do they have reading endorsements so we see wide reading gaps for students with disabilities by the time they enter high school.
CLIMATE_CULTURE	Weakness	30.2% of students at SLCSE Rose Park endorsed "often" or "almost always" for how often they experience a sense of well-being at school (April 2021).	The pandemic exacerbated student mental health issues and decreased opportunities for students to develop pro-social behaviors and skills.
LITERACY	Weakness	In 2019 (Pre-pandemic) 58% of SLCSE students tested proficient in English and 59% tested proficient at Reading on the Aspire+. In 2021, 37% of SLCSE students tested proficient in English and 44% tested proficient at Reading on the Aspire+. In 2022, 45% of SLCSE students tested proficient in English and 43% tested proficient at Reading on the Aspire+. To summarize, in 2021 40% of our students were proficient in literacy on the ASPIRE+ assessment. In 2022 44% of our students were proficient in lit	We live in a society that does not provide equitable access from the beginning. When students enter kindergarten there are large discrepancies in readiness. The school system as a whole continues to widen gaps through a lack of equitable opportunities and providing needed supports to close gaps (tracking, ELP, lack of access to effective teachers, lack of funding). By the time they reach us in high school, significant gaps already exist in literacy proficiency.

Area of Focus	Strength or Weakness	Key Findings	Root Cause
NUMERACY	Weakness	In 2019 (Pre-pandemic) 48% of SLCSE students tested proficient in Mathematics on the Aspire+. In 2021, 23% of SLCSE students tested proficient in Mathematics on the Aspire+.in 2022, 33% of students tested proficient in Mathematics on the Aspire+.	We live in a society that does not provide equitable access from the beginning. When students enter kindergarten there are large discrepancies in readiness. The school system as a whole continues to widen gaps through a lack of equitable opportunities and providing needed supports to close gaps (tracking, ELP, lack of access to effective teachers, lack of funding). By the time they reach us in high school, significant gaps already exist in mathematics proficiency.
LITERACY	Strength	Data on percent of students who failed each quarter of language arts (need 3rd quarter data). Failure rates have been reduced!	SLCSE started our first literacy lab classes this year. The purpose of these sections is to support students with their language arts class in order to bolster literacy skills, effective student skills, and reduce the number of students failing language arts courses.
NUMERACY	Strength	Data on percent of students who failed each quarter of mathematics (need 3rd quarter data). Failure rates have been reduced!	We have increased the number of math labs and the number of tier I math sections of courses in order to reduce class sizes. Math lab classes are designed to support students in learning content so they are able to stay paced with the class as well as good student skills. All math classes are heterogeneously grouped (no tracking). Teachers are able to identify learning gaps and create support to fill those gaps. A de-tracked model of learning provides all students access to rigorous curriculum.
CLIMATE_CULTURE	Strength	82% of students at SLCSE Rose Park endorsed "often" or "almost always" for how often they experience a sense of well-being at school (Spring 2022). When the questionnaire was administered winter of 2023, 82% of students continued to indicate that they experience a sense of wellbeing at school "often" or "almost always."	SLCSE implements robust PBIS and mental health supports. SLCSE has also had a schoolwide focus for the past two years on experiential learning to enhance student learning with real-world experiences beyond the walls of the classroom.

**School Improvement Plan**  
2023-2024

Area of Focus	Strength or Weakness	Key Findings	Root Cause
ACHIEVEMENT_GAP	Strength	We have a highly trained reading teacher working with students who are not reading on grade level. One section of reading support is a co-taught class with a special education teacher to better meet the individual needs of students with disabilities. We also have one section of ELD being co-taught by two highly qualified teachers and have provided special education co-teaching for sections of ELD with increased numbers of students with special education.	Having a co-taught reading class not only better supports differentiation and the ability to better implement effective accommodations but it also builds the capacity of special education teachers with skill development of reading teaching.
ACHIEVEMENT_GAP	Weakness	The end of level assessment data for the Utah Aspire Plus shows a persisting gap over time between proficiency of multi-language learners and non-multi-language learners. In 2019 (Pre-pandemic) 49% of non-MLLs were proficient while only 6% of MLLs were proficient (43% Gap). In 2021 52% of non-MLLs were proficient while only 4% of MLLs were proficient (48% Gap). In 2022 46% of non-MLLs were proficient while only 5% of MLLs were proficient (41% Gap). The most recent data shows that 48% of non-MLLs were proficient while only 2% of MLLs were proficient (46% Gap).	

