

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Justin Milner	justin.milner@slcschools.org	
Parent Member (non-school employee)	Janina Wright	jsojos_vera@hotmail.com	
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Faculty Member	Jessica Furman	jessica.furman@slcschools.org	
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Community Member (not associated with school)	Sam Mills	sam.mills@slcschools.org	
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Description of process for involving stakeholders

We discussed this with SIC, SCC, and faculty meetings. SIC is well represented as it includes all grade levels, support staff, specials, special education, and SLEA representation. SCC includes our chairperson, teacher representation, community representation, and other attending parents. We brought the collected ideas to full faculty to ensure everyone was on board and felt the goal reflected the accurate needs of our students and community.

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.)

RISE, IBPAs, WIDA, CALL Survey, PowerBI dashboards, USBE Data tables, Acadience, RISE interims and benchmarks, stakeholder survey, and PS Attendance.

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
SCIENCE	Strength	Our school has demonstrated a notable strength by aligning with state-level gains in the mean growth percentile for RISE end-of-level assessments. This achievement indicates that our students are making progress at a rate comparable to state averages, showcasing our school's effectiveness in fostering academic growth and improving educational outcomes. This alignment with state gains reflects positively on our instructional strategies, curriculum alignment, and the supportive learning environment we provide, highlighting our commitment to academic excellence and continuous improvement.	Utilizing data from previous assessments to inform teaching practices and interventions allows for targeted support where students need it most. This strategic approach helps in addressing learning gaps and promoting growth across all student groups. Creating a positive and encouraging learning environment that supports academic risk-taking and resilience can significantly impact student growth. By fostering a culture of high expectations and providing the necessary support, students are more li
SCIENCE	Weakness	Our school has identified a critical area for improvement within the realm of science education. The RISE science end-of-year proficiency rates have seen a 6% decline from the previous year, with the overall proficiency rate now alarmingly low at just 31%. This downturn highlights an urgent need to reassess and enhance our science teaching methodologies and support systems to elevate our students' understanding and performance in this essential subject area.	The science curriculum might not be fully aligned with RISE assessment standards or could lack the rigor and relevance needed to engage students effectively. Instructional strategies may not cater to diverse learning styles, failing to make science accessible and interesting for all students. Support for students who fall behind or struggle to grasp complex scientific concepts may also be lacking. The decline could reflect gaps in teacher preparation and ongoing professional development opportu

Area of Focus	Strength or Weakness	Key Findings	Root Cause
CLIMATE_CULTURE	Strength	<p>Our school has implemented a program to incentivize students to maintain a consistent attendance record. Students who attend school regularly are recognized and rewarded for their efforts. Additionally, students who achieve perfect attendance are specially acknowledged for their dedication to their education. This program aims to promote a culture of punctuality and accountability among students, while also recognizing and rewarding those who make a commitment to their education by attending school regularly. The school offers attendance incentives to encourage students to maintain strong attendance. Perfect attendance is recognized and rewarded as well.</p>	<p>Coming up with ideas to get students excited about coming to school, such as the Perfect Attendance Club, having a scooter drawing for the club, and organizing fun activities for all the students in the club, like laser tag. Teachers have done a better job communicating with families about attendance problems and focusing on building stronger relationships with students and parents, including writing student letters. Creating a welcoming classroom environment is also crucial for encouraging stud</p>
LITERACY	Strength	<p>In our academic pursuits, we have witnessed a commendable achievement, with 83% of our students reaching or surpassing their personalized targets according to the Acadience Pathways of Progress, underscoring our adeptness at steering pupils toward significant academic advancement. Furthermore, our concentrated endeavors in early education have borne fruit, as evidenced by 55% of our first and second graders attaining proficiency in their end-of-level assessments, revealing robust foundational literacy abilities. In addition, our school has seen an extraordinary 26% boost in student outcomes on the Key Early Education Performance (KEEP) assessments, marking a significant stride in our continuous journey towards educational excellence.</p>	<p>Acadience Pathways of Progress is a testament to our personalized approach to education, where we tailor learning experiences to meet the unique needs and goals of each student. The substantial improvement in end-of-level assessments for our youngest learners can be attributed to our targeted instructional strategies and the dedication of our educators in fostering a strong foundation in literacy from an early age. The significant growth observed in the KEEP assessments underscores our school's</p>

