

School Performance Plan

School Name

INNOVATIONS INTERNATIONAL HS

Address (City, State, Zip Code, Telephone):

, ,

Superintendent/Region
Superintendent:

/ Dan Tafoya

For Implementation During The Following Years:

2020-2021

The Following MUST Be Completed:

Title I Status:

Served

Designation:

CSI

Grade Level Served:

High School

Classification:

3 Star

NCCAT-S:

Review

***1 and 2 Star Schools Only:**

Please ensure that the following
documents will be available upon request

☐

Use of Core Instructional Materials

☐

Scheduling

☐

Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Diane Gleason Mills	Parent	Dr. Christi Carmack	Administration
Caroline Thompson	Counselor	Dr. Connie Malin	CEO
Frank Mazurkiewicz	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Service Delivery Models	Nevada Alternate Assessment (NAA)
SAT/ACT Assessments	Teacher/Administrator Observation Data	Achievement Gap Data
Formative Assessments Practice	Time in ELL Program/Projected Time to Proficiency	Individualized Education Programs (IEP)
NA	NA	Service Delivery Models
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Data from formative and summative assessments from the 2016-2017 school year show improvements at all grade levels in ELA and mathematics. Between September and March, Innovations' students made an overall 12% growth increase in mastering standards in mathematics and a 6% overall growth increase in ELA as measured by Evaluate assessments. Innovations' data on the 2016-2017 ACT exams for 11th graders note that high school students in grade 11 had a 16.1% proficiency rate in mathematics and a 23.9% proficiency rate in ELA. Data were available to look at the ACT exam for the 2015 - 2016 school year in comparison to the 2016 - 2017 school year. The results indicate that Innovations' mean composite score for the ACT increased from 14.1 to 14.8. Math scores decreased from 15.0 to 14.9, English scores increased from 12.0 to 13.5, reading scores increased from 14.1 to 15.1, and science scores increased from 14.9 to 15.7. This equates to an approximate 2.5 mean scale score difference in all subtest areas as measured in comparison to the school district. Gap measures show the achievement is closing for all subgroups reported for IEP, ELL, and FRL. The graduation rate reported for the 2015 - 2016 school year noted a rate of approximately 53%. Data acquired from the Infinite Campus data lab indicate an 89.29% student proficiency rate for graduation requirements for the 2016 - 2017 school year. This included a student population consisting of 52% Hispanic/Latino students, 36% African American students, and 12% Caucasian students. Data for the 2018-2019 school year show the following: (a) 3.3% decrease in proficiency in the mathematics subsection of the ACT, (b) 5.4% decrease in proficiency in the mathematics subsection of the ACT, (c) increased 4-year graduation rate from 89.29% in 2017 - 2018 to 100% in 2018 - 2019, and (d) a 25.0 % school rate for students meeting the EL AGP target rate as measured by the state's formative assessment.

Analyzed data will guide the instructional process, materials selection, addition of resources, and the implementation of additional instructional programs to assist students in minimizing the achievement gap differences compared to state and district performance as measured by standardized summative assessments. Analyzed data will assist stakeholders in making educational decisions and guide instructional practices that impact student growth and achievement by increasing the percentage of students meeting or exceeding measured content standards. Analyzed data will be shared with parents and students to build engagement and to assist in the comprehension of the critical role they play in establishing and maintaining a partnership with the school for creating and supporting a learning environment designed to develop and maintain high levels of student achievement.

The following items can be noted about the student performance at the high school level. Innovations received full points for its graduation rate as there was a 100% four year rate and a 92.7% five year rate. Innovations was also awarded full points under the English Language category. The EL Meeting AGP rates increased from 13.5% to 25%, surpassing the district scores by 10%.

Two areas of opportunity for Innovations is that of increasing students' proficiency in mathematics from 2.6% to a 25% or more. The second opportunity would be to increase the ELA proficiency rate from 13% to a 48% or more as measured on the NSPF under the category of Academic Achievement. This will be monitored quarterly by administration through the use of the school's formative assessment data, PLC meetings with staff members, and the use of intervention classes to enhance student learning and standards mastery.

