



## Clark County School District

# Innovations International Charter School of Nevada Secondary Campus

## School Performance Plan: A Roadmap to Success

*Innovations International Charter School of Nevada Secondary Campus has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Dr. Connie L. Malin

**School Website:** [iicsn.org](http://iicsn.org)

**Email:** [connie.malin@iicsn.org](mailto:connie.malin@iicsn.org)

**Phone:** 702-216-4337

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on 10/27/2022*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/innovations\\_international\\_charter\\_school\\_of\\_nv/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/innovations_international_charter_school_of_nv/2022/nspf/) High School and [http://nevadareportcard.nv.gov/DI/nv/clark/innovations\\_international\\_charter\\_school\\_of\\_nv/2022/nspf/md](http://nevadareportcard.nv.gov/DI/nv/clark/innovations_international_charter_school_of_nv/2022/nspf/md) Middle School .

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
<i>Dr. Connie L. Malin</i>	<b>Principal(s)</b> <i>(required)</i>
<i>Dr. Christi Carmack</i>	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
<i>Frank Mazurkiewicz, Frank Johnson, Diane Mills, Tim Vicario, Lori Johnson, Saffat Nasir</i>	<b>Teacher(s)</b> <i>(required)</i>
<i>Terri Davidson</i>	<b>Paraprofessional(s)</b> <i>(required)</i>
<i>Mackenzi Creel</i>	<b>Parent(s)</b> <i>(required)</i>
<i>Norabelle Gonzalez, Brandon Pena</i>	<b>Student(s)</b> <i>(required for secondary schools)</i>



## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Update after each outreach event.	Enter Date	Add lessons learned after each outreach event.
Mandatory Parent Informational Meetings	July 2022	Parents are very excited to return to the school and become involved again.
Parent Open House	August 31, 2022	Parents and teachers enjoyed speaking face-to-face about student expectations and success.
Aerospace and Aviation Parent Engagement Evening	September 16, 2022	



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<i>CRT Group Summary Report 2015 - 2020</i> <i>ACT Report 2015 - 2020</i>	<i>Annual Climate Survey</i>	<i>Classroom Observations Aligned to Nevada Academic Content Standards</i>
	<i>Areas of Strength: Students want to do well when working hands-on with teachers</i>		
	<i>Areas for Growth: Student attendance in school, student engagement in the classroom, student testing taking skills</i>		
<b>Problem Statement</b>	<i>Student data reported through the NSPF are data reported previously to and including 2018-2019. The collection of state mandated testing has been unavailable during the COVID Pandemic. Data reported last year showed a decrease in student growth, however, data collected may not be viable as students returned to campus to test while pursuing distance education throughout the school year. Parents were also given an opportunity to refuse testing for their children due to the pandemic. At this time, all data are suggested numerical data without full validity to what the school would have done or will currently do to prepare all students for testing procedures. Any starting point by the school to measure student growth will be subjective while using multiple years and types of data to establish a current possible baseline.</i>		
<b>Critical Root Causes</b>	<p><i>The following are critical root causes noted by Innovations for lack of student success.</i></p> <ul style="list-style-type: none"> <li>● <i>Disruption of in-person instruction due to the COVID-19 Pandemic</i></li> <li>● <i>Lack of depth in the curriculum to give adequate differentiated instructional practices to meet student needs</i></li> <li>● <i>Student absenteeism as well as tardiness</i></li> <li>● <i>Inconsistency in student, staff, and family accountability prioritizing student learning</i></li> <li>● <i>Student lack of motivation to advocate needs and seek extra assistance when needed</i></li> </ul>		



## Part B

Student Success	
<p><b>School Goal:</b> <i>By the next state mathematics, ELA, and Science examinations, Innovations will reduce the performance gap between IEP and non-IEP students by 4% as measured by CRT and ACT scores for grades 6-11.</i></p>	<p><b>Aligned to Nevada’s STIP Goal:</b> <i>Goal: Nevada’s Statewide Plan for Improvement of Pupils goal #3 notes, “All students experience continued academic growth.” Innovation’s School Goal aligns with this Goal #3.</i></p>
<p><b>Improvement Strategy:</b>  <i>Innovations will hire a social worker as a flexible team member to support instructional and educational practices while providing mental health services needed to ensure student safety and achievement.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Mental health and wraparound supports - level 4</i></p>	
<p><b>Intended Outcomes:</b> <i>The following are intended outcomes.</i></p> <ul style="list-style-type: none"> <li>● <i>Students will develop skills to become more confident learners</i></li> <li>● <i>Families and Innovations’ staff members will become more engaged with continued community support services</i></li> <li>● <i>Students will develop a sense of empowerment to advocate their needs while becoming more engaged in looking at the data concerning their academic achievement</i></li> </ul>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Advertise, interview, and hire a school social worker</i></li> <li>● <i>Utilize the services of the social worker to assist with the social-emotional and mental well-being of students, staff, and families</i></li> <li>● <i>Utilize the services of the social worker to help wit instructional and educational practices at all grade levels through professional development opportunities</i></li> <li>● <i>Work with students on learning plans discussing futures after high school</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Grant ward given for the School-Based Mental Health Professional Project</i></li> <li>● <i>Hire a school social worker</i></li> <li>● <i>Scheduling time for the social worker to coordinate efforts with the school’s counselor to identify and work with children who are the most at risk</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Minimized student motivation for learning as they transition back to hybrid / in-person instruction</i></li> </ul>	



