Clark County School District

Innovations International Charter School of Nevada Elementary Campus

School Performance Plan: A Roadmap to Success

Innovations International Charter School of Nevada Elementary 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
Email: connie.malin@iicsn.org
Phone: 702-216-4337

School Designations: ☑ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on 11/12/2024

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_nevada/2024/nspf/.

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
Dr. Connie L. Malin	**Principal(s)** *(required)*
Nick Dider	**Other School Leader(s)/Administrator(s)** *(required)*
Darren Kuzyk, Nayelly Cabrera, Megan Wellard, Linda Mazurkiewicz, David Avillion	**Teacher(s)** *(required)*
Ken Malin, Becky Poole	**Paraprofessional(s)** *(required)*
Mackenzi Creel	**Parent(s)** *(required)*

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
Mandatory Parent Informational Meetings	July 2023	The SPP will be shared with the community. Lessons Learned will be updated at that time. The SPP will be shared with the community. Lessons learned will be updated at this time.
Parent Open House	July 2023	
Professional Development	May 2024	The SPP and continued goals for meeting student growth were shared with the staff. Staff broke into groups to discuss MAPs data to begin discussion for meeting student growth for the upcoming school year.

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**
Data Reviewed	*CRT Group Summary Report*	*Annual Climate Survey*	*Classroom Observations Aligned to Nevada Academic Content Standards*
	Areas of Strength: Students want to do well when working hands-on with teachers		
	Areas for Growth: Student attendance in school, student engagement in the classroom, student testing taking skills		
Problem Statement	*Student data reported on the NSPF shows that the percent of proficient students in 2021-2022 was 10.5% in math, 21.8% in reading, and 5.0% in science. In 2023 the percentages increased to 18.3% in math, 25.3% in reading, and 11.1% in science. There are achievement gaps between the IEP student group and the All Students group of >5.5 percentage points in math and 8.9 points in ELA.*		
Critical Root Causes	*The following are critical root causes noted by Innovations for continued lack of student success.* ● *Lack of depth in the curriculum to give adequate differentiated instructional practices to meet student needs* ● *Student absenteeism as well as tardiness* ● *Inconsistency in student, staff, and family accountability prioritizing student learning*		

Part B

Student Success	
School Goal: *By the next state mathematics, ELA, and science examinations, Innovations will Increase the percent of all proficient students by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.*	**Aligned to Nevada's STIP 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.

Improvement Strategy:
Innovations will hire a social worker as a flexible team member to support instructional and educational practices while providing resources and assistance to families to support student attendance.

Plans to address the 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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Mental health and wraparound supports - level 4; Academic interventions - level 3; Exact Path - level 2; MAP Growth Assessments - level (3)*

Intended Outcomes: *The following are intended outcomes.*

- *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*

Action Steps:

- *Advertise, interview, and hire a school social worker*
- *Utilize the services of the social worker to assist with the social-emotional and mental well-being of students, staff, and families*
- *Utilize the services of the social worker to help with instructional and educational practices at all grade levels through professional development opportunities*
- *The social worker will provide small-group instructional support to students identified as at-risk for chronic absenteeism and provide wraparound support to their families.*
- *The social worker will provide small-group instructional support to students identified as at-risk for behavior problems that interfere with academic success as observed by classroom teachers and brought forward as students who need Tier II support through an RTI plan to achieve social and academic growth*

Resources Needed:

- *Grant award given from SB495 to be used for staffing and computer software*
- *Hiring of school social worker, Instructional Coach, and Academic Interventionist*
- *Scheduling times for the above named personnel to work with all stakeholders, analyze data, and provide instruction and mentorships*

for students, families, and staff

Challenges to Tackle:

- *Challenge Identified: Lack of consistent student motivation to be an engaged learner*
- *Potential Solution: Implement a schoolwide climate/culture program to recognize and support students and families using a quarterly academic recognition assembly to celebrate student achievement*
- *Challenge Identified: Student absenteeism*
- *Potential Solution: Form an attendance committee to monitor absenteeism and to send notification home weekly to inform parents of the number of absences students have. Offer incentives to student with perfect attendance or to those who have a 20% improvement in attendance from the previous month*

