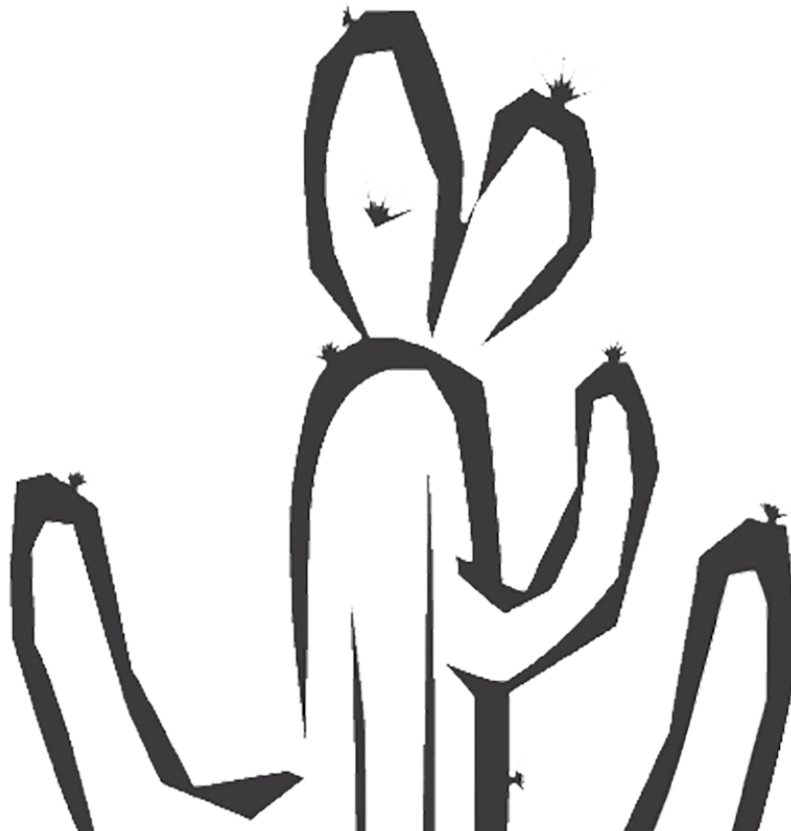


State Public Charter School Authority
Silver Sands Montessori Elementary School
2024-2025 Formative Review with Notes

Classification: 1 Star School





Board Approval Date: November 30, 2024
Public Presentation Date: November 30, 2024

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

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Inquiry Areas

Inquiry Area 1: Student Success



School Goal 1: To continue to increase the percentage of our K - 5th general education students meeting or exceeding their growth target in Reading from 45% in Fall/Winter 2024 to 60% by Spring 2025, as measured by easyCBM benchmark assessment. STIP 3 - All students experience continued academic growth.

Evaluation Data Sources: EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the or theory are supported by research and have some effort underway by an ACA, ELA, or outside research organizations to determine their effectiveness.

APR5.

Citation: Response to intervention made easy. easyCBM. (n.d.) Retrieved May 5, 2022, from <https://easyCBM.com/>

Summative Evaluation: Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: 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>Action Step's Expected Result/Impact: increase professional development learning communities Increase professional learning outcomes</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div> <div>Feb</div> <div>  35% </div> <div>February Lessons Learned</div> <div>Interventions are working based on recent assessments.</div> <div>February Next Steps/Need</div> <div>Concentrated efforts in the deficit areas.</div> </div> <div> <div>May</div> <div>  40% </div> <div>May Lessons Learned</div> <div>Interventions are working based on recent assessments.</div> <div>May Next Steps/Need</div> <div>Concentrated efforts in the deficit areas.</div> </div> <div> <div>May</div> <div></div> <div>May Lessons Learned</div> <div></div> <div>May Next Steps/Need</div> <div></div> </div>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>	

Inquiry Area 1: Student Success

School Goal 2: To continue to increase the percentage of our K - 5th special education students meeting or exceeding their growth target in Reading from 25% in Fall/Winter 2024 to 30% by Spring 2025, as measured by easyCBM benchmark assessment. STIP 3 - All students experience continued academic growth.

Evaluation Data Sources: EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by an ACA, ELA, or outside research organizations to determine their effectiveness.
APR5.

Citation: Response to intervention made easy. easyCBM. (n.d.) Retrieved May 5, 2022, from <https://easyCBM.com/>

Summative Evaluation: Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: 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>Action Step's Expected Result/Impact: increase professional development learning communities Increase professional learning outcomes</p> <p>Position Responsible: Special Program Administrator</p> <p>Student Groups This Strategy Targets: Students with Disabilities</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<div><div>Feb</div><div>May</div><div>May</div></div> <div><div>February Lessons Learned</div><div>February Next Steps/Need</div><div>May Lessons Learned</div><div>May Next Steps/Need</div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div> <div>Interventions are working based on recent assessments.</div> <div>Concentrated efforts in the deficit areas.</div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	







Inquiry Area 2: Adult Learning Culture

School Goal 1: Increase the percentage of effective educators from 80% in the Fall of 2024 to 100% by Spring 2025 as measured by SSMCS Teacher Evaluation Tool. Following the APR Indicator Alignment 5.

Evaluation Data Sources: EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by an ACA, ELA, or outside research organizations to determine their effectiveness.

Citation: Response to intervention made easy. easyCBM. (n.d.) Retrieved May 5, 2022, from <https://easyCBM.com/>

Summative Evaluation: Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: 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)</p> <p>Action Step's Expected Result/Impact: Professional Learning Communities - continuous improvement and goal alignment Data - to evaluate the professional learning</p> <p>Position Responsible: Principal/Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<div> <div>Feb</div> <div>  30% </div> <div>February Lessons Learned</div> <div>Continue to develop the MTSS infrastructure to use data to match academic and social emotional behavior.</div> <div>February Next Steps/Need</div> <div>Modify the process of our current plans for consistency.</div> </div> <div> <div>May</div> <div>  40% </div> <div>May Lessons Learned</div> <div>Continue to develop the MTSS infrastructure to use data to match academic and social emotional behavior.</div> <div>May Next Steps/Need</div> <div>Modify the process of our current plans for consistency.</div> </div> <div> <div>May</div> <div></div> <div>May Lessons Learned</div> <div></div> <div>May Next Steps/Need</div> <div></div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	

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.

Evaluation Data Sources: EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by an ACA, ELA, or outside research organizations to determine their effectiveness.

APR5.

Citation: Response to intervention made easy. easyCBM. (n.d.) Retrieved May 5, 2022, from <https://easyCBM.com/>

Summative Evaluation: Some progress made toward meeting School Goal

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: 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>Action Step's Expected Result/Impact: Implementation of the MTSS Framework Discuss weekly during staff meetings; the MTSS progress Revise or modify the MTSS Framework as needed</p> <p>Position Responsible: Principal/Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div><div>Feb</div><div><div>30%</div></div><div>February Lessons Learned</div><p>Students are understanding and following the mission statement.</p><div>February Next Steps/Need</div><p>Continue to build social relationships amongst the students. The Junior Great Book series incorporate these life lessons.</p></div> <div><div>May</div><div><div>40%</div></div><div>May Lessons Learned</div><p>Students are understanding and following the mission statement.</p><div>May Next Steps/Need</div><p>Continue to build social relationships amongst the students. The Junior Great Book series incorporate these life lessons.</p></div> <div><div>May</div><div></div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div>
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