School Improvement Plan

2024-2025

Area of Focus	Strength or Weakness	Key Findings	Root Cause
LITERACY	Weakness	One area that has emerged as a challenge for our school, highlighting an opportunity for improvement and growth, is the fact that only 38% of our students have reached grade-level proficiency on the RISE English Language Arts (ELA) end-of-level assessments. This statistic underscores the need for a strategic reassessment of our literacy interventions and instructional methodologies to ensure that a greater number of our students can achieve the expected academic standards in English Language Arts, thereby reflecting our commitment to enhancing literacy skills and educational outcomes for all students.	This signals a critical need for a thorough reevaluation of our literacy intervention strategies and teaching approaches and how these translate into proficiency in the upper grade levels.. Our goal is to elevate the percentage of students meeting the anticipated academic benchmarks in English Language Arts. This effort is a direct reflection of our dedication to improving literacy abilities and educational achievements for every student.
NUMERACY	Strength	Our kindergarten students have excelled in their mathematical assessments, showcasing outstanding achievements with a 100% proficiency rate on the KEEP math assessment. Furthermore, an impressive 81% of these students have also achieved proficiency in the Acadience math pathways. These statistics highlight the strong foundation in mathematics that our kindergarteners possess, indicating a successful start in their academic journey and a promising outlook for their future learning in mathematics.	A dedicated and skilled teaching staff, adept at engaging young learners with innovative and effective instructional strategies, lays the foundation for this achievement. Additionally, a curriculum tailored to meet the developmental needs of kindergarteners, combined with the use of targeted intervention programs, ensures that each student receives the support necessary to excel. The school's commitment to providing a nurturing and stimulating learning atmosphere allows students to explore and g

School Improvement Plan

2024-2025

Area of Focus	Strength or Weakness	Key Findings	Root Cause
NUMERACY	Weakness	These figures highlight an urgent requirement for strategic intervention and enhancement of our academic support frameworks, specifically tailored to our younger students. By addressing these issues head-on, we aim not only to reverse this negative trend but also to elevate our students' overall academic performance, ensuring they are well-equipped for future success. Strengthening our support systems will be crucial in fostering a conducive learning environment that nurtures and promotes educational excellence from the earliest stages of our students' academic journeys.	Curriculum implementation may play a role, where the teaching materials and methods may not adequately meet the learning needs or mirror the assessment standards. Additionally, limited access to effective intervention strategies or resources for students who are struggling could exacerbate the issue, preventing timely support and recovery of learning gaps.
CLIMATE_CULTURE	Weakness	Our school faces a challenge regarding student attendance. Only 83% of our 2nd-grade and 84% of our 5th-grade students attend school regularly. This statistic highlights the need for us to reassess our attendance interventions and incentive programs to ensure that a greater number of our students attend school. By doing so, we can reflect our commitment to enhancing attendance and educational outcomes for all students.	Our school has implemented a competition among different grade levels to encourage attendance. The competition is based on the percentage of students attending school each month. However, we noticed that one grade level consistently won each month and did not require additional motivation. As a result, we decided to award the highest percentage winner and recognize the grade level with the most improved attendance from month to month. Given the current situation with the pandemic, some parents m

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Literacy Goal

By June 2024, at least 60% of K-3rd students will make Typical or Better Progress according to Acadience Reading Pathways of Progress; in grades 4th-5th will increase their reading proficiency by 10% from BOY to EOY as measured by RI.

By June 2025, at least 60% of K-3rd students will make Typical or Better Progress according to Acadience Reading Pathways of Progress; in grades 4th-5th will increase their reading proficiency by 10% from BOY to EOY as measured by RI.

By June 2026, at least 60% of K-3rd students will make Typical or Better Progress according to Acadience Reading Pathways of Progress; in grades 4th-5th will increase their reading proficiency by 10% from BOY to EOY as measured by RI.

Indicators progress monitoring frequency

Literacy Resources

Numeracy Goal

By June 2024, at least 60% of K-5th students will show typical, above, or well-above typical progress on the Math Acadience assessment.

