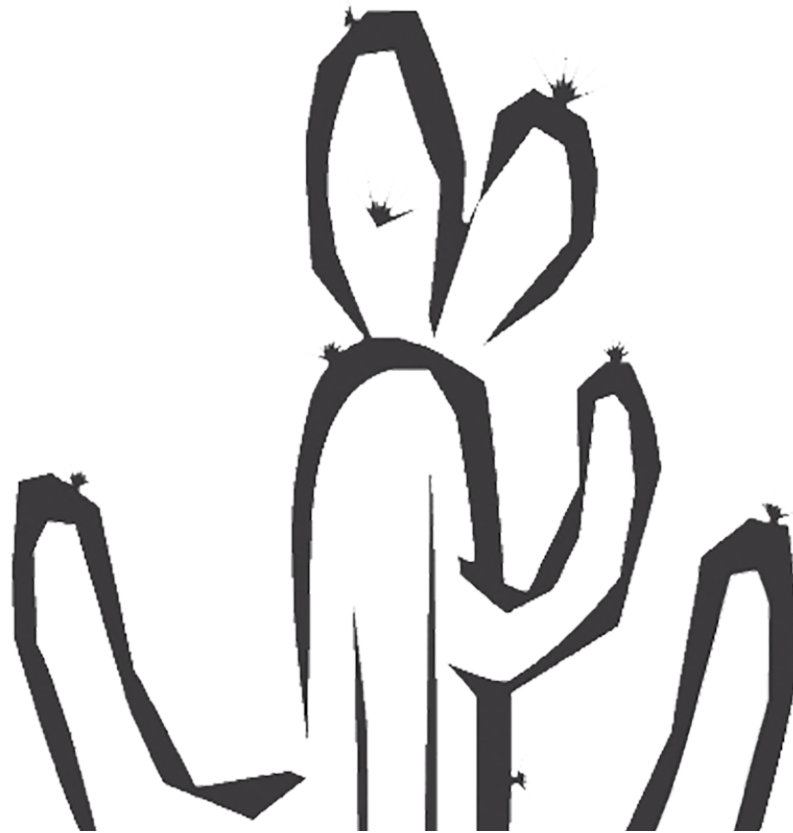


**State Public Charter School Authority**  
**Silver Sands Montessori Elementary School**  
**2023-2024 School Improvement Plan**

**Classification: 1 Star School**





# Mission Statement

To provide quality Montessori education in an environment that encourages a child's love of learning and respect for self, others, community, and the world.

## Vision

Our goal is to prepare children for life through community, character building and an environment of mutual respect.

## Value Statement

### Nevada Report Card

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 (Add a link to the school's School Rating Report.)

[http://nevadareportcard.nv.gov/DI/nv/state\\_public\\_charter\\_school\\_authority/silver\\_sands\\_montessori/2023/nspf/elem](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/silver_sands_montessori/2023/nspf/elem)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Student engagement

In person learning

In class intervention groups

### Student Success Areas of Growth

Continuing professional development

Continue Implementing new strategies

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** : Continue to receive grant funding from the State to fund our Summer program. **Critical Root Cause:** Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Professional development days embedded within the school calendar

Administration trained to provide professional development

## Adult Learning Culture Areas of Growth

Provide ongoing professional development to further understand appropriate interventions for individualized learning

Continue professional development on MTSS and its implementation

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies.

# Connectedness

## Connectedness Areas of Strength

Newsletters

Climate Surveys

Parent Volunteers

Family Events

Student Council

## Connectedness Areas of Growth

Staff Involvement during non contracted hours to help build the relationships amongst the students

Engaging parents to volunteer to improve the connectedness amongst our students

Increase survey participation with staff and families

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 5th grade student survey: 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. **Critical Root Cause:** 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.

# Priority Problem Statements

**Problem Statement 1:** : Continue to receive grant funding from the State to fund our Summer program.

**Critical Root Cause 1:** Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** 5th grade student survey: 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.

