



Clark County School District
**Innovations International Charter
School of Nevada
Jr/Sr High School**

School Performance Plan: A Roadmap to Success
Addendum for CSI, TSI, TSI/ATSI Schools

This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Dr. Connie L. Malin for more information.



School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

Inquiry Area 1 – Student Success

School Goal	
<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 scores for grades 6-8.</i>	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<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>	4
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Data show that 28.1% of English Learner (current plus former) students were proficient in ELA, while 68.0% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 39.9% difference between these student groups scoring proficient in ELA. ● Support: During Tier I ELA Instruction, appropriate scaffolding of EL students for identified EL will be conducted in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments in learning. During Tier II ELA Instruction, those who have not demonstrated mastery of essential standards on grade level common assessments and who have WIDA speaking domain levels under 3.0 will receive 30 minutes of additional instruction daily. Language use will be carefully planned and engineered, leveraging collaborative discourse structures. <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Data show that 47.1% of free and redacted lunch students were proficient in ELA, while 68% of the White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 20.9% difference between these student groups scoring proficient in ELA. ● Support: Using the Response to Intervention model as a guide, Tier I instruction takes place in the classroom with supports and services to the students in need as well as the teacher. During this Tier I instruction, appropriate scaffolding and offering of accommodations to the learning environment will be used so that skills and concepts taught are built upon while working to increase the rigor while maintaining high expectations and providing timely feedback to help students make adjustments in learning. During Tier II instruction, tutoring will be offered to the 	



students who are identified as needing extra supports and services as well as those identified through the RTI process. Tutoring will encompass small group or individual work for two, thirty-minute sessions weekly.

Migrant:

- Challenge:
- Support:

Racial/Ethnic Groups: Latino/Hispanic and African American

- Challenge: Data show that in averaging the school's two highest racial/ethnic groups, an average of 44.4% of these students were proficient in ELA, while 68% of the White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 23.6% difference between these student groups scoring proficient in ELA.
- Support: Using the Response to Intervention model as a guide, Tier I instruction takes place in the classroom with supports and services to the students in need as well as the teacher. During this Tier I instruction, appropriate scaffolding and offering of accommodations to the learning environment will be used so that skills and concepts taught are built upon while working to increase the rigor while maintaining high expectations and providing timely feedback to help students make adjustments in learning. During Tier II instruction, tutoring will be offered to the students who are identified as needing extra supports and services as well as those identified through the RTI process. Tutoring will encompass small group or individual work for two, thirty-minute sessions weekly.

Students with IEPs:

- Challenge: Data show that 25.8% of the students receiving special education services were proficient in ELA while 74.2% of those not receiving special education services were proficient in ELA on the 2021-2022 SBAC ELA assessment. There is a 48.4% difference between these student groups scoring proficient in ELA.
- Support: During Tier I ELA Instruction, appropriate scaffolding of students for identified special education services will be conducted in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments in learning. During Tier II and Tier III ELA Instruction, those who have not demonstrated mastery of essential standards on grade level common assessments and who have ELA as identified areas of weakness addressed through the IEP, will receive minutes of additional instruction daily as identified during the IEP process. . Language use will be carefully planned and engineered, leveraging collaborative discourse, comprehension, and written expression structures.

Add sections for additional student groups specific to your school as needed.



Inquiry Area 2 – Adult Learning Culture

School Goal	
<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 at each grade level 6-12.</i>	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<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>	2
Resource Equity Supports: Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Data show that 28.1% of English Learner (current plus former) students were proficient in ELA, while 68.0% of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 39.9% difference between these student groups scoring proficient in ELA. ● Support: During the PLC meetings, ELA instructional methodologies and experiences will be discussed whereby student achievement and growth using formative and summative assessment findings will be brought forward. Using a school-wide shared vision for ELA instruction, collaboration by grade levels to discuss student achievement, and using a reflective dialogue between educators, a sharing of instructional best practices will take place. Discussions will take place minimally once per month but more as needed and will focus on the depth of change needed to show continued student growth while including the interactivity of administration to work with the teachers and students. Innovations will maintain high expectations for student learning while carefully planning and leveraging collaborative resources to close the gaps in education for its EL students as measured by the SBAC ELA assessment. <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Data show that 47.1% of free and redacted lunch students were proficient in ELA, while 68% of the White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 20.9% difference between these student groups scoring proficient in ELA. ● Support: During the PLC meetings, ELA instructional methodologies and experiences will be discussed whereby student achievement and growth using formative and summative assessment findings will be brought forward. Using a school-wide shared vision for ELA instruction, collaboration by grade levels to discuss student achievement, and using a reflective dialogue between educators, a sharing of instructional best practices will take place. Discussions will take place minimally once per month but more as needed and will focus on the 	



depth of change needed to show continued student growth while including the interactivity of administration to work with the teachers and students. Innovations will maintain high expectations for student learning while carefully planning and leveraging collaborative resources to close the gaps in education for its free and reduced lunch students as measured by the SBAC ELA assessment.

Migrant:

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Data show that in averaging the school's two highest racial/ethnic groups, an average of 44.4% of these students were proficient in ELA, while 68% of the White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 23.6% difference between these student groups scoring proficient in ELA.
- Support: During the PLC meetings, ELA instructional methodologies and experiences will be discussed whereby student achievement and growth using formative and summative assessment findings will be brought forward. Using a school-wide shared vision for ELA instruction, collaboration by grade levels to discuss student achievement, and using a reflective dialogue between educators, a sharing of instructional best practices will take place. Discussions will take place minimally once per month but more as needed and will focus on the depth of change needed to show continued student growth while including the interactivity of administration to work with the teachers and students. Innovations will maintain high expectations for student learning while carefully planning and leveraging collaborative resources to close the gaps in education for its Hispanic/Latino and African American students as measured by the SBAC ELA assessment.

Students with IEPs:

- Challenge: Data show that 25.8% of the students receiving special education services were proficient in ELA while 74.2% of those not receiving special education services were proficient in ELA on the 2021-2022 SBAC ELA assessment. There is a 48.4% difference between these student groups scoring proficient in ELA.
- Support: During the PLC meetings, ELA instructional methodologies and experiences will be discussed whereby student achievement and growth using formative and summative assessment findings will be brought forward. Using a school-wide shared vision for ELA instruction, collaboration by grade levels to discuss student achievement, and using a reflective dialogue between educators, a sharing of instructional best practices will take place. Discussions will take place minimally once per month but more as needed and will focus on the depth of change needed to show continued student growth while including the interactivity of administration to work with the teachers and students. Innovations will maintain high expectations for student learning while carefully planning and leveraging collaborative resources to close the gaps in education for its students identified for special education as measured by the SBAC ELA assessment.

Add sections for additional student groups specific to your school as needed.



Inquiry Area 3 – Connectedness

School Goal	
The number of family members attending the Parent and Family Engagement evenings will increase by 15 people each month as measured by sign-in sheets.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Innovations will rebrand the family engagement events showing a more positive experience while providing for a hybrid approach to the event allowing for in-person and synchronous presentation of the skills to be covered.</i>	3
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Students whose families speak a language other than English are challenged to participate in the school’s engagement events as there is a language barrier in receiving and delivering the information concerning their children’s academic performance and needs. ● Support: To mitigate the language barrier, Innovations provides an interpreter and it provides resources used for the evening in English and in Spanish. This enables the families to interact together while sharing the information and the instruction on the part of the school. <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Students whose families are at-risk causing them the need to access free and reduced lunches, may be compromised as they work nontraditional work hours, lack transportation, and may lack child care are challenged to participate in the school’s engagement events as their resources may be limited thus prohibiting an additional visit to the school during the evening hours. ● Support: To mitigate these barriers, Innovations provides a variety of hours and days that families may interact together while sharing the information and the instruction. These times are published well ahead of the events through newsletters, flyers, the website, Class Dojo and phone calls home. For parents who want to attend but cannot, if the event lends itself to a virtual meeting, this is provided for parents in order to assist with reaching out to meet their needs. <p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Racial/Ethnic Groups: Latino/Hispanic and African American</p> <ul style="list-style-type: none"> ● Challenge: Students whose families are diverse due to racial/ethnic grouping may be compromised as they feel that the attitudes of the school staff and instructors do not provide clear communication to understand and appreciate cultural or societal factors involving their families. They may also feel there is a lack of respect and understanding of their goals and 	



dreams for their children as well, thus causing a strain on relationships building with the school and its staff.

- Support: To mitigate these barriers, Innovations provides a variety of hours and days that families may interact together while sharing the information and the instruction. These times are published well ahead of the events through newsletters, flyers, the website, Class Dojo and phone calls home. For parents who want to attend but cannot, if the event lends itself to a virtual meeting, this is provided for parents in order to assist with reaching out to meet their needs. Innovations also provides PLC times and professional development training for school staff to understand cultural and societal issues that can hinder relationship building with families. Teachers and support staff meet regularly throughout each academic quarter through established conferences and communication events to reach out to our families in order to build trust and collaboration.

Students with IEPs:

- Challenge: Students whose families have children with a documented disability are challenged to participate in the school's engagement events as there may be a feeling of insecurity and/or acceptance of the needs the children and their families have to engage with the school. These could be lack of comfort with others, lack of knowledge about the school's curriculum, lack of time or breaking of a routine to include a newly scheduled event in the daily progress of a child, or just lack of resources for their special needs children to assist them in normalizing and feeling confident in a crowd.
- Support: To mitigate these barriers, Innovations provides a variety of hours and days that families may interact together while sharing the information and the instruction. These times are published well ahead of the events through newsletters, flyers, the website, Class Dojo and phone calls home. For parents who want to attend but cannot, if the event lends itself to a virtual meeting, this is provided for parents in order to assist with reaching out to meet their needs. The school ensures that the special education staff are available to meet and assist parents as needed throughout the events in order to be a predictable, stabilizing factor within the school's environment. Innovations also provides PLC times and professional development training for school staff to understand special education characteristics, traits, and accommodations that can hinder relationship building with families. Teachers and support staff meet regularly throughout each academic quarter through established conferences and communication events to reach out to our families in order to build trust and collaboration.

Add sections for additional student groups specific to your school as needed.