Through the AdvancEd review process, needs were identified in the areas of Learning Capacity (learning progress is reliably assessed and consistently and clearly communicated) and Leadership Capacity (leaders engage stakeholders to support the achievement of the institutions' purpose and direction). These prioritized needs are addressed in the action steps through professional development and family engagement activities. In a continued effort to increase parent and family engagement at the high school level, the school will host quarterly Parent Literacy and

Mathematics interaction lessons. These will enable parents and students to learn needed skills together using strategies and materials that can be taken home to assist with daily learning.

Innovations high school will implement evidence-based interventions to support data-driven instructional planning and increased student achievement in math and ELA.

Exact Path - EBI level 3 (McLeod, J. (2017). Exact Path Research Brief: Effectiveness Study. Bloomington: Edmentum, Inc.); Reach for Reading - EBI level 1 (Wilkerson, S & Savoy, M. (2013).

National Geographic Learning's Reach for Reading program: An efficacy study. Charlottesville, VA: Magnolia Consulting, LLC.)

HIGH SCHOOL GRADUATION RATES

If you serve high school graduation seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> AM In/Ak Native	
<input type="checkbox"/> Asian	
<input checked="" type="checkbox"/> Black	>95.0%
<input checked="" type="checkbox"/> Hispanic	87.5%
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input checked="" type="checkbox"/> White	>95.0%
<input checked="" type="checkbox"/> FRL	91.3%
<input checked="" type="checkbox"/> IEP	>95.0%
<input checked="" type="checkbox"/> ELL	90.0%

NOTES:

Overall graduation rate for the class of 2018-2019 was 90.0%.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from 13.0% in 2019 to 34.4%* by 2021 as measured by state summative assessments. *A flexible target to meet the 2022 MIP has been calculated.

Root Causes:

Additional teacher training, student and teacher proficiency levels for instructing and learning in a distance learning environment, and on-task instructional time for students is needed to develop application of various reading strategies to comprehend, analyze, interpret and evaluate text.

Measurable Objective 1:

Increase the overall percentage of ELA-proficient FRL students at Innovations HS from 10.6% in 2019 to 28.6%* in 2021, as measured by the state assessment. *A flexible target to meet the 2022 MIP has been calculated.

Measurable Objective 2:

Increase the overall percentage of ELL students at Innovations HS meeting ELA-proficient from 6.2% in 2019 to 17.7%* in 2020 as measured by the state assessment. *A flexible target to meet the 2022 MIP has been calculated.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support building academic vocabulary needed for comprehending and interpreting text meaning. To build on the competency and capacity of the staff, incentives will be provided based on specified expectations and classroom growth.	Student incentives and celebrations, Staff incentives Exact Path software (Title I)	Teachers, counselors, and administration will identify and track students' reading comprehension scores based on Exact Path, WIDA scores, ACT scores, EOC scores, progress reports, and report cards. All student progress will be reported to the teachers, counselors and administration in order to measure student growth and progress.	PLC meetings - Weekly from August to May - teachers, counselors, and administrators; Interim and formative assessments - per school testing calendar - teachers, strategists, and administrators	In Progress
---	---	---	--	-------------

Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and offer resources to engage parents to become immersed in the development of reading strategies. It will also offer quarterly classes, once the school has returned to in-person or hybrid instruction whereby parents are invited to become immersed in the development of reading strategies to assist students with reading comprehension, word analysis, vocabulary development, and interpreting text meaning. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about how to assist their child with academic progress.	Data folders and instructional materials for parent conferences and monthly parent classes (Title I)	Sign-in sheets and agendas for parent classes and parent conferences; student data notebooks	Parent classes - available once hybrid or in-person instruction resumes - teachers, counselors, and administrator	In Progress

Comments:

Aligned to findings from AdvancEd needs assessment: 1.8 Leadership Capacity - Leaders engage stakeholders to support the achievement of the institutions' purpose and direction.

1.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
---	---	----------------------------

Innovations will use extended learning programs to instruct and tutor students in reading skills. Once the school moves to in-person or a hybrid instruction, additional time before and after school and during the summer will be set aside to work on reading strategies involved in comprehension of text. Innovations will utilize evidence-based curriculum that aligns with the Common Core Standards for instruction as well as technology-enhanced learning to prepare for testing and technology related proficiency skills. Paraprofessional tutors (Title I) will use evidence-based curriculum to work with students minimally 3 times weekly during the instructional day on reading informational text and on pre-requisite skills needed to analyze and evaluate text meaning and to fill in areas of challenge and to enrich areas of strength. Tutors will work toward mastery levels prior to moving on to other skills. Students continuing to have problems will be referred during the RTI process to a Tier II instructional level for intensive pull-out instructional/tutorial sessions in the reading skills/intervention classes.	Instructional materials, secure internet server, curriculum materials, computers (School resources/ DSA Funds); Exact Path; Employment of paraprofessional tutors (Title I)	Assessment results, student data notebooks, lesson plans, classroom/tutoring observations	Before- and after-school tutoring (once the school has returned to in-person or hybrid instruction) - Daily - teachers, tutors, counselors, and administrators; Summer Academy - Monday through Friday in June - teachers, tutors, counselors, and administrators; On-on-one/small group tutoring - three times per week during the school day - teachers, tutors, counselors, and administrators	In Progress
--	---	---	---	-------------

Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
--	---	---	---	---	--------------------------------

Priority Need/Goal 2:

Increase the percent of all students proficient in math from 2.6% in 2019 to 20%* by 2020 as measured by state summative assessments. *Target has been set to meet NDE Measure of Interim Progress by 2022.

Root Causes:

Additional teacher training and instructional time for students is needed to develop mathematical concepts, procedures, and computation skills to solve problems.

Measurable Objective 1:

Increase the overall percentage of math-proficient FRL students at Innovations HS from 3.5% in 2019 to 20.0%* in 2020, as measured by the state assessment. *Target has been set to meet NDE Measure of Interim Progress by 2022.

Measurable Objective 2:

Increase the overall percentage of math-proficient ELL students at Innovations HS from 0% in 2019 to 20%* in 2020 as measured by the state assessment. *Target has been set to exceed NDE Measure of Interim Progress by 2022.

Measurable Objective 3:

Increase the overall percentage of math-proficient IEP students at Innovations HS from 0% in 2019 to 20%* in 2020 as measured by the state assessment. *Target has been set to exceed NDE Measure of Interim Progress by 2022.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support comprehending and interpreting academic vocabulary needed to understand and solve DOK 2-4 level math problems. To build on the competency and capacity of the staff, incentives will be provided based on specified expectations and classroom growth.	Student incentives and celebrations, Staff incentives Exact Path software (Title I)	Teachers, counselors, and administration will identify and track students' reading comprehension scores based on Exact Path, WIDA scores, ACT scores, EOC scores, progress reports, and report cards. All student progress will be reported to the teachers, counselors and administration in order to measure student growth and progress.	PLC meetings - Weekly from August to May - teachers, counselors, and administrators; Interim and formative assessments - per school testing calendar - teachers, strategists, and administrators	N/A
---	---	---	--	-----

Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and provide various resources to engage parents to become immersed in the development of strategies to assist students with mathematical computation, word problem analysis, vocabulary development, and interpreting directions. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about how to assist their child with academic progress.	Extra-duty pay for licensed and support staff to prepare for and attend quarterly parent classes; Data folders and instructional materials for parent conferences and monthly parent classes (Title I)	Teachers, counselors, and administration will identify and track students' reading comprehension scores based on Exact Path, WIDA scores, ACT scores, EOC scores, progress reports, and report cards. All student progress will be reported to the teachers, counselors and administration in order to measure student growth and progress.	PLC meetings - Weekly from August to May - teachers, counselors, and administrators; Interim and formative assessments - per school testing calendar - teachers, strategists, and administrators	In Progress

Comments:

Aligned to findings from AdvancEd needs assessment: 1.8 Leadership Capacity - Leaders engage stakeholders to support the achievement of the institutions' purpose and direction.

2.3 Curriculum/Instruction/Assessment (Required)	Continuation From Last Year: Yes	NCCAT-S Indicators:
---	---	----------------------------

Innovations will use extended learning programs to instruct and tutor students in mathematical skills. Once the school moves to in-person or hybrid instruction, additional time before and after school and during the summer will be set aside to work on strategies that pertain to word problems, reading and understanding directions, and following a series of directions to solve complicated problems. Innovations will utilize evidence-based curriculum that aligns with the Common Core Standards for instruction as well as technology-enhanced learning to prepare for testing and technology-related proficiency skills. Paraprofessional tutors (SB 178 and Title I) will use evidence-based curriculum to work with students minimally 3 times weekly during the instructional day on mathematical problem solving, prerequisite skills needed to solve mathematical problems, and to fill in areas of challenge and to enrich areas of strength. Tutors will work toward mastery levels prior to moving on to other skills. Students continuing to have problems will be referred during the RTI process to a Tier II instructional level for intensive pull-out instructional/tutorial sessions in the inter	Instructional materials, secure internet server, curriculum materials, computers (School resources/ DSA Funds); Exact Path (Title I); Employment of paraprofessional tutors (Title I); Extra-duty pay for summer academy Extra-duty pay for before- and after-school tutoring (Title I)	Assessment results, student data notebooks, lesson plans, classroom/tutoring observations	Before- and after-school tutoring (once the school returns to an in-person or hybrid instructional environment) - Daily from August-May - teachers, tutors, counselors, and administrators; Summer Academy - Monday through Friday in June - teachers, tutors, counselors, and administrators; On-on- one/small group tutoring - three times per week during the school day - teachers, tutors, counselors, and administrators	In Progress
---	---	---	--	-------------

Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
---	--	------------------------------	------------------------------	------------------------------	--------------------------------

Priority Need/Goal 3:

Not Required

Root Causes:

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

				N/A
--	--	--	--	-----

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Funding/DSA	TBD	Instruction, technology, materials, staffing and general operations of the school	Goals 1 and 2
IDEA	TBD	Special education staffing and instructional services	Goals 1 and 2
Title I	\$72,326.10 shared with MS	Tutors, software, instructional materials, and parent engagement activities	Goals 1 and 2
Title III - ELL	\$6,138.00	Support and instruction for students who are second language and needing further services for developing strong literacy skills	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

The school will utilize various forms of advertisement when recruiting new teachers for positions that are open. It will also host job fairs to attract teachers who are new or seeking to make a change. In so doing, teacher licensure and HQ status will be evaluated. Selection of proficient teachers will be made as much as possible to ensure that they have expertise in their content areas or grade levels in order to ensure that our at promise children receive high quality instruction. The school will also work with the local universities and the Nevada Department of Education to seek highly qualified teachers in an effort to provide a consistent teaching force so we may progressively and methodically provide teachers who are able to gather, analyze, and discuss student data to provide instructional services that meet the needs of our student demographics.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Innovations has greatly increased its Parent Engagement processes over the past three years. Once hybrid or in-person instruction resumes, it will host monthly literacy, mathematics, science, and community resource evenings to attract parents to learn alongside their children. The school will also host Super Saturday sessions where parents attend classes to learn literacy and mathematics skills at all grade levels to use at home with their children. It will also host an annual Parents as Learning Partners Conference in the spring where parents are assisted with issues pertinent to educating students. Weekly website postings and monthly school newsletters provide parents with access to their child's online learning, current events, and tips for helping their children succeed. Information shared with parents is written in English and Spanish so families can read with a language they are familiar with. Parents are able to access grades and attendance through Infinite Campus as well as on their mobile devices through Class Dojo. Regular progress reports are sent home to parents in order to keep them aware of their children's academic and behavioral progress.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Students moving from elementary schools to middle school and then onto high school will meet their new teachers, experience classes at the next level, and work with teachers on new expectations. Students will also have the chance to speak with the counselors to help develop skills for credit achievement, testing expectations, and preparation of transcripts in preparation for the next level of education. A Newcomers' Class will prepare kindergarten children for the new school year.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Innovations has a very active Professional Learning Community. Grade level and department level PLC meetings are held weekly whereby the administration and PLC Strategist work with the teachers to collaborate on issues that hold students back from achieving their potential. Weekly formative data are shared within the PLC teams in order to structure intervention classes for the new week to come. PLC meetings also involve the discussion of summative data gathered through mandated testing, both from the state and the school set exams, to determine students' proficiency toward meeting grade level standards. RTI meetings are also held to determine the appropriate use of Tier I, II, and/or III instruction in order to meet the needs of students. Academic assessment used at the school are aligned with the SBAC exams in order to ensure that students are mastering content needed for successful testing.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Innovations follows the procedures set forth by the state, local, and federal services for coordinating and integrating the school improvement efforts. Plans are completed, filed, and followed each year in conjunction with state and district standards, meeting all obligations necessary for Title I status. All funds are coordinated to support school improvement goals as outlined in the School Performance Plan.

Plan for improving the school climate

Goal:

Increase the school-based personnel's knowledge and skills in working with students and families in trauma. Increase the scale score for the category of "Relationships" from 324 in 2019 to 362* in 2021 as measured by the Nevada School Climate SEL Survey. *2020 State average.

Action Plan: How will this plan improve the school climate?

School administration, learning strategies, and counselors will acquire knowledge and resources through personal education and external training. School administration, learning strategies, and counselors will develop and lead training during PLC and Staff Development days.

Monitoring Plan: How will you track the implementation of this plan?

Administration will monitor the effectiveness and timeliness of research gathering and training.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Staff self-reflection will be used to determine the overall impact on students, families, and teaching practices. Results of the Nevada School Climate SEL Survey will show an increase in the scale score in the category of "Relationships".

APPENDIX A - Professional Development Plan

1.1

Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support building academic vocabulary needed for comprehending and interpreting text meaning. To build on the competency and capacity of the staff, incentives will be provided based on specified expectations and classroom growth.

Goal 1 Additional PD Action Step (Optional)

2.1

Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support comprehending and interpreting academic vocabulary needed to understand and solve DOK 2-4 level math problems. To build on the competency and capacity of the staff, incentives will be provided based on specified expectations and classroom growth.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and offer resources to engage parents to become immersed in the development of reading strategies. It will also offer quarterly classes, once the school has returned to in-person or hybrid instruction whereby parents are invited to become immersed in the development of reading strategies to assist students with reading comprehension, word analysis, vocabulary development, and interpreting text meaning. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about how to assist their child with academic progress.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and provide various resources to engage parents to become immersed in the development of strategies to assist students with mathematical computation, word problem analysis, vocabulary development, and interpreting directions. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about how to assist their child with academic progress.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percent of all students proficient in ELA from 13.0% in 2019 to 34.4%* by 2021 as measured by state summative assessments. *A flexible target to meet the 2022 MIP has been calculated.

Measurable Objective(s):

- Increase the overall percentage of ELA-proficient FRL students at Innovations HS from 10.6% in 2019 to 28.6%* in 2021, as measured by the state assessment. *A flexible target to meet the 2022 MIP has been calculated.
- Increase the overall percentage of ELL students at Innovations HS meeting ELA-proficient from 6.2% in 2019 to 17.7%* in 2020 as measured by the state assessment. *A flexible target to meet the 2022 MIP has been calculated.

Status

In Progress

Comments:

1.1 Professional Development: Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

1.2 Family Engagement: Aligned to findings from AdvancEd needs assessment: 1.8 Leadership Capacity - Leaders engage stakeholders to support the achievement of the institutions' purpose and direction.

1.3 Curriculum/Instruction/Assessment: Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

1.4 Other:

	Mid-Year	End-of-Year
1.1	Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support building academic vocabulary needed for comprehending and interpreting text meaning. To build on the competency and capacity of the staff, <u>incentives will be provided based on specified expectations and classroom growth.</u>	N/A
Progress		
Barriers		

Next Steps		
1.2	Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and offer resources to engage parents to become immersed in the development of reading strategies. It will also offer quarterly classes, once the school has returned to in-person or hybrid instruction whereby parents are invited to become immersed in the development of reading strategies to assist students with reading comprehension, word analysis, vocabulary development, and interpreting text meaning. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about how to assist their child with academic progress.	N/A
Progress		
Barriers		
Next Steps		
1.3	Innovations will use extended learning programs to instruct and tutor students in reading skills. Once the school moves to in-person or a hybrid instruction, additional time before and after school and during the summer will be set aside to work on reading strategies involved in comprehension of text. Innovations will utilize evidence-based curriculum that aligns with the Common Core Standards for instruction as well as technology-enhanced learning to prepare for testing and technology related proficiency skills. Paraprofessional tutors (Title I) will use evidence-based curriculum to work with students minimally 3 times weekly during the instructional day on reading informational text and on pre-requisite skills needed to analyze and evaluate text meaning and to fill in areas of challenge and to enrich areas of strength. Tutors will work toward mastery levels prior to moving on to other skills. Students continuing to have problems will be referred during the RTI process to a Tier II instructional level for intensive pull-out instructional/tutorial sessions in the reading skills/intervention classes.	N/A
Progress		
Barriers		
Next Steps		
1.4		N/A
Progress		

Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percent of all students proficient in math from 2.6% in 2019 to 20%* by 2020 as measured by state summative assessments. *Target has been set to meet NDE Measure of Interim Progress by 2022.

Measurable Objective(s):

- Increase the overall percentage of math-proficient FRL students at Innovations HS from 3.5% in 2019 to 20.0%* in 2020, as measured by the state assessment. *Target has been set to meet NDE Measure of Interim Progress by 2022.
- Increase the overall percentage of math-proficient ELL students at Innovations HS from 0% in 2019 to 20%* in 2020 as measured by the state assessment. *Target has been set to exceed NDE Measure of Interim Progress by 2022.
- Increase the overall percentage of math-proficient IEP students at Innovations HS from 0% in 2019 to 20%* in 2020 as measured by the state assessment. *Target has been set to exceed NDE Measure of Interim Progress by 2022.

Status

In Progress

Comments:

2.1 Professional Development: Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

2.2 Family Engagement: Aligned to findings from AdvancEd needs assessment: 1.8 Leadership Capacity - Leaders engage stakeholders to support the achievement of the institutions' purpose and direction.

2.3 Curriculum/Instruction/Assessment: Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated.

2.4 Other:

	Mid-Year	End-of-Year
2.1	Innovations instructional staff will engage in data-driven decision making through weekly Professional Learning Communities (PLC) meetings. PLC meetings will provide time for instructional staff to discuss student achievement and the placement and instruction of students at varying identified levels for intervention classes. Teachers will regularly analyze student mastery of grade level standards on Exact Path and student growth. Through regular data analysis, teachers will track assessment results and provide incentives and celebrations for students making academic growth. WIDA data related to second language learners will be analyzed to support comprehending and interpreting academic vocabulary needed to understand and solve DOK 2-4 level math problems. To build on the competency and capacity of the staff, incentives will be provided based on specified expectations and classroom growth.	N/A
Progress		
Barriers		

Next Steps		
2.2	Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and provide various resources to engage parents to become immersed in the development of strategies to assist students with mathematical computation, word problem analysis, vocabulary development, and interpreting directions. Innovations will hold a yearly conference day to train and assist parents in understanding the data to track their child's success or areas of challenge. Data folders will be provided for the parents as they learn to read and track their child's progress in reading, mathematics, and writing. Parents benefit from this tool as they learn to become more engaged in their child's education while looking at goals set for their child, understanding the need for a system for data collection and learning about <u>how to assist their child with academic progress.</u>	N/A
Progress		
Barriers		
Next Steps		
2.3	Innovations will use extended learning programs to instruct and tutor students in mathematical skills. Once the school moves to in-person or hybrid instruction, additional time before and after school and during the summer will be set aside to work on strategies that pertain to word problems, reading and understanding directions, and following a series of directions to solve complicated problems. Innovations will utilize evidence- based curriculum that aligns with the Common Core Standards for instruction as well as technology- enhanced learning to prepare for testing and technology related proficiency skills. Paraprofessional tutors (SB 178 and Title I) will use evidence-based curriculum to work with students minimally 3 times weekly during the instructional day on mathematical problem solving, prerequisite skills needed to solve mathematical problems, and to fill in areas of challenge and to enrich areas of strength. Tutors will work toward mastery levels prior to moving on to other skills. Students continuing to have problems will be referred during the RTI process to a Tier II instructional level for <u>intensive pull-out instructional/tutorial sessions in the inter</u>	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		

Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Not Required

Measurable Objective(s):
Status

N/A

Comments:
3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		

Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		