## Comprehensive Schoolwide Plan

### Goal Length: 3-Year

#### Literacy Goal

By June 2024, 55% of students in grades 9-10 will be proficient on Aspire+.

By June 2024, 55% of students in grade 11 will be proficient on ACT.

By June 2025, 60% of students in grades 9-10 will be proficient on Aspire+.

By June 2025, 60% of students in grade 11 will be proficient on ACT.

By June 2026, 65% of students in grades 9-10 will be proficient on Aspire+.

By June 2026, 65% of students in grade 11 will be proficient on ACT.

#### Numeracy Goal

By June 2024, 43% of students in grades 9 and 10 will be proficient on Aspire+.

By June 2024, 47% of students in grade 11 will be proficient on ACT.

By June 2025, 48% of students in grades 9 and 10 will be proficient on Aspire+.

By June 2025, 52% of students in grade 11 will be proficient on ACT.

By June 2026, 53% of students in grades 9 and 10 will be proficient on Aspire+.

By June 2026, 58% of students in grade 11 will be proficient on ACT.

#### Culture/Climate Goal

By the end of the 2023-2024 school year, 85% of student responses on the Student Subjective Wellbeing Questionnaire indicators will endorse “often” or “almost always” for how often they experience a sense of well-being at school. We then want to continue to maintain at least 85% of students indicating a sense of well-being often or almost always.

## **Comprehensive Schoolwide Plan**

**Goal Length: 3-Year**

### **Achievement Gap Goal**

By June 2024, 40% of students with disabilities will be reading on grade level as measured by the RI assessment.

By June 2025, 50% of students with disabilities will be reading on grade level as measured by the RI assessment.

By June 2026, 60% of students with disabilities will be reading on grade level as measured by the RI assessment.

## Comprehensive Schoolwide Plan

**Goal Length: Annual**

### Literacy Goal

By the end of the 2023-2024 school year, the number of proficient students in literacy will increase by 10% from the beginning of the year to the end of the year as measured by the Utah Aspire Plus Assessment.

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

1. We have sufficient number of reading support sections to support the number of students being served in our reading intervention classes. (TSSA and LAND Trust funds are supporting this).
2. We are exploring options for providing reading supports in literacy courses rather than through separate classes in order to better build students' positive academic identity while still making sufficient progress.
3. School wide professional development on discipline specific literacy strategies with high efficacy (Hattie).
4. Colleague observations with a focus on observing differentiation and utilization of discipline specific literacy strategies.
5. We will have 1 or 2 sections of Language Arts lab so students can get additional support in being successful with Tier I language arts work and reduce the number of students in need of credit recovery. This class will also focus on building successful student skills. (TSSA Funds are supporting this).
6. We are meeting with professors from the University of Utah and Salt Lake Community College to identify where students need to be in writing when they begin college. We will then backward design and vertically align our writing curriculum.

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

Proficiency rate on Aspire Plus Assessment  
Proficiency rate on ACT  
Progress monitoring with R.I. Assessment  
Student Grades  
Writing Assessments

### Literacy Resources

RI Test  
Department determined writing assessments

### Numeracy Goal

By the end of the 2023-2024 school year, the number of proficient students in mathematics will increase by 10% from the beginning of the year to the end of the year as measured by the Utah Aspire Plus Assessment.



