

# School Performance Plan

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: 2016-2017

**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)
Formative Assessments Practice	Achievement Gap Data	Achievement Gap Data
NA	NA	NA
NA	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.

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.

Data from formative assessments for 2015-2016 show improvement in all grade levels in ELA and math. Between September and December students made growth on Moby Max formative assessments in math as follows: 6th grade - 1.234 year's growth; 7th grade - 0.675; 8th grade - 0.72 year's growth. In ELA, growth is as follows: 6th grade - 1.47 year's growth; 7th grade - 1.225; 8th grade - 1.74 year's growth.

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

<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 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:**

There has been inconsistent instruction in reading comprehension skills, vocabulary development, and the reading of informational and fictional texts. In addition there has been a 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 average percent correct in ELA/Lit for grades 6-8 from 38% (Sept 2016) to 65%-70% (May 2017) and from 38% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

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

<p>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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.</p>	<p>Title I (\$180,386): Evaluate; Out of District Consultant; Edivate 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Interim Assessments; Classroom Observations; Student Achievement; Progress Reports; Report Cards and Student Test Scores</p>	<p>Administrative Observations weekly - August 2016 - May 2017 Administrative team will meet regularly with the site based strategists to review data and plan next steps. 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.</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><b>1.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.9 (d)</b></p>	
<p>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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and provide assessment results to share with parents.</p>	<p>Title I (\$180,386): Materials for parent events 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Student Achievement Parental Reports; Attendance at the conferences and/or classes; Student Report Cards and Student Test Scores; Parent Feedback on surveys;</p>	<p>Administration - September 2016 - May 2017 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.</p>	<p>N/A</p>

Comments:

<p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.4, 1.5</b></p>	
<p>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. PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.</p>	<p>Title I (\$180,386): Evaluate; Extra-duty pay for tutoring; Classroom technology; Calculators; Textbooks 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Interim Assessments; Classroom Observations; Student Achievement Progress Reports; Report Cards and Student Test Scores;</p>	<p>Administrative observations weekly: August 2016 - May 2017 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.</p>	<p>N/A</p>

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

<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 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:**

There has been a lack of consistency in math instruction 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 as noted by test scores reported on state mandated assessments and interim tests conducted by the school each quarter.

**Measurable Objective 1:**

Increase the average percent correct in math for grades 2-5 from 31% (Sept 2016) to 65%-70% (May 2017) and from 20% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

<b>Monitoring Status</b>
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
<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators: 1.1 (c)</b>	

<p>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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.</p>	<p>Title I (180,386): Evaluate; Out of District Consultant; Edivate 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Interim Assessments; Classroom Observations; Student Achievement; Progress Reports; Report Cards and Student Test Scores</p>	<p>Administrative Observations weekly - August 2016 - May 2017 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.</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><b>2.2 Family Engagement (Required)</b></p>		<p><b>Continuation From Last Year:</b></p>	<p><b>NCCAT-S Indicators: 1.9(d)</b></p>	
<p>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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and provide assessment results to share with parents.</p>	<p>Title I (\$180,386): Materials for parent events 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Student Achievement Parental Reports; Attendance at the conferences and/or classes; Student Report Cards and Student Test Scores; Parent Feedback on surveys;</p>	<p>Administration - September 2016 - May 2017 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.</p>	<p>N/A</p>

Comments:

<p><b>2.3 Curriculum/Instruction/Assessment (Required)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.4, 1.5</b></p>	
<p>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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.</p>	<p>Title I (\$180,386): Evaluate; Extra-duty pay for tutoring; Classroom technology; Calculators; Textbooks 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Interim Assessments; Classroom Observations; Student Achievement Progress Reports; Report Cards and Student Test Scores;</p>	<p>Administrative observations weekly: August 2016 - May 2017 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.</p>	<p>N/A</p>

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

<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 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
<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 (Optional)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

				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:**

3. Strengthening the school's instructional program

**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 (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
4.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.4, 1.5	

<p>A PLC Strategist 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 from the PLC Strategist 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. The PLC Strategist will provide PD 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 (180,386): Evaluate; Out of District Consultant; Edviate 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>PD agendas and sign in sheets, student assessment data (Evaluate),</p>	<p>Administrative Observations weekly - August 2016 - May 2017 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. 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><b>4.2 Family Engagement (Optional)</b></p>		<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.9</b></p>	
<p>THIS ACTION STEP WILL BE DELETED IF FUNDING FOR ASSISTANTS IS NOT PROCURED The Tier I Differentiated Instructional Assistants will pull English Learners and low income students at a minimum of twice weekly for directed 50 minute small group instructional sessions to assist in the development of grade-level vocabulary, reading, writing, and content area skills throughout the school year. The assistants will coordinate their instruction with a lead teacher and with the classroom teachers based on observed criteria in the content areas related to ELA and mathematics needs. Data gathered from the formative and summative assessments gained through teacher made materials and Evaluate will be shared with the assistant in order to provide differentiated Tier I instruction for students.</p>	<p>Title I (\$180,386): Evaluate; Classroom technology; Calculators; Textbooks</p>	<p>Teacher assistants and student literacy coaches schedules, student assessment results, classroom observations</p>	<p>Administrative observations weekly: August 2016 - May 2017 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.</p>	<p>N/A</p>

Comments:

<p><b>4.3 Curriculum/Instruction/Assessment (Optional)</b></p>	<p><b>Continuation From Last Year: Yes</b></p>	<p><b>NCCAT-S Indicators: 1.4, 1.5, 2.4</b></p>
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<p>A PLC Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments and to provide professional development to teachers and administrators in an effort to focus on the educational achievement of students. Data collected by the strategist will incorporate Evaluate, a formative assessment currently utilized by the school. The PLC Strategist address the duties and responsibilities as an educational leader and advocate for students with disabilities. The facilitator will also be responsible for working with all Tier I instructional methodologies as he/she integrates students who are educated in the general education classroom but need assistance through the Response to Instruction Program.</p>	<p>Title I (\$180,386): Evaluate; 1003(a) Grant: PLC Strategist (\$63,450);</p>	<p>Data Coach schedule/log, PD agendas, student assessment data</p>	<p>Administrative observations weekly: August 2016 - May 2017 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. 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:

4.4 Other (Optional)	Continuation From Last Year: No	NCCAT-S Indicators: 1.4, 2.4	
			N/A

Comments:

## COMPONENT III: Budget Plan

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

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Funding/DSA	\$TBD	Instruction, technology, materials, staffing, and general operations of the school	Goals 1 and 2
IDEA	\$TBD	Special education instruction, materials, and services	Goals 1 and 2
State Special Education	\$TBD	Special education, instruction, materials, technology and services	Goals 1 and 2
Title I & Parent Involvement Set-Aside	\$180,386.00	Budget is split between Elementary and Middle School: Support staff extra duty pay for tutoring for identified students (\$88,704), Evaluate (\$17,850), Elmos for classroom use (\$10,000), LCD Projectors (\$13,500), Headsets (\$2500), Out of District Consultant (\$8000), Calculators (\$1998), Textbooks (\$29,058), Edivate (\$6995), materials for parent events (\$1786)	Goals 1 and 2
1003(a) School Improvement Grant	\$64,941.08	PLC Strategist (\$63,450) all action steps Goals 1 & 2  **Grant Fees (\$1491.08)	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. Parents are able to access grades and attendance through the Infinite Campus Parent Portal. Regular progress reports are sent home to parents.

### **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 Smarter Balanced Assessment and common core standards.

### **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. All funds are coordinated to support school improvement goals as outlined in the School performance Plan.



## 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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.

### 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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.

### Goal 2 Additional PD Action Step (Optional)

### 3.1

### Goal 3 Additional PD Action Step (Optional)

### 4.1

A PLC Strategist 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 from the PLC Strategist 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. The PLC Strategist will provide PD 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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and 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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and 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

THIS ACTION STEP WILL BE DELETED IF FUNDING FOR ASSISTANTS IS NOT PROCURED The Tier I Differentiated Instructional Assistants will pull English Learners and low income students at a minimum of twice weekly for directed 50 minute small group instructional sessions to assist in the development of grade-level vocabulary, reading, writing, and content area skills throughout the school year. The assistants will coordinate their instruction with a lead teacher and with the classroom teachers based on observed criteria in the content areas related to ELA and mathematics needs. Data gathered from the formative and summative assessments gained through teacher made materials and Evaluate will be shared with the assistant in order to provide differentiated Tier I instruction for students.

### 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 average percent correct in ELA/Lit for grades 6-8 from 38% (Sept 2016) to 65%-70% (May 2017) and from 38% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.	
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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and 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. PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.	
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 average percent correct in math for grades 2-5 from 31% (Sept 2016) to 65%-70% (May 2017) and from 20% (October 2016) to 65%-70% (April 2017) as measured by Evaluate.

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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and facilitate collaboration meetings focused on data analysis and professional development. The PLC strategist will coordinate PD through the Edivate system and use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments, including Evaluate, and to provide professional development to teachers and administrators. Specific attention to subgroup populations (ELL, IEP, and FRL) will be provided during data analysis.	
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 PLC Strategist will work with the teachers on strategies that parents can use for engaging students in the home with a focus on ELL students and 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 PLC Strategist will work with the teachers on strategies in the instructional classroom for engaging all students with a focus on ELL students and collect, analyze, and report interim assessment data to support instruction. Students will be offered additional instruction during after-school and Saturday tutoring sessions.	
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):**

<b>Status</b>
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:**

3. Strengthening the school's instructional program

**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.

<b>Status</b>
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N/A
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**Comments:**

**4.1 Professional Development:**

**4.2 Family Engagement:**

**4.3 Curriculum/Instruction/Assessment:**

**4.4 Other:**

	Mid-Year	End-of-Year
4.1	A PLC Strategist 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 from the PLC Strategist 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. The PLC Strategist will provide PD 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	THIS ACTION STEP WILL BE DELETED IF FUNDING FOR ASSISTANTS IS NOT PROCURED The Tier I Differentiated Instructional Assistants will pull English Learners and low income students at a minimum of twice weekly for directed 50 minute small group instructional sessions to assist in the development of grade-level vocabulary, reading, writing, and content area skills throughout the school year. The assistants will coordinate their instruction with a lead teacher and with the classroom teachers based on observed criteria in the content areas related to ELA and mathematics needs. Data gathered from the formative and summative assessments gained through teacher made materials and Evaluate will be shared with the assistant in order to provide differentiated Tier I instruction for students.	
Progress		
Barriers		
Next Steps		
4.3	A PLC Strategist will use quantitative and qualitative research methodologies to collect, manage, analyze, and report data gained from regularly scheduled formative assessments and to provide professional development to teachers and administrators in an effort to focus on the educational achievement of students. Data collected by the strategist will incorporate Evaluate, a formative assessment currently utilized by the school. The PLC Strategist address the duties and responsibilities as an educational leader and advocate for students with disabilities. The facilitator will also be responsible for working with all Tier I instructional methodologies as he/she integrates students who are educated in the general education classroom but need assistance through the Response to Instruction Program.	
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps		