

# School Performance Plan

School Name

INNOVATIONS INTERNATIONAL ES

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

1600 EAST OAKLEY BLVD

LAS VEGAS, NV 89104, 7022164337

Superintendent/Region  
Superintendent:

/ Dan Tafoya

For Implementation During The Following Years:

2020-2021

**The Following MUST Be Completed:**

**Title I Status:**

Served

**Designation:**

atsi

**Grade Level Served:**

Elementary

**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
Mackenzi Creel	Parent	Dr. Connie L. Malin	CEO
Teresa Miller	Learning Strategist	Gerard Gonzalez	Counselor
Gloria Kenitzer	Teacher	Dr. Christi Carmack	Administration

## 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)	Placement (Proficiency Levels)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Content/ESL Staffing and Professional Development	Individualized Education Programs (IEP)
Formative Assessments Practice	Nevada School Performance Framework (NSPF)	Special Education Procedures - Whole School
Summative Assessments	NA	NA
NA	NA	NA
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 used for the SPP for the 19-20 school year is not available as the testing was not available for the school year due to mandatory school closures for COVID-19. Therefore, data reported will be an overview of relevant elementary school data (16-17, 17-18, and 18-19):

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 26% growth increase in mastering standards in mathematics and a 15% overall growth increase in ELA as measured by Evaluate assessments. Innovations' data on the 2016-2017 SBAC exams note that grade 3 students achieved a 37.4% proficiency rate in mathematics and a 38.5% proficiency rate in ELA. These scores represent a 10.4% difference from district proficiency standards. Grade 3 students ELA scores showed a 7.3% difference from district proficiency standards. Grade 4 students achieved a 27.3% proficiency level in mathematics reporting a 12.4% difference from district proficiency standards and a 31.8% proficiency level in ELA scoring a 14.9% difference from district proficiency standards. Grade 5 students achieved a 14.4% proficiency level in mathematics with a 14.7% difference from district proficiency standards and a 38.1% proficiency level in ELA with a 12.9% difference from district proficiency standards. Innovations' elementary population consists of 14.6% of students with an Individualized Education Plan (IEP) up from previously reported data of 8.3%, 36.9% of students who are English Language Learners (ELL) and approximately 80.1% of students who qualify for Free or Reduced Price Lunch (FRL). Data for the 2018-2019 school year show the following: (a) 4.9% increase in proficiency on the mathematics and ELA SBAC, (b) 18.4% increase in the percent of EL students meeting AGP on the WIDA English proficiency assessment, and (c) increases in all growth measures.

#### Analysis of Data:

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.

#### Positive Statements:

Comparing SBAC scores for the 2017 - 2018 and the 2018 - 2019 showed a positive growth trend for the students who were economically disadvantaged. Math score proficiency rates for this subgroup increased from 25.1% in 2017-2018 to 32.1% in 2018 -2019. ELA score proficiency rates for this subgroup increased from 31.6% in 2017-2018 to 42.8% in 2018-2019.

#### Areas of Opportunity:

Two areas of opportunity would be to increase the math proficiency rates as reported under Academic Achievement Indicator from 34.2% to a 51.1% and to increase the ELA proficiency rates from 42.1% to 59.2%.

**Prioritized Needs:**

The Stakeholder Survey/Needs Assessment for the Victory School Plan (which includes students, parents, teachers, staff members, and board members) noted 72% of the responses desired programming that provides for extended learning time for students, tutoring for students, parent-family engagement activities, STEM classes to promote science and technology, and use of more up to date technology for students. Innovations' plan to address the needs requested of the stakeholders addresses these needs through extended learning times outside of the school day, professional development and retention of highly professional staff to work with students, multiple family engagement activities in literacy, math, science, and community engagement evenings, and the addition of technology and instructional materials to highlight math and science instruction.

**Evidence-Based Interventions:**

Innovations elementary 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.)

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

<b>Based on the CNA, identify all that apply:</b>	<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
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**Priority Need/Goal 1:**

Increase the percent of all students proficient in ELA from 42.1% in 2019 to 52.6%\* by 2021 as measured by state summative assessments (Smarter Balanced Assessment). \*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 ES from 42.8% in 2019 to 48.6%\* 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 IEP students at Innovations ES meeting ELA Adequate Growth Percentile from 54.7% in 2019 to 59.7% in 2021, as measured by the state assessment.

**Measurable Objective 3:**

Increase the overall percentage of ELA-proficient EL students (current and former) at Innovations ES from 43.2% in 2019 to 47.2% in 2021, as measured by the state assessment.