By June 2025, at least 60% of K-5th students will show typical, above, or well-above typical progress on the Math Acadience assessment.

By June 2026, at least 60% of K-5th students will show typical, above, or well-above typical progress on the Math Acadience assessment.

Indicators progress monitoring frequency

Numeracy Resources

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Science Goal

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

List the strategies and action steps that you will take to reach this goal

Measures of success (indicators)

Indicators progress monitoring frequency

Science Resources

Culture/Climate Goal

By June 2024, students at Parkview will experience a 3% reduction in total absences schoolwide as compared to the previous total absences schoolwide from the previous year.

Comprehensive Schoolwide Plan

Goal Length: 3-Year

By June 2025, students at Parkview will experience a 3% reduction in total absences schoolwide as compared to the previous total absences schoolwide from the previous year.

By June 2026, students at Parkview will experience a 3% reduction in total absences schoolwide as compared to the previous total absences schoolwide from the previous year.

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Goal

By June 2024, at least 65% of K-3rd students will make Typical or Better Progress according to Acadience Reading Pathways of Progress.

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

Acadience Reading

List the strategies and action steps that you will take to reach this goal

Student discourse and academic conversations increase for an average of 30% of time in class. (District strategic plan goal by 2027 is 50%)

The committee on evidence-based instructional strategies is dedicated to advancing professional development centered on enhancing student engagement and academic performance. Our focus encompasses a broad array of topics aimed at substantially increasing the frequency, improving the quality, and elevating the complexity of student dialogues and written expressions within the classroom environment. Through this initiative, we strive to cultivate a more interactive, thought-provoking, and enriched learning atmosphere that not only encourages students to articulate their thoughts more effectively but also sharpens their writing skills, thereby fostering a more robust academic foundation.

Addressing TSI/ATSI/other Subgroups: Implement a supportive, inclusive classroom environment that leverages engagement techniques and tailored teaching strategies. Encourage peer collaboration and mentorship, and provide structured, clear communication frameworks to empower students with disabilities to actively participate in and contribute to academic discourse.

Measures of success (indicators)

Monitoring the application of professional development strategies within classroom teaching practices.

Review and discussion of key learnings applied from committee meetings and faculty-wide professional development sessions.

Conduct regular classroom observations to assess the implementation of tailored teaching strategies, the level of student engagement, and the effectiveness of techniques.

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Comprehensive Schoolwide Plan

Goal Length: Annual

During these meetings, educators collaboratively review and analyze data from bi-monthly Common Formative Assessments (CFAs) in mathematics.

Indicators progress monitoring frequency

Grade level data collection, classroom observations, and Acadience measurements

CFAs, ICIs, benchmarks

Completion and review of Block Overview grade level document

Literacy Resources

Classroom size reduction, reading intervention, paraprofessional support staff

Resource educators, classroom teachers, and paraprofessional support staff

District Solution Tree training for admin and grade level leaders

Numeracy Goal

By June 2024, at least 65% of K-3rd students will show typical, above, or well-above typical progress on the Math Acadience assessment.

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

Acadience Math

List the strategies and action steps that you will take to reach this goal

Student discourse and academic conversations increase for an average of 40% of time in class.

The committee on evidence-based instructional strategies is dedicated to advancing professional development centered on enhancing student engagement and academic performance. Our focus encompasses a broad array of topics aimed at substantially increasing the frequency, improving

Comprehensive Schoolwide Plan

Goal Length: Annual

the quality, and elevating the complexity of student dialogues and written expressions within the classroom environment. Through this initiative, we strive to cultivate a more interactive, thought-provoking, and enriched learning atmosphere that not only encourages students to articulate their thoughts more effectively but also sharpens their writing skills, thereby fostering a more robust academic foundation.

Addressing TSI/ATSI/other Subgroups: Implement a supportive, inclusive classroom environment that leverages engagement techniques and tailored teaching strategies. Encourage peer collaboration and mentorship, and provide structured, clear communication frameworks to empower students with disabilities to actively participate in and contribute to academic discourse.

