

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Laura deShazo	laura.deshazo@slcschools.org	
Parent Member (non-school employee)	Bonnie Wilson	Bonbonwilson@yahoo.com	
Parent Member (non-school employee)	Becky Cisneros	bykcisneros@hotmail.com	
Parent Member (non-school employee)	Tim Phillips	tim@phillipsvideopost.com	
Parent Member (non-school employee)	Alice	alicekatheryn83@gmail.com	
Faculty Member	Makayle Tyree	makayle.tyree@slcschools.org	
Faculty Member	Aaron Bodell	aaron.bodell@slcschools.org	
Faculty Member	Nicole Kioa	nicole.kioa@slcschools.org	
Paraprofessional	Athena Jaskowski	athena.jaskowski@slcschools.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, Mathematics, Science, and ELA
ACT Results 2023
Reading Inventory BOY, MOY, EOY (2023)
TSI cut scores for ELL and Special Education
MTSS Survey
SEL student input
CE SLCC transition
Parent/Student/Faculty interaction
Credit completion and graduation rate
CANVAS Assignment completion

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		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.

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. (Second Year Implementation)

Indicators progress monitoring frequency

Literacy Resources

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. (Second Year Implementation)

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 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. (Second Year

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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 2024-2025 school year will include:

- *Parent-Teacher conferences
- *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.