### 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
<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

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 on MAP Growth Assessments. 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.	Exact Path (EBI level 3), MAP assessments (EBI level 3) (Title I)	Teachers, counselors, and administration will identify and track students' reading comprehension scores based on MAP, Exact Path, WIDA scores, SBAC scores (when available), progress reports, and report cards. All student progress will be reported to the teachers, counselors, and/or the learning strategist in order to measure student growth and progress.	PLC meetings - Weekly from August to May - teachers, strategists, counselors, and administrators; Interim and formative assessments - per school testing calendar - teachers, strategists, and administrators	In Progress
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Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and supporting effective and engaging teachers.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and offer various resources to engage parents to become immersed in the development of reading strategies to assist their children with comprehension, word analysis, vocabulary development, and interpreting text meaning. Once the school transitions to a hybrid or in-person instructional process, organized parent classes will be offered to assist the parents in literacy development for their children. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's academic progress.	Data folders and instructional materials for parent conferences and parent classes (Title I); Google Classrooms; School website	Sign-in sheets and agendas for parent classes, academic nights, and parent conferences; student data notebooks Samples of written notifications posted in Google Classrooms and on the school's website	Parent classes, parent academic nights, and Victory Garden instructional experiences - after transition to hybrid or in-person instruction - teachers, strategists, counselors, administrators, and Victory gardener; Parent conference day - October - teachers, strategists, counselors, 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. Aligned to results of Victory stakeholder survey by providing a safe and positive school culture and climate.

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 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 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. Teachers will provide practice time on Fridays after semester one for the Smarter Balanced test. Smarter Balanced interim assessments will be given as small group or one-to-one instruction with the tutors in order to 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 center. Evidence-based interventions (National Geographic Reach - EBI Level 1; Exact Path - EBI Level 3; MAP Growth Assessments - EBI Level 3).	Paraprofessional tutors, extra-duty pay for summer academy, extra-duty pay for before- and after-school tutoring, Exact Path, MAP growth assessments, and Chromebooks for student use (Title I); Curriculum materials, computers (School resources/ DSA Funds)	Assessment results, student data notebooks, lesson plans, classroom/tutoring observations	Before- and after-school tutoring once the school returns to hybrid or in-person 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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and intervention in reading skills.

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

<b>Based on the CNA, identify all that apply:</b>	<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
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### Priority Need/Goal 2:

Increase the percent of all students proficient in math from 33.8% in 2019 to 44.8%\* by 2021 as measured by state summative assessments (Smarter Balanced Assessment). \*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 mathematical concepts, procedures, and computation skills to solve problems.

### Measurable Objective 1:

Increase the overall percentage of math-proficient FRL students at Innovations ES from 32.1% in 2019 to 39.9%\* 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 IEP students at Innovations ES meeting math Adequate Growth Percentile from 45.1% in 2019 to 50.1% in 2021, as measured by the state assessment.

### Measurable Objective 3:

Increase the overall percentage of math-proficient EL students at Innovations ES from 24.6% in 2019 to 29.6% in 2021, as measured by the state assessment.

### 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 on MAP Growth Assessments. 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 vocabulary and directions for problem solving 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.	Exact Path (EBI level 3), MAP assessments (EBI level 3) (Title I)	Teachers, counselors, and administration will identify and track students' mathematics proficiency scores based on MAP, Exact Path, WIDA scores, SBAC scores (when available), progress reports, and report cards. All student progress will be reported to the teachers, counselors and/or the learning strategist in order to measure student growth and progress.	PLC meetings - Weekly from August to May - teachers, strategists, counselors, and administrators; Interim and formative assessments - per school testing calendar - teachers, strategists, and administrators	N/A
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Comments:

Aligned to findings from AdvancEd needs assessment: 2.1 Learning Capacity - Learning progress is reliably assessed and consistently and clearly communicated. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and supporting effective and engaging teachers.

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year:</b>  <b>Yes</b>	<b>NCCAT-S Indicators:</b>	
Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and various resources to engage parents to become immersed in the development of mathematical strategies to assist their children with using mathematical concepts, procedures, and computation skills to solve problems. The school will also assist parents in working with their students to construct written explanations for how problems were solved using well-formed sentences and thoughts similar to what is asked of the students in a standardized test. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory Garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's academic progress.	Data folders and instructional materials for parent conferences and parent classes (Title I); Google Classrooms School website	Sign-in sheets and agendas for parent classes, academic nights, and parent conferences; student data notebooks Samples of written notifications posted in Google Classrooms and on the school's website	Parent classes, parent academic nights, and Victory Garden instructional experiences - after transition to hybrid or in-person instruction - teachers, strategists, counselors, administrators, and Victory gardener; Parent conference day - October - teachers, strategists, counselors, 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. Aligned to results of Victory stakeholder survey by providing a safe and positive school culture and climate.