District/schoolwide enhancement of PLCs through a systematic approach of implementation, sustainability, and results driven (District supported)

Teachers participate in weekly Team Data Meetings (TDM), which serve as Professional Learning Community (PLC) gatherings.

Addressing TSI/ATSI/other Subgroups: Although our school is not currently identified under Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI) for any specific subgroups, we have observed a consistent pattern where our students with disabilities (SWD) are not performing at the same level as their peers. Recognizing this, we are committed to making this an area of sustained and targeted attention within our building. We aim to develop and implement strategic initiatives designed to enhance educational outcomes.

Measures of success (indicators)

Monitoring the application of professional development strategies within classroom teaching practices.

Review and discussion of key learnings applied from committee meetings and faculty-wide professional development sessions.

Conduct regular classroom observations to assess the implementation of tailored teaching strategies, the level of student engagement, and the effectiveness of techniques

During these meetings, educators collaboratively review and analyze data from bi-monthly Common Formative Assessments (CFAs) in mathematics.

Targeted subgroup identified on Block Overview planning matrix during block planning

Indicators progress monitoring frequency

Grade level data collection, classroom observations, and Acadience measurements

CFAs, ICIs, benchmarks

Comprehensive Schoolwide Plan

Goal Length: Annual

Completion and review of Block Overview grade level document

Numeracy Resources

District Solution Tree training for admin and grade level leaders

Classroom size reduction, math intervention, paraprofessional support staff

Resource educators, classroom teachers, and paraprofessional support staff

Science Goal

SIP 2024-2025 Goal: By the end of June 2025, 38% of 4-6 students will be proficient on the EOY RISE assessment.

4th grade - By June 2025, 40% of students to be proficient on end of level RISE assessment.

5th grade - By June 2025, 36% of students to be proficient on end of level RISE assessment.

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

RISE benchmarks, core guide assessments

List the strategies and action steps that you will take to reach this goal

Student discourse and academic conversations increase for an average of 50% of time in class.

The committee on evidence-based instructional strategies is dedicated to advancing professional development centered on enhancing student engagement and academic performance. Our focus encompasses a broad array of topics aimed at substantially increasing the frequency, improving the quality, and elevating the complexity of student dialogues and written expressions within the classroom environment. Through this initiative, we strive to cultivate a more interactive, thought-provoking, and enriched learning atmosphere that not only encourages students to articulate their thoughts more effectively but also sharpens their writing skills, thereby fostering a more robust academic foundation.

Addressing TSI/ATSI/other Subgroups: Implement a supportive, inclusive classroom environment that leverages engagement techniques and tailored teaching strategies. Encourage peer collaboration and mentorship, and provide structured, clear communication frameworks to empower students with disabilities to actively participate in and contribute to academic discourse.

Comprehensive Schoolwide Plan

Goal Length: Annual

District/schoolwide enhancement of PLCs through a systematic approach of implementation, sustainability, and results driven

Teachers participate in weekly Team Data Meetings (TDM), which serve as Professional Learning Community (PLC) gatherings.

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Measures of success (indicators)

Monitoring the application of professional development strategies within classroom teaching practices.

Review and discussion of key learnings applied from committee meetings and faculty-wide professional development sessions.

Conduct regular classroom observations to assess the implementation of tailored teaching strategies, the level of student engagement, and the effectiveness of techniques

Develop and monitor metrics for measuring participation in class discussions and activities, specifically focusing on the involvement of students with disabilities.

During these meetings, educators collaboratively review and analyze data from bi-monthly Common Formative Assessments (CFAs) in mathematics.

These sessions provide an opportunity for faculty to engage in deep discussions about student progress, identify areas of need, and strategize instructional approaches to enhance student learning. By regularly examining assessment data, the team works together to ensure that teaching practices are aligned with student needs and educational standards. This continuous cycle of review and adjustment forms a cornerstone of our commitment to academic excellence and personalized instruction.

Targeted subgroup identified on Block Overview planning matrix during block planning

Indicators progress monitoring frequency

Grade level data collection, classroom observations, and benchmark measurements

Comprehensive Schoolwide Plan

Goal Length: Annual

CFAs, ICIs, benchmarks

Completion and review of Block Overview grade level document

Science Resources

Science educator, paraprofessional support staff

Resource educators, classroom teachers, and paraprofessional support staff

District Solution Tree training for admin and grade level leaders

Culture/Climate Goal

By June 2025, students at Parkview will experience a 3% reduction in total absences schoolwide as compared to the previous total absences schoolwide from the previous year.

List the strategies and action steps that you will take to reach this goal

Creating a positive school culture, promoting school spirit, recognizing students' achievements, and involving families in school activities.

Creating a positive school culture is essential for promoting attendance and student engagement in learning. One way to achieve this is by promoting school spirit and involving parents and families in school activities. Recognizing students' achievements is also crucial for building their self-esteem and encouraging them to maintain good attendance. By creating this, we will create a supportive and welcoming environment that promotes student success and a sense of belonging in the school community. By working together, schools, families, and students can build a strong partnership supporting academic success and positive student outcomes.

Address Subgroups: Implementing attendance contracts and mentoring programs for chronically absent students. Regular communication between families and school staff, parent meetings, home visits, and working with families to ensure reliable transportation to and from school.

Implementing attendance incentives to motivate students to come to school and maintain good attendance.

We will implement several strategies to encourage students to attend school regularly and maintain a consistent attendance record. One such strategy is an attendance competition among different grade levels based on the percentage of students attending school each month. We will also recognize and reward students who achieve perfect attendance through initiatives such as the 100% attendance club or an incentive program offering recognition, prizes, or special activities. By promoting a culture of punctuality and accountability through these initiatives, we will encourage

Comprehensive Schoolwide Plan

Goal Length: Annual

students to make a commitment to their education by attending school regularly.

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

Review of PowerSchool attendance data

Culture/Climate Resources

PBIS team, district-level attendance specialist, counselor, SSC Team

District seminar on chronically absent students, SSC team, district-level attendance specialist, and PBIS funding.

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.)

- Four progress reports for academic progress across the school year.
- school Newsletters are emailed and printed twice monthly for families.
- Parent Teacher Conferences are held twice annually.
- Family Nights held about every six weeks primarily focused on science.
- Regular Parent Teacher Organization (PTO) meetings are held monthly.
- Phone calls home to address needs and report progress.
- Regular school community council (SCC) meetings are held monthly.
- Emails provide announcements, address needs, and report progress.
- Visits before and after school for impromptu needs or concerns.

Communication Plan

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

- Weekly staff newsletter outlining upcoming Weekly, monthly, and on-time topics along with a calendar of important dates.
- monthly SIC meetings to address whole school systems and operations.
- staff informed internally through email and messaging systems.
- Internal staff bulletin with relevant information for daily, Weekly, and monthly topics.
- Weekly faculty meetings are held to support school needs.
- Posting relevant information for staff and families externally on the district website.
- Use of school social media through Instagram and Facebook.
- topics of import are presented and deliberated at school community council meetings and posted publicly.
- School newsletters are emailed and printed twice monthly for families.

School Improvement Plan

2024-2025

Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Class size reduction	2209100242-0242 Title I Site Based Parkview	182000	Cover expense for two additional classroom educators to reduce class size in lower/upper grades
Reading interventionist	2209100242-0242 Title I Site Based Parkview	43000	Additional 0.30 contract for reading intervention
Small group intervention support K-5	2209100242-0242 Title I Site Based Parkview	42000	Cover expense for two highly qualified paraprofessionals
Literacy Intervention Support	4222100242-0210 School Land Trust Parkview	31000	Cover expense for one and one half highly qualified paraprofessionals
Math Intervention Support	4222100242-0210 School Land Trust Parkview	21000	Cover expense for one highly qualified paraprofessional
Class size reduction	4678100242-0241 Tchr & Stdnt Sucs Parkview	78000	Cover expense for one additional classroom educator to reduce class size in lower grade
Newcomer student support	2230100242-0220 Title3/Emerg Immigrantparkview	11000	Cover expense for one half of highly qualified paraprofessional
PE rotation paraprofessional	1033100242-0162 Parkview Board Dist Stud Ach	32000	Cover expense for one highly qualified paraprofessional for PE