## Comprehensive Schoolwide Plan

**Goal Length: Annual**

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

1. Math lab support classes are in place.
2. Before school tutoring is available in math.
3. After school homework hall is running by highly qualified mathematics teacher and two paraprofessionals (one who graduated with a degree in mathematics, the other is currently in program to become a secondary teacher).

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

Proficiency rate on Aspire Plus Assessment  
Unit assessments College Preparatory Math curriculum  
Number of students qualifying for concurrent enrollment  
Reduced number of students failing math classes  
Quarterly Grades (checking number of students not passing math courses by each grade level).

**Numeracy Resources**

Powerschool

Power BI

**Culture/Climate Goal**

By the end of the 2023-2024 school year, 85% of student responses on the Student Subjective Wellbeing Questionnaire indicators will endorse “often” or “almost always” for how often they experience a sense of well-being at school.

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

1. Our wellbeing tiered intervention model is in place. Therapist is onsite providing tier 2 (group therapy) and tier 3 (individual therapy) for 30 hours per week.
2. We increased our therapy hours from 30 hours per week to 40 hours per week.
2. We have a field trip/experiential learning initiative in active stages.
3. Our students are all organized into Advisory classes in which they participate in tier 1 SEL, develop healthy relationships, and are overseen by an advising teacher.

## Comprehensive Schoolwide Plan

**Goal Length: Annual**

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

Subjective Wellbeing Questionnaire Survey  
District Wellbeing Survey

### Culture/Climate Resources

SSWQ  
District Wellbeing Survey

### Achievement Gap Goal

By the end of the 2023-2024 school year, 85% of students with disabilities reading below grade level will increase their reading level by one and a half grade levels from the beginning of the year to the end of the year as measured by the HMM Reading Inventory Lexile level.

By the end of the 2023-2024 school year, the number of proficient students who are multi-language learners will increase by 10% from the beginning of the year to the end of the year as measured by the Utah Aspire Plus Assessment.

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

Students with Disabilities

1. Students with disabilities not reading proficiently are in reading intervention classes.
2. We are continuing to implement our Colleague Observation protocol which will have a focus on differentiation and discipline-specific reading strategies and strategies that increase student academic talk.
3. Reading classrooms with a high number of students with disabilities will have a special education co-teacher/support.

Students who are Multi-Language Learners

1. Students who are Multi-Language Learners are either in ELD or on an ILP.
2. We are continuing to implement our Colleague Observation protocol which will have a focus on differentiation and discipline-specific reading strategies and strategies that increase student academic talk.
3. ELD classrooms with a high number of students with disabilities will have a special education co-teacher/support.

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

RI assessment  
Monthly progress monitoring will be done for students in our reading intervention classes

## **Comprehensive Schoolwide Plan**

**Goal Length: Annual**

Grades of students

### **Achievement Gap Resources**

RI Assessment

Lexia

Powerschool

## **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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We hold the following evenings:

Back to School Night

9th Grade Orientation

Washington DC Dinners

Family Mental Health Topic Sessions

Open House

We invite families to a variety of events to enjoy and celebrate their student's learning including sci-fi fest, down the drain, and end of year symposium

We have a monthly newsletter and a weekly updates email that goes out to families

We have a robust SCC with 20 members who meet monthly

### **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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We utilize social media (Facebook and Instagram)

We have a monthly newsletter for families and a weekly updates email

We have a robust SCC with 20 members who meet monthly

## School Improvement Plan

2023-2024

### Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Math Lab Classes	0309100300-000 Science Charter Title 1	\$50,000	
Before and after school math tutoring/homework help	0382100300-0131 Center For Science Esser Iii	\$20,000	
Reading Support Classes (.5 FTE)	0303100300-0131 Science Charter Land Trust	\$50,000	
U of U Wellbeing Team	0382100300-0610 Center For Science Esser Iii	\$49,000	
Experiential Learning	0306221300-0330 Science Charter Grants	\$33,000	
Language Arts Lab	0378100300-0132 Science Charter Tssa	\$50,000	