

School Performance Plan1

School Name
Innovations International Charter School of NV MS

Address (City, State, Zip Code, Telephone):
1600 E Oakey Blvd
Las Vegas, NV 89104, (702) 216-4337

Superintendent/Assistant Chief: Dr. Connie Malin, CEO / Dan Tafoya

For Implementation During The Following Years: 2015-2016

The Following MUST Be Completed:

Title I Status: Served

Designation: Focus School

Grade Level Served: Middle School

Classification: 2 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
Ruben Hermogino	Parent	Dr. Connie Malin	CEO
Heidi Haywood	Teacher	Kenneth Egger	Teacher
Jason Toth	Counselor	Michelle Lopez	Support Staff
Dr. LeAnn G. Putney	Board President		

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	Comparison of ELPA with other Assessments	Individualized Education Programs (IEP)
Teacher/Administrator Observation Data	Time in ELL Program/Projected Time to Proficiency	Service Delivery Models
Formative Assessments Practice	Placement (Proficiency Levels)	Special Ed Staffing and Professional Development
NA	Teacher/Administrator Observation Data	Nevada Alternate Assessment (NAA)
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.

Analyzed data will guide the instructional process, materials selection, addition of resources, and the implementation of tutorial programs to assist children in catching up, keeping up, or moving up as measured by standardized exams. Analyzed data will assist teachers, counselors, and the administrator in making educational decisions and guiding instructional practices that impact student growth and achievement by increasing the percentage of students meeting or exceeding standards. Analyzed data will be shared with parents of students enrolled at the school by helping them to understand the critical nature of their support and partnership with the school in creating and supporting a learning environment in and out of the school day.

Innovations International Charter School of Nevada is currently a two-star school based on the 2013-2014 Nevada School Performance Framework. The school population consists of 13.9% of students with an Individualized Education Plan (IEP), 24.3% of students who are English Language Learners (ELL), and 67.2% of students who qualify for Free or Reduced Price Lunch (FRL). The most current statewide assessment data (2013-2014) shows a 34.2% reading proficiency rate which is a decrease from 2012-2013 which was 36.7% proficient. In 2014, there were 20.1% of students proficient in math which is a decrease from the previous year which was 27.6%. Over 31% percent of students are making adequate growth (AGP) in reading. Gap measures show that 27.7% of FRL students, 25% of IEP students, and 10.9% of ELL students are meeting AGP in reading. The percent of IEP students meeting AGP in reading has increased from 11.8% in 2013 and 6.7% in 2012. Only 11.7% of students are making adequate growth (AGP) in math. Gap measures show that 10.6% of FRL students, 3% of IEP students, and 6.4% of ELL students are meeting AGP in math. Reading proficiency for IEP students has increased from 10% to 17% and math proficiency has increased from 0% to 6% between 2013 and 2014. For ELL and FRL students, proficiency has decreased in reading and math between 2012 and 2014. The highest achievement gap among ethnic subgroups in reading is between the White/Caucasian subgroup (42% proficient) and the Black/African American subgroup (30% proficient). The achievement gap in math is less pronounced. All ethnic subgroups have between 18% and 22% proficiency in math. Attendance rates have increased between 2012 and 2014 from 95.8% to 97.5%.

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 type="checkbox"/> Black	
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Two or More Races	
<input type="checkbox"/> Pacific Islander	
<input type="checkbox"/> White	
<input type="checkbox"/> FRL	
<input type="checkbox"/> IEP	
<input type="checkbox"/> ELL	

NOTES:

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
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Priority Need/Goal 1:

Increase the percentage of students proficient in reading, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/supergroups by 8 percent as measured by state assessments.

Root Causes:

Root Causes: Academic reasons were the cases for the decline in scores. In particular, these would be reading comprehension skills and vocabulary development problems in the reading of informational and fictional texts. Academic reasons could be attributed to the lack of consistency in the reading instruction throughout the content areas by the subject area teachers and the lack of coordinated note taking and test taking strategies in developing the literacy skills needed to master selected subject areas as noted by test scores reported on state mandated assessments and interim tests conducted by the school each quarter.