Improvement Strategy:
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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Small group; Achieve 3000; Level 4*

Intended Outcomes: *The following are intended outcomes.*

- *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*

Action Steps:

- *Advertise, interview, and hire one Instructional Coach and one Academic Interventionist*
- *Utilize the services of the Instructional Coach and Academic Interventionist to assist with reading content, mathematic content, and understanding how mastering these content skills can be used to motivate students to explore and generalize knowledge to real life applications*
- *The Instructional Coach and Academic Interventionist will provide Tier II intervention for students who score below the 40th percentile on MAP assessments in ELA and mathematics*
- *Lessen gaps created and noted yearly in MAP testing*

Resources Needed:

- *ESSR III Grant Money*

- *Instructional Coach and Academic Interventionist*
- *Literacy and mathematics supplemental materials*
- *Space for the Instructional Coach and Academic Interventionist to work*

Challenges to Tackle:

- *Challenge Identified: Lack of consistent student motivation to be an engaged learner*
- *Potential Solution: Implement a schoolwide climate/culture program to recognize and support students and families using a quarterly academic recognition assembly to celebrate student achievement*
- *Challenge Identified: Student absenteeism*
- *Potential Solution: Form an attendance committee to monitor absenteeism and to send notification home weekly to inform parents of the number of absences students have. Offer incentives to student with perfect attendance or to those who have a 20% improvement in attendance from the previous month*

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

English Learners:

- RACED/RAD will be used to help English Learners to structure their writing in response to questions that analyze the text with support of sentence stems for proper response.
- The ELA and mathematics strategists will implement small group instruction on comprehension skills and vocabulary to ELL students who score at the bottom 40th percentile MAPS and SBAC in small groups.
- Certified ELL teachers and paraprofessionals will provide small group intensive instruction using grade level content area texts and RIGGS to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, listening skills, and speaking skills to increase language mastery to newcomers and students who scored below a 2.0 on the WIDA assessment.

Foster/Homeless:

- The school counselor and social worker will implement wrap-around services to increase student attendance
- The Title I HOPE advocate and social worker will coordinate ongoing services and support while monitoring students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch:

- Licensed and support staff will provide before and after school tutoring for students in the areas of literacy and mathematics
- Title I funding will be used to provide in-school tutoring for at-risk students who are scoring in the bottom 40th percentiles as noted by their testing results from the MAPs tests given quarterly.

Migrant: NA

Racial/Ethnic Minorities:

- Utilize a language learner specialist to provide tiered interventions and acceleration for students
- Utilize an Instructional Coach to provide and model research based instructional methods and support for the teachers, family members, and students

Students with IEPs:

- Co-teaching opportunities are to be provided in the least restrictive environment to ensure students receive grade level instruction with accommodations and modifications identified and individualized on student Individual Education Plans
- Special education staff will participate in grade level PLC meetings to analyze data, instructional strategies and supports, determine students' needs, and plan effective instruction and support services

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Collection and Analysis of Student Data*	*Professional Learning Community Data from Professional Development and Weekly Discussions*	*Weekly PLC Meetings Discussions and Action Items*
	Areas of Strength: Teachers are able to communicate and share their concerns and knowledge gained in the PLC team meetings		
	Areas for Growth: Collaboration, analysis and representation of summative test data		
Problem Statement	*The systems and structures currently used for formative data collection, analysis, and use of data to inform instruction is not an adequate predictor of student growth on a consistent basis across multiple grade levels measuring student achievement of grade aligned content standards. Data presented from current formative assessments develop learning paths for students, but the learning paths do not coincide with necessary data in preparation for state-wide assessments.*		

Critical Root Causes	*The following are critical root causes noted by Innovations as inhibitors of systems alignment with student achievement.* ● *Incomplete understanding of data collected to guide instructional practices* ● *Formative assessments are not true indicators of standards mastery as students learn how to manipulate the instructional technology with little effort put forth to show what they do/do not learn* ● *Comfort and proficiency level of data motivated staff to assist in training teachers on data collection and analysis*

Part B

Adult Learning Culture	
School 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 at each grade level K-5.*	**STIP Connection:** *Nevada's Statewide Plan for Improvement of Pupils goal #2 notes, "All students have access to effective educators." Innovation's School Goal aligns with this Goal #2.*
Improvement Strategy: *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.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Analyze data in PLCs - level 2*	
Intended Outcomes: *The following are intended outcomes.* ● *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*	
Action Steps: ● *Select Impact Team Members* ● *Hold weekly meetings during PLC times and in a separate meeting to discuss systems and data* ● *Empower teachers through the Impact Team Members to hold candid discussions for school improvement* ● *Share the data school-wide and determine what the next steps are to transforming data to school-wide achievement*	

Resources Needed:

- *Incentives/ stipends for Impact Team Members*
- *Prepared master schedule to allocate meeting times*
- *Feedback from staff*

Challenges to Tackle:

- *Challenge Identified: Inconsistent use of in-depth data collection, analysis of data, and use of data to drive instructional change*
- *Potential Solution: Master schedule PLC meetings once weekly to look at data collection, analysis, and use of data to drive instructional change using MAPs assessments and Achieve 3000 data*
- *Challenge Identified: Proper communication of results*
- *Potential Solution: Use the Instructional Coach, Academic Interventionist, Impact Team Leaders, and Administration to model and instigate academic conversations of student growth or lack thereof using the RTI 3 Tiered Approach to track student achievement with the teachers in the classrooms*

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

English Learners:

- All educators at Innovations ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Innovations ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.
- Professional Learning Communities will be used to purposefully plan discourse tasks to support language development for our English Language Learners

Foster/Homeless:

- The school counselor and social worker will implement wrap-around services to increase student attendance
- The Title I HOPE advocate and social worker will coordinate ongoing services and support while monitoring students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch:

- Licensed and support staff will provide before and after school tutoring for students in the areas of literacy and mathematics
- Title I funding will be used to provide in-school tutoring for at-risk students who are scoring in the bottom 40th percentiles as noted by their testing results from the MAPs tests given quarterly

Migrant: NA

Racial/Ethnic Minorities:

- Utilize a language learner specialist to provide tiered interventions and acceleration for students
- Utilize an Instructional Coach to provide and model research based instructional methods and support for the teachers, family members, and students

Students with IEPs:

- Co-teaching opportunities are to be provided in the least restrictive environment to ensure students receive grade level instruction with accommodations and modifications identified and individualized on student Individual Education Plans
- Special education staff will participate in grade level PLC meetings to analyze data, instructional strategies and supports, determine students' needs, and plan effective instruction and support services

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Observation of Student Participation in Family Engagement Events*	*Observation of Staff Participation in Family Engagement Events*	*Observation of Family Participation in Family Engagement Events*
	Areas of Strength: Parent interaction with other parents and school staff are continued strengths		
	Areas for Growth: Finding multiple times for parents to participate to accommodate work schedules		
Problem Statement	*The quantity of parents involved in Innovations' Family and Community Engagement 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.*		
Critical Root Causes	*The following are critical root causes noted by Innovations for the inconsistency of parent engagement in events hosted for families by the school.* ● *Second language families have difficulty understanding concepts if there are few or no translators available* ● *Lack of incentives by the teachers to let students share what was learned while attending a family engagement event* ● *The branding or naming of the events might not be as positive as needed to get parents interested in attending the events* ● *Parents may need more notice that an event is drawing near to prepare to attend* ● *Parents working multiple job are unable to attend as the hours of the events may not be conducive to their work schedules*		

Part B

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.	**STIP Connection:** *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." Innovation's School Goal aligns with this Goal #6.*

Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a positive school climate and culture - level 3*

Intended Outcomes: *The following are intended outcomes.*

- *Engaged learners and families*
- *Confident learners*
- *Relationship building between the homes and school*
- *Student academic achievement*
- *Increased family participation in family engagement events*

Action Steps:

- *Survey families to see what times, days, and types of events they would like to see*
- *Utilize monthly and/or quarterly Parent and Family Engagement Events for effective home-school partnerships that will support and impact student learning*
- *Schedule family engagement events at a variety of times*
- *Rebrand the name of the engagement events to seem more welcoming to families*
- *Conduct a family needs assessment*
- *Offer classroom incentives for students who attend with their families*
- *Make media presentations of the events*
- *Interview students, staff, and families to get feedback for the events*
- *Focus communication with families on a positive note to build trust and cooperation between the homes and the school*
- *Include communication to parents with a focus on information regarding student academic standards, assessment and learning that parents can use to assist their children in the home*

Resources Needed:

- *ESSR II money*
- *Extra duty pay for staff*
- *Materials, supplies, and learning kits for families*
- *Child care for families with small children so parents and school-aged children can participate without distractions*
- *Media coverage for the school's website of events held*
- *Transportation to family field trip events as needed*

Challenges to Tackle:

- *Challenge Identified: Student and family participation and interest in attending family engagement activities*

- *Potential solution: Multiple forms of communicating events and family/student incentives for attending the family engagement activities*
- *Challenge Identified: Collecting and collating the needs survey completed by the parents to schedule topics of interest for family engagement activities*
- *Potential solution: Multiple ways for survey administration and submission and use of PLC and faculty meetings/professional development sessions to collate data received through the needs survey to families*

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

English Learners:

The Academic Interventionist, Instructional Coach, Administration, EL Department, and staff will implement parent engagement evenings minimally one per quarter to help parents see what their children are learning and to interact with instructional staff on literacy development and homework assistance.

Information sent home to families will be written in English and Spanish in order to ensure all family members are included members of the school's culture and are aware of family events taking place.

An interpreter will be made available for families who have English as a second language needs

Foster/Homeless:

The school counselor and social worker will implement wrap-around services to increase student attendance while working with families on the importance of regular school attendance

The Title I HOPE advocate and social worker will coordinate ongoing services and support while monitoring students' attendance, academic, and social/emotional progress.

The social worker and school counselor will work to find community services for families seeking mental health services for children and family members

Free and Reduced Lunch:

Licensed and support staff will provide before and after school tutoring for students in the areas of literacy and mathematics

Title I funding will be used to provide in-school tutoring for at-risk students who are scoring in the bottom 40th percentiles as noted by their testing results from the MAPs tests given quarterly

School staff will keep parents informed of their children's progress through the use of media, phone calls, written information sent home, postings on the school's website, parent-teacher conferences, Class Dojo, and through in-person conferencing as scheduled

Migrant: NA

Racial/Ethnic Minorities:

Utilize a language learner specialist to provide tiered interventions and acceleration for students

Utilize an Instructional Coach to provide and model research based instructional methods and support for the teachers, family members, and students

Students with IEPs:
Co-teaching opportunities are to be provided in the least restrictive environment to ensure students receive grade level instruction with accommodations and modifications identified and individualized on student Individual Education Plans
Special education staff will establish a minimum of quarterly conference opportunities with parents in order to ensure that parents may ask questions and receive current progress reports

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)
AB 495 Grant	*$454,114.80*	*Social Worker*	*By the next state mathematics, ELA, and Science examinations, Innovations will increase the percent of all students who are proficient by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.*
AB 495 Grant	*$454,114.80*	*Instructional Coach* *Academic Strategist*	*By the next state mathematics, ELA, and Science examinations, Innovations will* *Increase the percent of all students who are proficient by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.*
Title I	*$228,570.00*	*Extended Learning Programs* *Tutoring*	*By the next state mathematics, ELA, and Science examinations, Innovations will* *Increase the percent of all students who are proficient by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.*
Title III	*$9,042.00*	*Tutoring for ELL Students*	*By the next state mathematics, ELA, and Science examinations,*

			Innovations will *Increase the percent of all students who are proficient by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.*
ESSR III	*$1,357,773.62*	*Laptops* *Curriculum* *Paraprofessionals* *Interactive technology* *Extended Learning* *Family Engagement*	*By the next state mathematics, ELA, and Science examinations, Innovations will* *Increase the percent of all students who are proficient by 5% and reduce the performance gap between IEP and non-IEP students by 5% as measured by CRT scores for grades 3-5.* *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.* 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.