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 math skills. Once the school moves to in-person or a hybrid instruction, additional time before and after school will be set aside to work on mathematical strategies involved in concepts, computation, and problem solving skills. 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 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. Teachers will provide practice time on Fridays after semester one for the Smarter Balanced test. Smarter Balanced interim assessments will be given as small group or one-to-one instruction with the tutors in order to 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 center and STEM Lab.	Paraprofessional tutors, extra-duty pay for summer academy, extra-duty pay for before- and after-school tutoring, Exact Path, MAP growth assessments, and Chromebooks for student use (Title I); Curriculum materials, computers (School resources/ DSA Funds)	Assessment results, student data notebooks, lesson plans, classroom/tutoring observations	Before- and after-school tutoring once the school moves to a hybrid or in-person instructional format - Daily - teachers, tutors, counselors, and administrators; Summer Academy - Daily 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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas.

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

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**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
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
				N/A

Comments:

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

				N/A
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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)
Title I and Parent Involvement Set-Aside	\$205,802.65	Extra-duty pay to provide tutoring outside of the school day and during the summer, tutors to provide additional instruction, Exact Path software, MAP assessments, SIOP professional development, materials for family engagement events.	Goals 1 and 2
DSA/General Funding		Instruction, technology, staffing, materials, and general operations of the school	Goals 1 and 2
IDEA	TBD	Special education staffing and instruction	Goals 1 and 2
Title III - ELL	TBD	Materials, software, and hardware to promote literacy development in second language students	Goals 1 and 2
Victory Schools Program	\$334,910.76	Extended learning experiences, paraprofessional tutors, parent engagement programs and materials, reading center materials, recruitment and retention incentives, and student success/incentives	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.

### **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:**

Decrease chronic absenteeism rates by 10% (from 13.1% in 2019 to 11.79% in 2021) as measured by the Nevada School Performance Framework (NSPF), in so doing, by having students with less absenteeism, the school will work to create positive relationships that foster a safe supportive learning environment where students are connected to the physical and emotional safety within the school and classroom setting. Aligned to results of Victory stakeholder survey by providing positive behavioral supports and interventions and a safe and positive school culture and climate.

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

Innovations will recognize and celebrate students and classrooms with improved attendance and academic engagement. Some of the mentioned items require in-person attendance at school, so these will begin when the distance learning can be replaced with in-person or hybrid learning. Monthly awards ceremonies, assemblies, Pizza with the Principal, academic field trips, family engagement activities, and student incentives for academic growth will be provided in an effort to improve school culture, climate, and attendance. The school will raise awareness of the definition, procedures for reporting, and educating of parents on the effects of chronic absence and truancy on children's academic achievement. The school will ensure that students with attendance problems are identified as early as possible to provide appropriate notification, support services, and interventions to reduce chronic absenteeism and lack of school engagement. The school's counselors will work with parents and students experiencing anxiety that may result in chronic absenteeism to provide a supportive learning environment thus lessening the anxiety of attending school on the part of the parents and students.

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

Teachers, counselors, and administration will identify an Attendance Monitoring Team who will meet monthly to identify and track students who are frequently absent or disengaged from school. Teachers and front office staff will call to find out the reasons for students' absences on a weekly basis. Documentation of the process will be kept in a binder whereby data are available for use for tracking individual habitual problems. Parents will be notified of how many days of school have been missed and student academic progress. Families will sign an attendance contract verifying their willingness to get their child to school regularly and consistently. Children with a significant loss of instructional time will be referred to RTI and more extensive assistance with Tier II instructional practices. Progress toward the decrease of absentees will be noted with the registrar's data pull on Fridays to list the absentees, their subgroup populations, and the percentages of absenteeism in each subgroup population.

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

Innovations will know that its goal has been reached when the elementary absenteeism drops from 13.1% to 11.79% or less for the year. The school will also know the policies are working when the celebrations take place to honor those who are making it to school on a regular basis and/or showing academic growth. Finally, the school will know its policies are working when the counselor receives verbal feedback from the students and family members concerning the learning environment and its effect on the students.