Measurable Objective 1:

Increase the percentage of FRL students catching up in ELA from 29.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 2:

Increase the percentage of IEP students catching up in ELA from 13.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 3:

Increase the percentage of LEP students catching up in ELA from 11.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Monitoring Status

N/A

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

Middle school teachers will receive professional development in reading comprehension and vocabulary development skills.They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction.	Supplemental Curriculum - September 2015 - May 2016 Title I - \$18,250 UP School Support: ELL PD Coach/Mentor (\$21,000) Data Analysis Coach (\$21,000)	Interim Assessments Classroom Observations Student Achievement Progress Reports Report Cards and Student Test Scores	Administration - August 2015 - May 2016 Professional Development Coaches/Mentors - August 2015 - May 2016 ELL PD Coach/Mentor - August 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.	N/A
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Comments:

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: 1.9 (d)	
Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to families for needed literacy development strategies. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	Parent Instructional Materials September 2015 - May 2016 Title I \$185.25 UP School Support: Data Analysis Coach (\$21,000) ELL PD Coach/Mentor (\$21,000)	Student Achievement Parental Reports Attendance at the conferences and/or classes Student Report Cards and Student Test Scores Parent Feedback on surveys	Administration - September 2015 - May 2016 Data Analysis Coach - September 2015 - May 2016 ELL PD Coach/Mentor - September 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.	N/A

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.4, 1.5	
Middle school teachers will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily vocabulary instruction to accelerate achievement while developing higher level reading comprehension skills. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	Supplemental Curriculum - September 2015 - May 2016 Title I - \$18,250 Added Instructional Strategists/Coaches - August 2015 - May 2016 \$74,000 UP School Support: ELL PD Coach/Mentor (\$21,000) ELL Teacher Assistants (\$60,000) Data Analysis Coach (\$21,000) Student Literacy Coaches (\$48,000)	Interim Assessments Classroom Observations Student Achievement Progress Reports Report Cards and Student Test Scores	Administration - August 2015 - May 2016 Learning Strategist/Coaches/Mentors - August 2015 - May 2016 Data Coach - August 2015 - May 2016 Grade Level Chairs - August 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.	N/A

Comments:

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
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Priority Need/Goal 2:

Increase the percentage of students proficient in mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and the lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Root Causes:

Academic reasons were the causes for a decline in scores. In particular, these could be attributed to the lack of consistency in computation skills, algebraic problem solving in linear equations, application of skills in mathematical problems, and utilizing proper order of operations in multi-step problems. Teachers could be the cause for academic decline, attributed to a lack of consistency in education and instruction between and among grade levels in scaffolding basic mathematical knowledge.as noted by test scores reported on state mandated assessments and interim tests conducted by the school each quarter.

Measurable Objective 1:

Increase the percentage of FRL students catching up in math from 27.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 2:

Increase the percentage of IEP students catching up in ELA from 0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Measurable Objective 3:

Increase the percentage of LEP students catching up in ELA from 0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

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

2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.1 (c)	
Teachers at the middle school levels will receive continual professional development to increase proficiency in algebraic problem solving skills, order of operations, and word problem solving. Teachers will learn how to model math academic vocabulary to teach higher order math concepts to students. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	Illuminate Data and Assessment Management System - August 2015 - May 2016 Title I \$9,000 UP School Support: ELL PD Coach/Mentor (\$21,000)	Interim Assessments Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration - August 2015 - May 2016 Professional Development Coaches/Mentors - August 2015 - May 2016 Data Coach- August 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.9(d)	
Parents of students in the middle school levels will be offered evening instructional classes and parent conferences on assisting and understanding strategies needed to help students with mathematics homework in the home. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	Parent Involvement Funds September 2015 - May 2016 Title I \$185.25 UP School Support: Data Analysis Coach (\$21,000) ELL PD Coach/Mentor (\$21,000)	Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration - August 2015 - May 2016 Professional Development Coaches/Mentors - August 2015 - May 2016 Data Coach- August 2015 - May 2016 District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings.	N/A

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators: 1.4, 1.5	
Teachers in all grades will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily academic language instruction to accelerate achievement in understanding what math problems ask them to do. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	Illuminate Data and Assessment Management System - August 2015 - May 2016 Title I \$9,000 UP School Support: ELL PD Coach/Mentor (\$21,000) ELL Teacher Assistants (\$60,000) Data Analysis Coach (\$21,000) Student Literacy Coaches (\$48,000)	Interim Assessments Classroom Observations and Lesson Plans Student Achievement Progress Reports Student Report Cards and Test Scores	Administration - September 2015 - May 2016 Data Analysis Coach - September 2015 - May 2016 Professional Development Coaches/Mentors Grade Level Chairs District staff will meet with school staff monthly for problem-solving meetings and every 90 days to conduct monitoring/status update meetings organized around a specific set of questions with a decision tree off every question.	N/A

Comments:

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
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Priority Need/Goal 3:
Not Required for Charter Schools

Root Causes:

Monitoring Status
N/A

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

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)		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 II: Inquiry Process & Action Plan Design- Priority Need/Interventions

Based on the CNA, identify all that apply:	4. Using data to inform instruction
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Root Causes:
 Root causes could be attributed to the lack of consistency in the reading instruction throughout the content areas by the subject area teachers and the lack of coordination in developing the literacy skills needed to master selected subject areas.

Measurable Objective 1:
 Increase the percentage of FRL students catching up in ELA from 29.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.

Measurable Objective 2:
 Increase the percentage of LEP students catching up in ELA from 13.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.

Measurable Objective 3:
 Increase the percentage of IEP students catching up in ELA from 11.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
4.1 Professional Development (Required)		Continuation From Last Year: No	NCCAT-S Indicators: 1.4, 1.5	

<p>An ELL PD Coach/Mentor will train and mentor the ELL teachers, support staff, and classroom teacher in best instructional practices and theories for ELL students. Middle school teachers will receive professional development in setting and sustaining professional learning communities for assisting in the collection and analysis of student generated data in language arts and mathematics. They will receive directed instruction in collecting and analyzing data from teacher observations, student generated work, and interim assessments. They will be given directions on how to use the data to drive instruction and how to communicate this data to the students to help the students understand and develop a motivation to achieve progress in their academic performance.</p>	<p>Title I: Illuminate Education’s Data and Assessment Management System UP School Support: ELL PD Coach/Mentor (\$21,000) Data Analysis Coach (\$21,000)</p>	<p>PD agendas and sign in sheets, student assessment data (Illuminate),</p>	<p>Administration Professional Development Coaches/Mentors Data Coach/Mentor ELL Coordinator and teaching/support staff The above named mentors/coaches and strategists will conduct weekly meetings with administration, grade level chairs, and teachers to review data and deliver continued professional development on the delivery of high quality core instruction for all students while utilizing acquired data to strengthen instruction.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>4.2 Family Engagement (Optional)</p>		<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators: 1.9</p>	
<p>The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting. The literacy coaches are eight part time individuals who are currently enrolled in education classes at CSN. These coaches are bilingual and will assist at the following levels. K - one coach to work on reading, writing, and speaking 1 - one coach to work on reading, writing, and speaking 2-3 - one coach to work on reading, vocabulary, and writing 4-5-6 - one coach to work on reading, vocabulary, and writing 7-8 - one coach to work on reading, writing, vocabulary, and testing skills 9-12 - one coach to work on reading, writing, vocabulary, and testing skills</p>	<p>UP School Support: Data Analysis Coach (\$21,000) Student Literacy Coaches (\$48,000)</p>	<p>Teacher assistants and student literacy coaches schedules, student assessment results, classroom observations</p>	<p>Administration Professional Development Coaches/Mentors Data Analysis Coach The above named mentors/coaches and strategists will conduct weekly meetings with administration, grade level chairs, and teachers to review data and deliver continued professional development on the delivery of high quality core instruction for all students while utilizing acquired data to strengthen instruction.</p>	<p>N/A</p>

Comments:

<p>4.3 Curriculum/Instruction/Assessment (Optional)</p>		<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators: 1.4, 1.5, 2.4</p>	
<p>A Data Coach will analyze and report data for staff, conduct bi-monthly meetings with teachers and administration to show student progress, coordinate student achievement, and plan for remediation; an ELL PD Coach/ Mentor will oversee and train literacy/math coaches working with struggling students having been identified as credit deficient or having been recommended to the school’s RTI team.</p>	<p>UP School Support: ELL PD Coach/Mentor (\$21,000) Data Analysis Coach (\$21,000)</p>	<p>Data Coach schedule/log, PD agendas, student assessment data</p>	<p>Administration Professional Development Coaches/Mentors Data Analysis Coach The above named mentors/coaches and strategists will conduct weekly meetings with administration, grade level chairs, and teachers to review data and deliver continued professional development on the delivery of high quality core instruction for all students while utilizing acquired data to strengthen instruction.</p>	<p>N/A</p>

Comments:

<p>4.4 Other (Optional)</p>		<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators: 1.4, 2.4</p>	
<p>Teaching assistants for special education and the ELL program will be added to provide additional learning time for identified students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program.</p>	<p>UP School Support: ELL Teacher Assistants (\$60,000)</p>	<p>Teaching Assistants' schedules, student assessment data, classroom observations</p>	<p>Administration Professional Development Coaches/Mentors Data Coach/Mentor Learning Strategist/Mentor The above named mentors/coaches and strategists will conduct weekly meetings with administration, grade level chairs, and teachers to review data and deliver continued professional development on the delivery of high quality core instruction for all students while utilizing acquired data to strengthen instruction.</p>	<p>N/A</p>

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	5,954,000.00	Instruction, technology, materials, staffing, and general operations of the school	None
IDEA	120,586.00	Special education instruction, materials, and services	Goals 1 and 2
State Special Education	189,010.00	Special education, instruction, materials, technology and services	Goals 1 and 2
Title I	37,050.00 + 370.50 parent involvement set-aside. These funds are shared between the MS and HS	Compass Learning credit retrieval software, Illuminate Software with Data Progress/early problem identification Tracking for grades 6-12, Reading Plus Online supplementary Reading Comprehension for grades 6-12, Rule of Three - Supplemental Best Practices Interdisciplinary Academic Vocabulary Builder grades 6-12, Supplies to create flyers, brochures, and specific training materials for Parent Conference/Training	Goals 1 and 2
UP School Support	\$150,000 shared between all three school levels (ES, MS, HS)	ELL PD coach/mentor (\$21,000) -The ELL Professional Development Coach will work with the ELL staff to ensure they have the most effective strategies for teaching English as a Second Language.ELL Teaching Assistants - (\$60,000), Data analysis coach (\$21,000) who will be working part time as the data collector, analyzer, and disseminator of the interim assessments being conducted at the school. Student Literacy Coaches (\$48,000) will use the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	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 continue to utilize various forms of advertisement when recruiting new teachers for positions that are open. In so doing, teacher licensure and HQ status will be looked at. Selection of HQ teachers will be made as much as possible to fill open positions. The school will also work with the local universities and the Nevada Department of Education to seek out HQ teachers in an effort to give the students the best education possible and to meet Title I requirements.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (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.

The school will host a Parent as Learning Partners Conference to assist parents with issues pertinent to educating their children. The school will send home parent newsletters that provide strategies to help prepare children for testing, academic information in English and Spanish, and host parent evenings to show how to help their children with homework. The school will create a new website built with an instant translator so parents can read it in their natural languages.

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 ES to MS and from MS to HS will meet 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 prepare transcripts in preparation for the next level of education. A Newcomers Class will prepare kindergartners for the new school year. Kinder students will attend 1st grade reading classes in the spring.

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

Grade level chairs have the opportunity to work with administration on decisions regarding the use of academic assessments. All of these are again discussed on professional development days as a school-wide plan comes together. We have grade level meetings, RTI meetings, and professional development to plan and modify instruction. Academic assessments must be aligned with CRTs and common core standards is always a first thought at school.

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

IICSN 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.

APPENDIX A - Professional Development Plan

1.1

Middle school teachers will receive professional development in reading comprehension and vocabulary development skills. They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction.

Goal 1 Additional PD Action Step (Optional)

2.1

Teachers at the middle school levels will receive continual professional development to increase proficiency in algebraic problem solving skills, order of operations, and word problem solving. Teachers will learn how to model math academic vocabulary to teach higher order math concepts to students. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

4.1

An ELL PD Coach/Mentor will train and mentor the ELL teachers, support staff, and classroom teacher in best instructional practices and theories for ELL students. Middle school teachers will receive professional development in setting and sustaining professional learning communities for assisting in the collection and analysis of student generated data in language arts and mathematics. They will receive directed instruction in collecting and analyzing data from teacher observations, student generated work, and interim assessments. They will be given directions on how to use the data to drive instruction and how to communicate this data to the students to help the students understand and develop a motivation to achieve progress in their academic performance.

Intervention Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to families for needed literacy development strategies. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Parents of students in the middle school levels will be offered evening instructional classes and parent conferences on assisting and understanding strategies needed to help students with mathematics homework in the home. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

4.2

The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting. The literacy coaches are eight part time individuals who are currently enrolled in education classes at CSN. These coaches are bilingual and will assist at the following levels. K - one coach to work on reading, writing, and speaking 1 - one coach to work on reading, writing, and speaking 2-3 - one coach to work on reading, vocabulary, and writing 4-5-6 - one coach to work on reading, vocabulary, and writing 7-8 - one coach to work on reading, writing, vocabulary, and testing skills 9-12 - one coach to work on reading, writing, vocabulary, and testing skills

Intervention Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase the percentage of students proficient in reading, thus decreasing the reading proficiency gaps between the district's highest performing subgroups and lower performing ethnic/supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the percentage of FRL students catching up in ELA from 29.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of IEP students catching up in ELA from 13.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of LEP students catching up in ELA from 11.0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Middle school teachers will receive professional development in reading comprehension and vocabulary development skills.They will receive directed instruction in utilizing informational and fictional materials to draw extensive passage understanding of materials from content subjects. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction.	
Progress		
Barriers		
Next Steps		

1.2	Parents will be offered assistance in helping to work with their children in the areas of reading comprehension, word analysis, and vocabulary development. Assistance will come in the form of conferences and/or classes offered to families for needed literacy development strategies. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	
Progress		
Barriers		
Next Steps		
1.3	Middle school teachers will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily vocabulary instruction to accelerate achievement while developing higher level reading comprehension skills. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase the percentage of students proficient in mathematics, thus decreasing the mathematic proficiency gaps between the district's highest performing subgroups and the lower performing ethnic/racial supergroups by 8 percent as measured by state assessments.

Measurable Objective(s):

- Increase the percentage of FRL students catching up in math from 27.0 % as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of IEP students catching up in ELA from 0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.
- Increase the percentage of LEP students catching up in ELA from 0% as reported by the CRT administered and reported in 2014 to an 8% increase in student performance as measured quarterly by the IICSN interim assessments conducted on Moby Max and reported as student performance in the SBAC or equivalent state mandated assessment.