- *Decreased student attendance as COVID still has many families feeling fearful*
- *Learning gaps created during distance learning and COVID need to be addressed and reduced*
- *Social-emotional issues of our young people need to be addressed so they may have a stable learning environment*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation

Foster/Homeless: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation

Free and Reduced Lunch: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation

Migrant: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation

Racial/Ethnic Minorities: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation

Students with IEPs: Academic vocabulary, modeling and mentoring standards mastery, working with families on mental health issues related to family security, communication methods, basic needs, and student motivation



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Collection and Analysis of Student Data</i>	<i>Professional Learning Community Data</i>	<i>Weekly PLC Meeting Discussions and Action Items</i>
	<i>Areas of Strength: Teachers are able to communicate and share their concerns and knowledge gained in the PLC team meetings</i>		
	<i>Areas for Growth: Collaboration, analysis and representation of summative test data</i>		
<b>Problem Statement</b>	<i>Innovations' middle and high school levels have a small team of members working with a variety of grade level students, ability levels, and subject matter while trying to offer elective area classes that complement core subject areas. This challenge constitutes a perceived excessive workload for teachers, thus making it difficult to juggle master schedules to enable the PLC team members to meet on a regularly scheduled basis to discuss student formative and summative data. In order to successfully look at data to inform education and instruction, targeted team members will need to be selected to do data dives to bring pertinent information to all staff members.</i>		
<b>Critical Root Causes</b>	<p><i>The following are critical root causes noted by Innovations as inhibitors of systems in place to meet, analyze, and collaborate on student data.</i></p> <ul style="list-style-type: none"> <li>● <i>Multiple responsibilities and class preparations for middle and high school teachers</i></li> <li>● <i>Small teaching staff pulling multiple duties</i></li> <li>● <i>Master schedule cannot always accommodate a full meeting of PLC teams as students need attention</i></li> <li>● <i>Small building with little spacing to hold a sizeable meeting of staff</i></li> <li>● <i>Formative and summative assessments may not be aligned with standards mastery so students do not get the full scope of every content demanded of them</i></li> </ul>		



## Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the school year, nine (9) monthly Impact Team Meetings will be held to provide grade level / content level leaders who will work with their teams on school-wide formative assessments to understand the achievement level of students in grades 6-12.</i>	<b>STIP Connection:</b> <i>Nevada's Statewide Plan for Improvement of Pupils goal #2 notes, "All students have access to effective educators". Innovations' school goal aligns with this goal #2.</i>
<b>Improvement Strategy:</b> <i>Innovations will form an Impact Team from the Professional Learning Community. Teams to look at various forms of formative and summative data to share with the school's learning community to minimize learning gaps that prohibit students from achieving high levels of standards mastery and academic success.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i>	
<b>Intended Outcomes:</b> <i>The following are intended outcomes.</i> <ul style="list-style-type: none"><li>● <i>Staff members will have the opportunity to discuss grade level and content level standards mastery with an 80% mastery of analysis of data to drive instruction</i></li><li>● <i>Staff members will have the opportunity to determine if a systems change is needed to better align formative assessments with yearly summative assessments and expectations for standards mastery and for mastery of skills needed to close the gap on ACT proficiencies</i></li><li>● <i>Impact Team leaders will share data analysis with content and grade level teachers to note the gaps and inefficiencies present throughout the school in order to put newer processes in place as needed</i></li></ul>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Select Impact Team Members</i></li><li>● <i>Hold weekly meetings during PLC times and in a separate meeting to discuss systems and data</i></li><li>● <i>Empower teachers through the Impact Team Members to hold candid discussions for school improvement</i></li><li>● <i>Share the data school-wide and determine what the next steps are to transforming data to school-wide achievement</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Incentives / stipends for Impact Team Members</i></li><li>● <i>Prepared master schedules to allocate meeting times</i></li><li>● <i>Feedback from staff</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Completing an in-depth look at the systems in place, analyzing their effectiveness, and researching better formative assessments</i></li></ul>	





- *Minimizing time that Impact Team Leaders will need to research solutions to problems that arise in order not to interfere with classroom instruction*
- *Proper communication of results*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve

Foster/Homeless: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve

Free and Reduced Lunch: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve

Migrant: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve

Racial/Ethnic Minorities: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve

Students with IEPs: Quality implementation of the core practices of assessment for learning progressions, modeling, use of exemplars, setting and discussing effective feedback aligned with success criteria, student self-assessment for setting and attaining goals, and strategic revision of goals that are too difficult to achieve



