

School Name: Innovations International Charter School of Nevada - Elementary School					
Inquiry Area 1 - Student Success					
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 3-5. AB 219 (c): Attainable quantitative goals and timeline for English learners: By the next state mathematics, ELA, and Science examinations, Innovations will reduce the performance gap between ELL and non-ELL students by 4% as measured by CRT scores for grades 3-5.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</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. AB 219 (b): Plans to address the EL root causes: Innovations will utilize the social worker to support Tier I instruction while assisting with resources and testing skills for students having second language learning problems. The social worker will partner with the counselor and content level teachers to work with the social, emotional, and academic gaps that have affected their learning and retention of knowledge skills while providing resources and assistance to families as well.	Students will develop skills to become more confident learners Families and Innovations' staff members will become more engaged with continued community support services Students will develop a sense of empowerment to advocate their needs while becoming more engaged in looking at the data concerning their academic achievement	Strong	Data from family, staff, and student feedback show the social worker to be very helpful and aware of resources to share. The social worker has been working side-by-side with the counselor in working small groups with students.	The social worker will continue to work alongside the counselor in order to service families and students. The next level of work for him/her to do will be to provide professional development to the staff on outside agencies available for families and to provide insight as to what the responsibilities of a school social worker could be to better serve the school's culture.	Funding sources to continue the social worker after the grant expires will be the next challenge to meet.
Innovations will hire two (2) school science lab instructors to support science content learning in grades K-2 and in grades 3-5 to assist in science standards mastery and grade 5 CRT testing. The science teachers will be responsible to hold laboratory classes whereby students learn the scientific process and the journaling of the experimentation process in preparation for grade 5 CRT examination.	Students will increase understanding and mastery of the scientific process for gaining and retaining science content skills Students will become more interested in science noting patterns, experimental processes, and adjusting variables to account for errors made while conducting scientific investigations Students will be able to journal their scientific investigation while sequentially explaining with detail the process used as a problem solving event Students will gain more confidence as learners while modeling what has been learned	Strong	The two science teachers have spent the year acclimating themselves to the various grade levels of science content. They have done well presenting information to students in parallel with out family engagement evenings. Students and teachers have given positive feedback about the excitement and lessons learned by students in the science labs. The science teachers now have to guide the classroom teachers to follow through with the guided lessons in their classrooms.	The next steps would be to give the teachers and science teacher time to plan lessons together that impact students in grades 3-5 for testing content. The school also needs to work to be a STEM accredited school, so further lessons and parent involvement will be needed.	Funding sources to continue the science teachers and to furnish their rooms with kits and hands-on materials will be the next challenge to meet.
Inquiry Area 2 - Adult Learning Culture					
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 K-5.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.	Staff members will have the opportunity to discuss grade level standards mastery with an 80% mastery of analysis of data to drive instruction 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 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	Strong	Impact Team members have been very insightful and have brought forward good information about student achievement for RTIs and for MAPs scores. While they are learning to search for and speak to MAPs scores, more assistance is needed for analyzing data in a way that is helpful to students and teachers.	The school is working with CCSD's ELL Department on a professional development concerning deep data dives. This will help the staff to focus on the needs of our second language students using WIDA data.	There is a continued need to work in teams to look more in-depth at data in order to establish a school-wide focus for instruction using data to track student achievement.
Inquiry Area 3 - Connectedness					
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	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.	Engaged learners and families Confident learners Relationship building between the homes and school Student academic achievement Increased family participation in family engagement events	Strong	Innovations' parents are beginning to rejoin the school in academic and social events. The relationship between home and school is increasing.	The next step is to get the parents to attend our Parents As Learning Partners Seminar to work with testing, math, and literacy preparation.	Innovations will be scheduling the Parents As Learning Partners Seminar in the beginning of the school year and then a second seminar in January of the new school year in order to stay on target with learning needs and to help parents and students prepare for academic success.