Status
N/A

Comments:

- 2.1 Professional Development:**
- 2.2 Family Engagement:**
- 2.3 Curriculum/Instruction/Assessment:**
- 2.4 Other:**

	Mid-Year	End-of-Year
2.1	Teachers at the middle school levels will receive continual professional development to increase proficiency in algebraic problem solving skills, order of operations, and word problem solving. Teachers will learn how to model math academic vocabulary to teach higher order math concepts to students. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students.	
Progress		
Barriers		
Next Steps		

2.2	Parents of students in the middle school levels will be offered evening instructional classes and parent conferences on assisting and understanding strategies needed to help students with mathematics homework in the home. The ELL PD Coach/Mentor will work with the teachers on strategies that parents can use for engaging the ELL students in the home. The data analysis coach will provide assessment results to share with parents.	
Progress		
Barriers		
Next Steps		
2.3	Teachers in all grades will use supplemental and online instructional materials to provide students with consistent, standards-based instruction and intervention. Teachers will provide daily academic language instruction to accelerate achievement in understanding what math problems ask them to do. The ELL PD Coach/Mentor will work with the teachers on strategies in the instructional classroom for engaging the ELL students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one instruction to the children in the ELL program. The data Analysis Coach will collect, analyze, and report interim assessment data to support instruction. The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Not Required for Charter Schools

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		

APPENDIX C - Monitoring/Evaluation

Priority Need/Interventions

Priority Need/Interventions:

4. Using data to inform instruction

Measurable Objective(s):

- Increase the percentage of FRL students catching up in ELA from 29.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.
- Increase the percentage of LEP students catching up in ELA from 13.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.
- Increase the percentage of IEP students catching up in ELA from 11.0 as measured by the CRT in 2014 to current standards as measured by the state assessments.

Status

N/A

Comments:

4.1 Professional Development:

4.2 Family Engagement:

4.3 Curriculum/Instruction/Assessment:

4.4 Other:

	Mid-Year	End-of-Year
4.1	An ELL PD Coach/Mentor will train and mentor the ELL teachers, support staff, and classroom teacher in best instructional practices and theories for ELL students. Middle school teachers will receive professional development in setting and sustaining professional learning communities for assisting in the collection and analysis of student generated data in language arts and mathematics. They will receive directed instruction in collecting and analyzing data from teacher observations, student generated work, and interim assessments. They will be given directions on how to use the data to drive instruction and how to communicate this data to the students to help the students understand and develop a motivation to achieve progress in their academic performance.	
Progress		
Barriers		
Next Steps		

4.2	The Student Literacy Coaches will utilize the skills they are learning in the teacher education classes while getting a practical application of literacy and testing skills in the educational setting. The literacy coaches are eight part time individuals who are currently enrolled in education classes at CSN. These coaches are bilingual and will assist at the following levels. K - one coach to work on reading, writing, and speaking 1 - one coach to work on reading, writing, and speaking 2-3 - one coach to work on reading, vocabulary, and writing 4-5-6 - one coach to work on reading, vocabulary, and writing 7-8 - one coach to work on reading, writing, vocabulary, and testing skills 9-12 - one coach to work on reading, writing, vocabulary, and testing skills	
Progress		
Barriers		
Next Steps		
4.3	A Data Coach will analyze and report data for staff, conduct bi-monthly meetings with teachers and administration to show student progress, coordinate student achievement, and plan for remediation; an ELL PD Coach/ Mentor will oversee and train literacy/math coaches working with struggling students having been identified as credit deficient or having been recommended to the school's RTI team.	
Progress		
Barriers		
Next Steps		
4.4	Teaching assistants for special education and the ELL program will be added to provide additional learning time for identified students. The ELL Teacher Assistants will work with the ELL teacher on staff at Innovations to deliver small group and one-one-one instruction to the children in the ELL program.	
Progress		
Barriers		
Next Steps		