**Critical Root Cause 2:** 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.

**Problem Statement 2 Areas:** Connectedness

**Problem Statement 3:** Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies.

**Critical Root Cause 3:**

**Problem Statement 3 Areas:** Adult Learning Culture



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- School goals
- Prior year improvement plans - Performance objectives (SMART goals)

## Accountability Data

- State assessment performance report
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Special programs
- Economically disadvantaged
- Special education
- EL
- Section 504 data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation

- Administrator evaluation

### **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

### **Support Systems and Other Data**

- Master schedule
- Budgets/entitlements and expenditures data

# Inquiry Areas

## Inquiry Area 1: Inquiry Area 1 - Student Success

**School Goal 1:** Measurable goal 1 - To increase the percentage of our elementary students reading proficiency by 45%, as measured by the easyCBM benchmark assessment. Measurable goal 2- To increase the percentage of our elementary students math proficiency by 60%, as measured by the easyCBM benchmark assessment.





Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> 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.</p> <p><b>Action Step's Expected Result/Impact:</b> increase professional development learning communities Increase professional learning outcomes</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p> <p><b>Resources and Funding Needed:</b> - General Funds, - Title II, Pt. A, - IDEA-B, - CRSSA ESSER II, - ARP ESSER (Includes Final One Third)</p>	Formative		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

### School Goal 1 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> : Continue to receive grant funding from the State to fund our Summer program. <b>Critical Root Cause:</b> Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.</p>

**Inquiry Area 2:** Inquiry Area 2 - Adult Learning Culture

**School Goal 1:** Increase the percentage of effective educators from 80% to 100% by Spring 2024 as measured by SSMCS Teacher Evaluation Tool. Following the APR Indicator Alignment 5.

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> 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).  <b>Action Step's Expected Result/Impact:</b> Professional Learning Communities - continuous improvement and goal alignment                      Data - to evaluate the professional learning  <b>Position Responsible:</b> Principal/Assistant Principal   <b>Identify All That Apply:</b>                      FRL, EL, IEP, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Moderate  <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1  <b>Resources and Funding Needed:</b> - Title II, Pt. A, - ARP ESSER (Includes Final One Third)</p>	Formative		
	Feb	May	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			





**School Goal 1 Problem Statements:**

<b>Adult Learning Culture</b>
<p><b>Problem Statement 1:</b> Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies.</p>

**Inquiry Area 3: Inquiry Area 3 - Connectedness**

**School Goal 1:**

Increase the percentage of our K-5th students meeting or exceeding their growth target in Social and Emotional Competence from 80% in Fall/Winter 2023 to 85% by Spring 2024, as measured by the Nevada Climate Survey.

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> To continue to implement the 4 R's = Respect Self, Others, the Environment, and the World as stated in our school's mission statement.</p> <p><b>Action Step's Expected Result/Impact:</b> Implementation of the MTSS Framework                      Discuss weekly during staff meetings; the MTSS progress                      Revise or modify the MTSS Framework as needed</p> <p><b>Position Responsible:</b> Principal/Assistant Principal</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> - General Funds</p>	Formative		
	Feb	May	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**School Goal 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> 5th grade student survey: 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. <b>Critical Root Cause:</b> 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.</p>

# School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,595,387.00
<b>+/- Difference</b>					\$1,595,387.00
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$26,670.00
<b>+/- Difference</b>					\$26,670.00
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,172.00
<b>+/- Difference</b>					\$11,172.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
2	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$143,737.00
<b>+/- Difference</b>					\$143,737.00

CRSSA ESSER II					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
				<b>Sub-Total</b>	\$0.00
				<b>Budgeted Fund Source Amount</b>	\$71,281.00
				<b>+/- Difference</b>	\$71,281.00
				<b>Grand Total Budgeted</b>	\$1,848,247.00
				<b>Grand Total Spent</b>	\$0.00
				<b>+/- Difference</b>	\$1,848,247.00