

December 21, 2022

School Improvement Plan

2022-2023

Innovations Early College High School

Salt Lake City School District

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	Stacey Briggs	stacey.briggs@slcschools.org	
Parent Member (non-school employee)	Bonnie Wilson	bonnie.wilson@hsc.utah.edu	
Parent Member (non-school employee)	Rachel Jones	choochtred@gmail.com	
Parent Member (non-school employee)	Cindy Mckone-Beynon	Cindy.Mckone-Beynon@slcschools.org	
Faculty Member	Blue O'Brennan	blue.obrennan@slcschools.org	
Faculty Member	Chris Walter	chris.walter@slcschools.org	
Faculty Member	Nicole Kioa	nicole.kioa@slcschools.org	
Faculty Member	Franz Villate	franz.villate@slcschools.org	
Paraprofessional	Amanda Johnson	amanda.johnson@slcschools.org	

Description of process for involving stakeholders

Entire Faculty, SIC, SCC and PTSA leadership have reviewed previous year's goals and results and proposed current year goals.

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+
- WIDA
- ACT
- Graduation Lists
- Credit 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	Key Findings	Root Cause
ACHIEVEMENT_GAP	EL students are graduating with their class, but are not advancing in their WIDA composite scores enough to move to monitoring status.	Speaking and Writing scores remain flat due to lack of skill development and students are apprehensive to take the Speaking test.
LITERACY	Literacy scores improve over time while enrolled. However, only 50% of students are reading at grade level at BOY	Over 1/3 of students are new to school, and some other remaining students did not grow in reading due to lack of engagement with instruction and consistent practice.
NUMERACY	Current available data on 9th and 10 grade students shows 13% proficient.	All 9th graders are new to school and over half come from out of district so we know little about their math performance levels. 9th and 10th grade students need to make significant progress in math.
CLIMATE_CULTURE	Students participate in strong mentor interactions that also include parents. However, many students experience issues related to anxiety and to identity.	Daily mentoring interactions and monthly parent contacts create strong relationships between the school and families. Social and emotional maturity has not developed in the students yet.

Comprehensive Schoolwide Plan

Literacy Goal

By May 2023, at least 60% of students will test at or above proficient on the Reading Inventory with at least 95% participation from all students and 100% participation from all IEP and EL students increased from a BOY baseline of 50%.

Literacy Key Performance Indicators

BOY = 50%

MOY = 55%

EOY = 60%

Literacy Action Steps

At least 95% of students will take BOY, MOY and EOY RI.

All ELL and SpEd will take BOY, MOY and EOY RI.

All Below Basic and Basic readers will receive additional reading instruction by a reading endorsed teacher and will use Lexia.

All teachers will identify their ELLs and create small group instruction that focuses on writing and reading for level 3 and level 4 ELLs using ELLevations platform

Teachers will examine their CANVAS courses and identify areas of assistance needed by ELLs.

All ELLS Level 1-4 will receive EL instruction.

All RI identified students including students with IEPs who need supplemental reading instruction will receive it from a reading endorsed teacher.

Tutors will assist students.

Literacy Benchmark

RI administration BOY

RI administration MOY

RI administration EOY

Literacy Frequency

Reading classes are on alternate days for students, testing happens 3 times per year, Faculty looks at student performance monthly in PLCs. Lexia used daily. RI 3x per year.

Literacy Resources

Lexia

Comprehensive Schoolwide Plan

Numeracy Goal

By May of 2023, 20% of 9th and 10th graders will perform at or above proficient levels increased from 14.6% on the Aspire+ end of year math test.

Numeracy Key Performance Indicators

Aspire Benchmark tests
ALEX indicators

Numeracy Action Steps

All 9th and 10th grade students will take the appropriate course, enroll in ALEKS and take diagnostic test and be assigned specific work. All students will participate in Aspire Benchmarks. Tutors will assist students. Class size reduction by having an additional math teacher is implemented.

Numeracy Benchmark

Aspire Benchmark

Numeracy Frequency

3x per year

Numeracy Resources

ALEKS
Aspire Benchmarks

Culture/Climate Goal

By May 2023, all students will participate in SEL learning through Move This World and at least 75% will complete SEL benchmark survey and EOY survey.

Comprehensive Schoolwide Plan

Culture/Climate Key Performance Indicators

SEL benchmark survey BOY and EOY

Culture/Climate Action Steps

All classrooms will deliver Move This World SEL curriculum 2x per week for all students for a total of 40 minutes.

Culture/Climate Benchmark

SEL survey
MTW report of teacher time in curriculum

Culture/Climate Frequency

SEL 2x per year
MTW report monthly

Culture/Climate Resources

Move This World
SEL survey

Achievement Gap Goal

EL Students will increase Speaking and WritingScore on the WIDA exam which will lead to increasing their composite score so that 10% of EL students will increase their composite score to an average of 5 by May 2023.

Achievement Gap Key Performance Indicators

WIDA administration January/February

Comprehensive Schoolwide Plan

Achievement Gap Action Steps

EL students will practice writing for every course in which they are enrolled. Teachers will have a monthly PLC targeting EL students for writing and speaking using ELLevations to guide their work. All teachers will expand the instructional monitoring of the speaking opportunities for EL students. EL students will practice writing and speaking in the their ELD class.

Achievement Gap Benchmark

Achievement Gap Frequency

Achievement Gap Resources

ELLevations

WIDA intrepertive guide for assseing student scores

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 2022-2023 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
2022-2023

Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
Additional Math .50 FTE	2617100748-100 Gear Up Grants	30,000	
Additional Math .30 FTE	4222100748-0220 School Land Trust Innovations	25000	
Tutors	2617100748-100 Gear Up Grants	15000	
Tutors	4678100748-0131 Tchr & Stdnt Sucs Innovations	43000	