



State Public Charter School Authority
Silver Sands Montessori Charter School
- Middle

School Performance Plan: A Roadmap to Success

Silver Sands Montessori Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Sheila Palombo

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 04-10-2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Sheila Palombo	Principal(s) <i>(required)</i>
Danette Olmos-Green, Marlo Tsuchiyama, Jonathan Valencia	Other School Administrator(s) <i>(required)</i>
Marlene Tattner	Teacher(s) <i>(required)</i>
Virginia Rash	Paraprofessional(s) <i>(required)</i>
LaTanya Ottis	Parent(s) <i>(required)</i>
Jessica Rocha Emerald Cunningham	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Justin Beasley	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/silver_sands_montessori/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Student engagement • In person learning • In class intervention groups 	<ul style="list-style-type: none"> • Continuing professional development • Implementing new strategies
<p>Problem Statement: Continue to receive grant funding from the State to fund our Summer program.</p> <p>Critical Root Causes of the Problem: Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.</p>	

Student Success	
<p>School Goal: To continue to increase the percentage of our 6th - 8th students meeting or exceeding their growth target in Reading from 75% in Fall/Winter 2023 to 80% by Spring 2024, as measured by easyCBM benchmark assessment. STIP 3 - All students experience continued academic growth.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • EasyCBM Benchmarking Reports • SBAC assessments 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: Increase Professional Development in math with focus on implementation of the Nevada Academic Content Standards with Montessori Curriculum and materials designed to include techniques for increasing student engagement, higher order thinking, technology, and differentiated instruction.

Evidence Level: Progress monitoring measure

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *increase professional development learning communities*
- *Increase professional learning outcomes*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Junior Great Books,*
- *Vocab-u-lit*
- *Words Their Way*
- *Math-U-See*
- *Holt McDougal higher level middle school math textbooks*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: continue to provide professional development*
- *Potential Solution: schedule professional development days to allow time for teachers to effectively engage with their colleagues*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *general budget*
- *Title II Part A grant*

Lead: *Who is responsible for implementing this strategy?*

Sheila Palombo

Jonathan Valencia

Justin Beasley

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



English Learners

- Challenge: To increase the percentage of our EL students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring.

Foster/Homeless:

- Challenge: Our school does not have any students that belong to this group
- Support:

Free and Reduced Lunch:

- Challenge: To increase the percentage of our free and reduced lunch students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: *Provide prevention time to meet specific learning needs*

Migrant:

- Challenge: Our school does not have any students that belong to this group
- Support:

Racial/Ethnic Groups:

- Challenge: To increase the percentage of our racial/ethnic group students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring.

Students with IEPs:

- Challenge: Ensure curriculum is supported for all students.
- Support: Analyzing the APR Indicator #3 & #17 Student data and provided small group instruction, interventions, and tutoring with alternative representations of materials to close any gaps in learning. Track SBAC results for students with IEPs to measure if any disparities exist and develop plans based on benchmark data for APR Indicator (A) student populations.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture		
Areas of Strength	Areas for Growth	
<ul style="list-style-type: none"> ● <i>Professional development days embedded within the school calendar</i> ● <i>Administration trained to provide professional development</i> 	<ul style="list-style-type: none"> ● <i>Provide ongoing professional development to further understand appropriate interventions for individualized learning</i> ● <i>Continue professional development on</i> 	



MTSS and its implementation

Problem Statement: Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies.

Adult Learning Culture

School Goal: The students in grades 6-8 will have access to effective educators as measured by the teacher evaluation tool. STIP 2 - All students will have access to effective educators.

Formative Measures:

- *Exit tickets*
- *Surveys*
- *Teacher Evaluations*
- *Teacher Walkthroughs*

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: Continue to provide PD for:

Diversified training that includes social inclusion and progression.

PBIS - Positive Behavior Interventions and Supports - Evidence base framework to provide practice to possibly affect students outcomes everyday. To encourage that all students will succeed.

MTSS - Multi-Tier System of Support - An infrastructure to use data to match academic and social emotional behavior. This provides resources to match individual needs.

CASEL 5 framework (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness). mate surveys

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Professional Learning Communities - continuous improvement and goal alignment
- Data - to evaluate the professional learning

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Books
- Resource Binders

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time, staff turnover, integrity of implementation
- *Potential Solution:* frequent meeting to discuss implementation, teacher incentives

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General budget
- Title II Part A

Lead: *Who is responsible for implementing this strategy?*

Sheila Palombo

Jonathan Valencia

Justin Beasley

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: To increase the percentage of our EL students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.



- Support: To provide ELL students resources along with small group instruction, interventions and tutoring.

Foster/Homeless:

- Challenge: Our school does not have any students that belong to this group
- Support:

Free and Reduced Lunch:

- Challenge: To increase the percentage of our free and reduced lunch students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring

Migrant:

- Challenge: Our school does not have any students that belong to this group
- Support:

Racial/Ethnic Groups:

- Challenge: To increase the percentage of our racial/ethnic group students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring.

