School Name: Innovations International Charter School of Nevada (JR/SR High School)

Inquiry Area 1 - Student Success	Did we achieve our Student Success goal? *What does our data reveal about our progress toward our goal?*	Continue, Correct, or Cancel the Goal? *Should we continue, correct, or cancel this goal in our next SPP?*
School Goal: By the next state mathematics, ELA, and science examinations, Innovations will reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT and ACT scores for grades 6-11.	No	Continue (and update)
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 and ACT scores for grades 6-11.	Yes	Continue (and update)
1003(a) Goal: During the 2023-2024 school year, Tier II instruction, including skill-specific intervention, based on the student's specific need(s) will be provided to all identified students as measured by instructional observations and intervention plans.	Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? *How successful were we at implementing our improvement strategies?*	Continue, Correct, or Cancel the Strategy? *Should we continue, correct, or cancel the associated improvement strategies in our next SPP?*	Now (Lessons Learned) *Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?*	Next (Next Steps) *What can we do right away to put our Lessons Learned into practice?*	Need *What do we need to be successful in taking action?*
(1) 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. (2) Innovations International Charter School will hire one (1) Instructional Coach and one (1) Academic Interventionist to enhance content related instructional programs that support at-risk learners in the school who have been affected by unfinished learning to provide small group or one-on-one instruction for literacy and mathematics supplemental instruction to support learners identified as students in the 40th percentile or lower as measured by MAP testing. 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 needing language support.. 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 • Students will increase understanding and mastery of fluency and comprehension for gaining and retaining reading content skills • Students will increase understanding and mastery of application and computation for gaining and retaining mathematic skills • Students will gain more confidence as learners while modeling what has been learned • Students will utilize skills learned in reading and mathematics to pragmatically solve problems using real world problem solving	Yes	Cancel	Innovations found the assistance of the social worker to be beneficial to those students she worked with. What the school really needs is for the teachers to be more empowered to enact more powerful leadership strategies within the classrooms.	Innovations will adopt the Leader in Me series of leadership training and skills to empower families, students, and school staff to support and engage more active learning in the students.	Leader in Me training and instructional materials
1003(a) Improvement Strategy: Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.	Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.	Yes	Continue	Working with the academic strategists aligned with the EL Department has enabled the students to make more academic success as they develop a higher level of understanding of academic vocabulary and content knowledge.	Innovations will continue to work with the Tier II instruction to reduce academic deficiencies. This will incorporate classroom teachers and the EL department.	Classroom teachers and academic strategists will work together for methods and materials to support the students.

Inquiry Area 2 - Adult Learning Culture	Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?
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.	Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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 and content 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 and for mastery of skills needed to close the gap on ACT proficiencies • 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	Yes	Continue	Impact teams were beneficial in looking at student growth data and helping to speak to the data at various grade levels.	Continue with these teams.	Staff time and planning.

Inquiry Area 3 - Connectedness	Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the 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.	Yes	Continue (and update)

Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
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.	• Engaged learners and families • Confident learners • Relationship building between the homes and school • Student academic achievement • Increased family participation in family engagement events	Yes	Continue	Innovations was able to use multiple methods for engaging parents this year. We had parent nights that showcased student work, knowledge, and skills. We also had various open house evenings for information sharing.	Build on what has been done.	To find ways to entice more parents to attend and to help them to see the importance of their participation.