## 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 on MAP Growth Assessments. 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 on MAP Growth Assessments. 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 vocabulary and directions for problem solving 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 various resources to engage parents to become immersed in the development of reading strategies to assist their children with comprehension, word analysis, vocabulary development, and interpreting text meaning. Once the school transitions to a hybrid or in-person instructional process, organized parent classes will be offered to assist the parents in literacy development for their children. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's 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 various resources to engage parents to become immersed in the development of mathematical strategies to assist their children with using mathematical concepts, procedures, and computation skills to solve problems. The school will also assist parents in working with their students to construct written explanations for how problems were solved using well-formed sentences and thoughts similar to what is asked of the students in a standardized test. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory Garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's 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 42.1% in 2019 to 52.6%\* by 2021 as measured by state summative assessments (Smarter Balanced Assessment). \*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 ES from 42.8% in 2019 to 48.6%\* in 2021, as measured by the state assessment. \*A flexible target to meet the 2022 MIP has been calculated.
- Increase the overall percentage of IEP students at Innovations ES meeting ELA Adequate Growth Percentile from 54.7% in 2019 to 59.7% in 2021, as measured by the state assessment.
- Increase the overall percentage of ELA-proficient EL students (current and former) at Innovations ES from 43.2% in 2019 to 47.2% in 2021, as measured by the state assessment.

#### 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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and supporting effective and engaging teachers.

**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. Aligned to results of Victory stakeholder survey by providing a safe and positive school culture and climate.

**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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and intervention in reading skills.

#### 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 on MAP Growth Assessments. 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.	
Progress		
Barriers		

Next Steps		
1.2	Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and offer various resources to engage parents to become immersed in the development of reading strategies to assist their children with comprehension, word analysis, vocabulary development, and interpreting text meaning. Once the school transitions to a hybrid or in-person instructional process, organized parent classes will be offered to assist the parents in literacy development for their children. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's academic progress.	
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 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 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. Teachers will provide practice time on Fridays after semester one for the Smarter Balanced test. Smarter Balanced interim assessments will be given as small group or one-to-one instruction with the tutors in order to 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 center. Evidence-based interventions (National Geographic Reach - EBI Level 1; Exact Path - EBI Level 3; MAP Growth Assessments - EBI Level 3).	
Progress		
Barriers		
Next Steps		

1.4		
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 33.8% in 2019 to 44.8%\* by 2021 as measured by state summative assessments (Smarter Balanced Assessment). \*A flexible target to meet the 2022 MIP has been calculated.

#### Measurable Objective(s):

- Increase the overall percentage of math-proficient FRL students at Innovations ES from 32.1% in 2019 to 39.9%\* in 2021, as measured by the state assessment. \*A flexible target to meet the 2022 MIP has been calculated.
- Increase the overall percentage of IEP students at Innovations ES meeting math Adequate Growth Percentile from 45.1% in 2019 to 50.1% in 2021, as measured by the state assessment.
- Increase the overall percentage of math-proficient EL students at Innovations ES from 24.6% in 2019 to 29.6% in 2021, as measured by the state assessment.

#### 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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas and supporting effective and engaging teachers.

**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. Aligned to results of Victory stakeholder survey by providing a safe and positive school culture and climate.

**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. Aligned to results of Victory stakeholder survey by providing instruction in core academic areas.

#### 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 on MAP Growth Assessments. 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 vocabulary and directions for problem solving 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.	
Progress		
Barriers		

Next Steps		
2.2	Innovations will utilize weekly written postings, invite parents to attend their children's online learning, and various resources to engage parents to become immersed in the development of mathematical strategies to assist their children with using mathematical concepts, procedures, and computation skills to solve problems. The school will also assist parents in working with their students to construct written explanations for how problems were solved using well-formed sentences and thoughts similar to what is asked of the students in a standardized test. Weekly academic-focused parent nights will be held to focus on literacy, math and science. Victory Garden experiences will provide students and families with real-life educational opportunities. Innovations will hold a yearly conference day to train and assist parents in understanding the data used 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 their child's academic progress.	
Progress		
Barriers		
Next Steps		
2.3	Innovations will use extended learning programs to instruct and tutor students in math skills. Once the school moves to in-person or a hybrid instruction, additional time before and after school will be set aside to work on mathematical strategies involved in concepts, computation, and problem solving skills. 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 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. Teachers will provide practice time on Fridays after semester one for the Smarter Balanced test. Smarter Balanced interim assessments will be given as small group or one-to-one instruction with the tutors in order to 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 center and STEM Lab.	
Progress		
Barriers		
Next Steps		
2.4		

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		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		