

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Stacey Briggs	stacey.briggs@slcschools.org	
Parent Member (non-school employee)	Rachel Jones	choochtred@gmail.com	
Parent Member (non-school employee)	Tim Phillips	tim@phillipsvideopost.com	
Parent Member (non-school employee)	Bonnie Wilson	bonbonwilson@yahoo.com	
Parent Member (non-school employee)	Cindy McKone-Beynon	cindy.mckone-beynon@slcschools.org	
Parent Member (non-school employee)	Mercedes Martinez	mercedes.martinez@slcschools.org	
Faculty Member	Christopher Walter	chris.walter@slcschools.org	
Faculty Member	Franz Villate	franz.villate@slcschools.org	
Faculty Member	Nicole Kioa	nicole.kioa@slcschools.org	
Faculty Member	Blue O'Brennan	blue.obrennan@slcschools.org	
Community Member (not associated with school)	Richard Scott, Dean, School of Arts, SLCC	richard.scott@slcc.edu	
Paraprofessional	Amanda Johnson	amanda.johnson@slcschools.org	
Secondary Student	Matisyn Araiza	matisyn.a972@slcstudents.org	

Description of process for involving stakeholders

Review of previous year data including enrollments, TSI status, Test results, and Graduation rates and CALL survey data by Faculty, SIC, SCC, student leaders and other stakeholder. Review of MTSS/PBIS progress and setting of goals with these groups, including funding use of TSSA, GEARUP, ESSER carryover and SLT funds. Review of staffing priorities.

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 + Reading, ELA, Math & Science
ACT Results 2022
WIDA status of ELL population
CALL survey
Reading Inventory BOY, MOY, EOY (2022)
TSI cut scores for ELL and SpEd
MTSS SAM survey
SEL student survey
Move This World MTW implementation data
Concurrent Enrollment SLCC
Parent Student Engagement/Interaction with Teachers
Credit completion and graduation rate
CANVAS assignment completion (weekly)

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
CLIMATE_CULTURE	Weakness	Some students continue to produce work at low levels, and 45% of students say that they are "self-managing" only sometimes. (SEL survey), which is also shown in low CANVAS completion rate by about 20% of the student body in a given week.	Mentors set weekly goals with students for assignments completion. Students (both online and in-person) sometimes are distracted from doing school work. Timely intervention by both mentor and academic teacher, with parent involvement, goal-setting and building self-management and emotional regulation skills in the post-COVID world can help students progress and meet their goals.
ACHIEVEMENT_GAP	Weakness	School has been identified for TSI in ELL, needs a 5% improvement. Less than 10% of MLL students and SpEd students tested at proficiency for Aspire+ in 22, although these students progress in credits and graduate at the same rate as the rest of their class. SpEd is on the alert status for TSI for the coming year and needs at least a 20% increase in points.	The size of the populations have grown at Innovations as FAPE has been more fully implemented. Use of reading support, improvement of ELL instruction in classes (CALL survey) and administrative monitoring and coaching of core area instruction should be implemented.
LITERACY	Strength	21-22 RI EOY proficiency met target of 60%. 22-23 MOY RI proficiency improved 9% to 54%. (Reading Inventory) All students engage in reading daily as part of their CANVAS curriculum. Reading classes assist students with lower performance, including MLLs.	All students engage in reading daily as part of their CANVAS curriculum. Reading classes assist students with lower performance.

School Improvement Plan

2023-2024

Area of Focus	Strength or Weakness	Key Findings	Root Cause
LITERACY	Weakness	Aspire+ was 32% proficient in '22. ACT (gr 11) scores declined in '22 and writing was a 17.	More students with high need now attend the school, as there are many more ELL students (46 up from 18) and SpEd students (29 up from 18) than in previous years. ACT scores were expected to decline as 95% of students. Teachers must adapt instruction to meet their needs particularly focusing on all students who are not a proficiency level in reading. Productive tasks of Writing (and Speaking) need to be modeled and scored at a higher level of Rigor (see WIDA rubrics) with goals of level 5.
ACHIEVEMENT_GAP	Strength	MLL students progress in credits and graduate at the same rate as the rest of their class of 87%. SpEd students have a 100% history of graduation for the past few years. (Credit Completion and Graduation Rates). Projected WIDA scores indicate that 25 %	Intense mentoring and family communication assist students in completing credits and graduating with class. SpEd monitoring and progress helps with completion of credits. Additional Lab time and study skills, with increased access to tutors provide needed supports.
NUMERACY	Weakness	Aspire+ 17% proficient for grades 9 and 10. ACT average 17.	Students come to Innovations from all around the valley. Student body increases through grade levels. Innovations must create an instructional path that deals with deficits in student performance and lets them show what they know.
CLIMATE_CULTURE	Strength	Strong mentoring and parent engagement assists students. Student SEL survey results indicate confidence in relationship skills, responsible decision-making and social awareness (>55% of students). Monitoring of CANVAS assignment completion, daily attendance taking for all classes, Move This World Implementation and a PBIS system implementation contribute to these positive findings. SAM survey shows good use of data with focus needed on	Innovations is engaged in a long-term project to build an MTSS system based on Personalized Competency-Based Learning (PCBL)/USBE as part of the P-20 Competencies and Core Standards and Talent MAP: Utah Portrait of a Graduate, including development and integration of the Learning Framework made up of Culture of Learning, Learner Agency, Demonstrated Competency and Assessment, Customized Support and Social/Emotional Learning, which will strengthen instructional support throughout the school.

School Improvement Plan
2023-2024

Area of Focus	Strength or Weakness	Key Findings	Root Cause
NUMERACY	Strength	There is enough teaching power for math students to receive individualized instruction. ALEKS has been piloted at 9th and 10th grade levels during the 22-23 school year. Tutors are available for student support and is targeted to SpEd students.	Teachers are working on ways for students prove their thinking and expression both in-class and on CANVAS assignments. ALEKS implementations will allow monitoring of student progress toward proficiency. Teachers need to align instruction to allow time for students to develop thinking skills.

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Literacy Goal

By June 2026, 9th and 10th graders will test at or above state average of 43% on Aspire+ by achieving at least a 5% increase each year beginning June 2024.

By June 2026, school-wide average for 11th grade on ACT will increase to 18.6 in English and 20.7 in reading, which are state-wide averages.

Numeracy Goal

By June 2026, 9th and 10th graders will test at or above state average of 34% on Aspire+ by achieving at least a 6% increase each year beginning June 2024. By June 2026, school-wide average for 11th grade on ACT will increase to 19.3 in math.

Culture/Climate Goal

By June 2026, MTSS systems will support academic achievement of MLL students through Tier 1, 2, and 3 academic and behavioral monitoring and intervention to achieve growth in proficiency in MLL population of 10% per year on WIDA, Aspire+ ELA, Reading and Math.

Achievement Gap Goal

9th and 10th grade MLL students will increase proficiency in ELA by 10% each year to at least 30% proficiency by June 2024.

9th and 10th grade MLL students will increase proficiency in Math by 10% each year to at least 30% proficiency by June 2024.

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Goal

By June 2024, 9th and 10th graders will test at or above 22% on Aspire+ by achieving at least a 5% increase each year beginning June 2024.

By June 2024, 42% of 11th grade students will test proficient on ACT reading, which is a 5% increase.

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

9th and 10th grade will participate reading assessments.

Students at Basic or Below Basic skill levels will enroll in reading class, use Lexia and be progress monitored.

Teacher, Tutors and Mentors will monitor progress monthly in PLCs

All teachers will incorporate Reading and ELA strategies per MTSS interventions in Academic courses.

11th grade students will get a baseline score for ACT ELA and Reading on Schmoop by November 1, and will take CANVAS prep course if they are below proficiency as a Tier 2 intervention. ELA teacher will assist in ACT preparation as part of Grade 11 ELA work.

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

establishing baseline and measuring progress:

Reading Inventory BOY, MOY, EOY

Aspire+ Benchmarks

Schmoop ACT practice tests

Literacy Resources

Reading Inventory

Aspire+

Schmoop

Numeracy Goal

By June 2024, 9th and 10th graders will test at or above 34% on Aspire+ by achieving at least a 6% increase each year beginning June 2024.

By June 2024, 21% of 11th grade students will test proficient on the ACT which is a 5% increase.

Comprehensive Schoolwide Plan

Goal Length: Annual

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

9th and 10th grade will participate ALEKS and Aspire+ Benchmark assessments.

All students will use ALEKS and be progress monitored.

Teacher, Tutors and Mentors will monitor progress monthly in PLCs

Teachers and Tutors will implement PLC/MTSS Tier 2 interventions in Class and in Math labs

11th grade students will get a baseline score for ACT Math on Schmoop by November 1, and will take CANVAS prep course if they are below proficiency as a Tier 2 intervention. Math teacher will assist in ACT preparation as part of Grade 11 SEc Math 3 or MDM coursework.

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

establishing baseline and measuring progress:

ALEKS BOY, MOY, EOY

Aspire+ Benchmarks

Schmoop ACT practice tests

Numeracy Resources

ALEKS

Aspire+

Schmoop

Culture/Climate Goal

By June 2026, MTSS systems will support academic achievement of MLL students through Tier 1, 2, and 3 academic and behavioral monitoring and intervention to achieve growth in proficiency in MLL population of 10% per year on WIDA, Aspire+ ELA, Reading and Math.

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

Faculty and Tutors will engage in Professional Learning and PLCs to develop Tier 1 and Tier 2 MTSS strategies to assist students in meeting academic goals during Professional Learning time designated at the beginning of school and during 10 Early Outs throughout the year.

PLCS will track and monitor student progress and report to school-wide faculty data meeting monthly.

Student will set individual goals to make progress and will be celebrated and supported by their mentor teacher, who will involve parents.

Comprehensive Schoolwide Plan

Goal Length: Annual

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

establish baseline and BOY, MOY, EOY progress indicators

ALEKS

Reading Inventory

WIDA

Schmoop

Culture/Climate Resources

ALEKS

Reading Inventory

WIDA

Schmoop

Achievement Gap Goal

9th and 10th grade MLL students will increase proficiency in ELA by 10% each year to at least 30% proficiency by June 2024. 9th and 10th grade MLL students will increase proficiency in Math by 10% each year to at least 30% proficiency by June 2024.

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

MLLs students will be monitored in PLC.

Teachers will implement Tier 1 and Tier 2 MLL strategies from ELLevations in regular coursework.

ELL instructor will consult monthly with academice teachers.

Students will set annual goals and mentor will communicate with parents.

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

WIDA progress

establishing baseline and measuring progress:

ALEKS BOY, MOY, EOY

Aspire+ Benchmarks

Schmoop ACT practice tests

Comprehensive Schoolwide Plan

Goal Length: Annual

Achievement Gap Resources

WIDA

ALEKS

Reading Inventory

Aspire+Benchmarks

Schmoop ACT practice tests

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.)

Parents will be notified via various channels to provide continuous communication between the schools and families. Communication will be sent in the forms of flyers, messages sent out through PowerSchool, websites, and district/school social media sources.

Other activities to engage families for the 2022-22023 school year will include:

- *Parent-Teacher conferences
- *PTA Meetings
- *GEAR UP Parent Night
- *FAFSA Night (GEAR UP sponsored)
- *Family STEM Night
- *Mentor Night

Communication Plan

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

Communication of school plans goes to students through CANVAS announcements and email and through monthly assemblies and daily announcements in advisory classrooms, as well as hallway monitors.

Parents receive weekly school emails and monthly personal contact from the mentor teacher.

Both students and parents receive information over social media formats.

The school reaches out to district schools to recruit both by visiting their schools and by hosting multiple evening recruiting events which any community stakeholder may attend.

We also connect with K-8 charters to share information about our school.

School Improvement Plan

2023-2024

Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Tutor Paraprofessional	4678100748-0131 Tchr & Stdnt Sucs Innovations	\$40,000	
Tutor Paraprofessional	2617100747-0243 Gear Up Grants - Match	\$20,000	
Additional Math Teaching .FTE .30	4222100748-0280 School Land Trust Innovations	\$43,000	
Tutor Paraprofessional	2617100748-0241 Gear Up Grants	\$20,000	also funds .10 secretary