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Observations of Student Participation in Family Engagement Events</i>	<i>Observation of Staff Participants in Family Engagement Events</i>	<i>Observation of Family Participation in Family Engagement Events</i>
	<i>Areas of Strength: Parent interaction with other parents and school staff are continued strengths</i>		
	<i>Areas for Growth: Finding multiple times for parents to participate to accommodate work schedules</i>		
<b>Problem Statement</b>	<i>The quantity of parents involved in Innovations' family events is inconsistent, thus not engaging on a regular basis a full buy-in on the part of the families to academically learn, experience, and share in content skills needed by grade levels for student academic achievement</i>		
<b>Critical Root Causes</b>	<p><i>The following are critical root causes noted by Innovations for the inconsistency of parent engagement in events hosted for families by the school.</i></p> <ul style="list-style-type: none"> <li>● <i>Second language families have difficulty understanding concepts if there are few or no translators available</i></li> <li>● <i>Lack of motivation on the part of students to ensure their parents are informed of the family events</i></li> <li>● <i>Parents may need multiple methods of being informed of the family events</i></li> <li>● <i>Parents working multiple jobs are unable to attend as they hours of the events may not be conducive to their work schedules</i></li> </ul>		

### Part B

Connectedness	
<p><b>School Goal:</b> <i>Innovations will utilize monthly Parent and Family Engagement Events for effective home-school partnerships that will support and impact student learning. One hundred percent of communication with families will begin on a positive note, allow trust and cooperation to build, and include information regarding student academic</i></p>	<p><b>STIP Connection:</b> <i>Nevada's Statewide Plan for Improvement of Pupils goal #6 notes, "All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated:.. Innovations' School Goal aligns with this goal #6.</i></p>



<p><i>standards, assessment, and learning that parents can use to assist their children at home.</i></p>	
<p><b>Improvement Strategy:</b> <i>Innovations will utilize multiple methods for informing families of engagement events showing a more exciting and positive experience while providing for a hybrid approach to the event allowing for in-person and synchronous presentations of the skills to be covered.</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i></p>	
<p><b>Intended Outcomes:</b> <i>The following are intended outcomes.</i></p> <ul style="list-style-type: none"><li>● <i>Engaged learners and families</i></li><li>● <i>Confident learners</i></li><li>● <i>Relationship building between the homes and school</i></li><li>● <i>Student academic achievement</i></li><li>● <i>Increased family participation in family engagement events</i></li></ul>	
<p><b>Action Steps:</b> <i>The following are action steps.</i></p> <ul style="list-style-type: none"><li>● <i>Survey families to see what times, days, and types of events they would like to see</i></li><li>● <i>Schedule family events at a variety of times</i></li><li>● <i>Make the engagement events more welcoming and interesting for families showcasing student accomplishments</i></li><li>● <i>Conduct a family needs assessment</i></li><li>● <i>Offer classroom incentives for students who attend with their families</i></li><li>● <i>Make media presentation of the events</i></li><li>● <i>Interview students, staff, and families to get feedback for the events</i></li></ul>	
<p><b>Resources Needed:</b> <i>The following are needed resources.</i></p> <ul style="list-style-type: none"><li>● <i>ESSR II money</i></li><li>● <i>Extra duty pay for staff</i></li><li>● <i>Materials, supplies, and learning kits for families</i></li><li>● <i>Child care for families with small children so parents and school-aged children can participate without distractions</i></li><li>● <i>Media coverage for the school's website of events held</i></li><li>● <i>Transportation to family field trip events as needed</i></li></ul>	
<p><b>Challenges to Tackle:</b> <i>The following are challenges to tackle.</i></p> <ul style="list-style-type: none"><li>● <i>Getting students and families interested in attending and participating</i></li><li>● <i>Having many translators to help second language learners and their families</i></li></ul>	



- *Finding free time in the school's master schedule to run family events*
- *Getting enough staff to assist with the events*
- *Collecting and collating the needs survey completed by the parents to schedule topics of interest*
- *Conducting in-person and virtual family events in an effort to impact and involve more families*

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning

Foster/Homeless: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning

Free and Reduced Lunch: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning

Migrant: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning

Racial/Ethnic Minorities: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning

Students with IEPs: Evaluate family needs and provide resources to meet the needs, accommodate work schedules, provide small family / teacher ratios for assistance during the learning process, use technology to link parents to the learning taking pace at the events, and provide enough materials to foster hands-on learning



## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
School-Based Mental Health Professionals Project	\$141,533.80	Two School Social Workers: One for the elementary and one for the secondary campus	By the next state mathematics, ELA, Science examinations, and ACT test, Innovations will reduce the performance gap between the IEP and non-IEP students by 4
ESSR II	\$996,068.00	Stipends for grade level / content level Impact Team Members (7 members)	By the end of the 2021-2022 instructional school year, Innovations will provide grade level / content level leaders who will work with their teams on school-wide formative assessments to understand the achievement level of students at each grade level 6 - 11.
ESSR II	\$996,068.00	Extra-duty pay for support staff and teachers for Family Engagement Events Instructional materials and learning kits for families Transportation for family field trips	Innovations will utilize monthly parent and family engagement events for effective home-school partnerships that will support and impact student learning. Communication with families will begin on a positive note, allow trust and cooperation to build, and include information regarding student academic standards, assessment, and learning that parents can use to assist their children at home.