Students with IEPs:

- Challenge: Ensure curriculum is supported for all students.
- Support: Teachers attend Professional Development training in components of an IEP and their Accommodations. Each training ends with exit tickets to ensure understanding and providing opportunities to ask questions. Teachers attend student IEP meetings and are given student IEP to reference in addition to support from administration and Special Education Staff. APR Indicator #17

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Newsletters ● Climate Surveys ● Parent Volunteers ● Family Events ● Student Council 	<ul style="list-style-type: none"> ● Staff involvement in non contracted hours ● Engaging parents to volunteer ● Increase survey participation with staff and families
<p>Problem Statement: 6th - 8th grade student survey:</p>	



Although the student survey showed favorable and most favorable results that were additionally higher than the district average for all five survey sections - Cultural and Linguistic Competence, Relationships, Physical Safety, Emotional Safety, and Social and Emotional Competence - there were still several categories identified for needing improvement:

- 9% of students responded with “strongly disagree” to the question, “Students respect one another.”
- About 20% of 6th graders also responded with “disagree” for 4/8 questions related to whether they felt they had positive relationships with their teachers and peers.
- Under the “Social and Emotional Competence”-related questions, about 29% of students answered that they had a “difficult” time with social awareness (knowing how others feel by looking at them, what to do when others have differing opinions, and knowing when someone needs help), self-management (getting through something even while feeling frustrated, finishing tasks even if they are difficult for them, and setting goals for themselves), relationship skills (getting along with classmates), and responsible decision-making (thinking about what might happen before making a decision and knowing what is right or wrong).

Critical Root Causes of the Problem:

- We believe that the pandemic caused distance among student and teacher relationships. As students returned to in-person instruction, getting acclimated to the interactions they have with others again may have been challenging. This sudden change at the beginning of the year may have contributed to the increased negative feelings and behaviors that are reflected in the climate surveys. Additionally, we believe that the pandemic negatively affected students’ social-emotional competence.

Connectedness

School Goal: Increase the percentage of our 6th - 8th students meeting or exceeding their growth target in Math from 70% in Fall/Winter 2023 to 75% by Spring 2024, as measured by easyCBM benchmark.

Formative Measures:

- *Swiss data*
- *Nevada School Climate Social Emotional Learning Survey*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: To continue to implement the 4 R's = Respect Self, Others, the Environment, and the World as stated in our school's mission statement.

Evidence Level: Evaluated by State Charter Authority

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue the implementation of the MTSS Framework
- Discuss weekly during staff meetings; the MTSS progress
- Revise or modify the MTSS Framework as needed

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time for discussion to be scheduled during PLCs

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* time
- *Potential Solution:* create an internal staff calendar

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General budget funds

Lead: *Who is responsible for implementing this strategy?*

Sheila Palombo
Jonathan Valencia
Justin Beasley

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: To increase the percentage of our EL students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring.

Foster/Homeless:

- Challenge: *Our school does not have any students that belong to this group*
- Support:

Free and Reduced Lunch:



- Challenge: To increase the percentage of our free and reduced lunch students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring

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- Challenge: *Our school does not have any students that belong to this group*
- Support:

Racial/Ethnic Groups:

- Challenge: To increase the percentage of our racial/ethnic group students meeting or exceeding their reading growth target from 75% in 2023 to 80% EasyCBM benchmark assessment.
- Support: Students are provided small group instruction, specific interventions and tutoring.

Students with IEPs:

- Challenge: Ensure teachers utilize Social-Emotional Learning sessions to support student in our APR Indicator #5 (A) population. (APR Indicator #17)
- Support: Teachers are training through Professional Development sessions and are supported from the administration and Special Education staff throughout staff meetings and one-on-one sessions.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Talk	On going	Topics vary. examples: kindergarten/updates, learning information, high school registration, updates on SPP. Promotes inclusivity, clear communication, and family support.
Fall Festival	10/23	Community Event; provides fundraising that supports key milestone trips
Zion National Park - Family Camping Trip	10/23	Family Outing; build school connectedness
Street Teens	11/23	Models and encourages community outreach among the middle school. Promotes social awareness and empathy.
Winter Festival	12/23	Community Build-Up; provides fundraising that supports key milestone trips



Field Trips	On going	To gain knowledge and encourage higher level thinking; to connect to the world outside of the classroom
Peace Week	2/24	School-wide Event; opportunity to practice mindfulness and work together, as a whole group, to represent tenets of thought inherent to Montessori cosmic and peaceful education.
Nevada Reading Week	2/24	School-wide Event; aligns with events held within our city libraries - encouraging connection outside of our immediate population
Science Fair	2/24	School-wide Event; aligns with the UNLV Regional Science Fair
International Children's Day	4/24	
English Language Learner Parent Meeting	5/24	