



Clark County  
**Silver Sands Montessori Charter School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

Silver Sands Montessori Charter School *has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Marlo Tsuchiyama or Sheila Palombo for more information.*

**Head of School:** Marlo Tsuchiyama  
**Principal:** Sheila Palombo  
**School Website:** [www.silversandsmcs.org](http://www.silversandsmcs.org)  
**Email:** [info@silversandsmcs.org](mailto:info@silversandsmcs.org)  
**Phone:** 702-522-6220

**School Designations:**  Title I  CSI  TSI  ATSI  Zoom  Victory



## School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	258	.75%	6.77%	38.72%	5.64%	34.21%	.38%	13.53%	10.15%	13.37%	33.83%
<b>District</b>	53,233	.34%	6.06%	47.29%	15.19%	22.27%	1.64%	7.21%	9.56%	7.8%	39.49%
<b>State</b>	481,345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	6.39%	33.83%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficien cy	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	Elementary School	36.1	72	52.1	51.4	46	53.5	25.6		
	District	52.8			58.6			35.3		
2018	Middle School	35.2	78	40	42.2	63	46.9	30.4		
	District	36.8			56.1			45.3		
2019	Elementary School	44.2	71	50.8	49.3	52	45.3	36.6		



	<b>District</b>	54.5	55	49.7	60.1	52	59.7	34.7		
<b>2019</b>	<b>Middle School</b>	50.7	79.5	54.5	67.5	70	68	42.7		
	<b>District</b>	42.6	58	44.3	59.6	56	61.3	44.7		
<b>2020</b>	<b>School</b>									
	<b>District</b>									



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Sheila Palombo	<b>Principal(s)</b> <i>(required)</i>
Danette Olmos-Green, Marlo Tsuchiyama, Jonathan Valencia	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>



Jocelyn Cura, Marlene Tattner	<b>Teacher(s)</b> <i>(required)</i>
Brienne Tajima	<b>Paraprofessional(s)</b> <i>(required)</i>
Katherine and Guiseppe Evangelista	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Kimberly Hodge	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>

## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Orientation	08/26/2021	200	Class curriculum, rules and student expectations
Parent Talk (on going)	09/03/2021	10	Topics vary. examples: kindergarten/updates, learning information, high school registration. Promotes inclusivity, clear communication, and family support.
International Day of Peace	09/21/2021	275	To promote peace around the world.
Henderson Police Department - Community Relations Unit	09/22/2021	72	To reinforce school behavior and expectations.



Nevada Partnership for Homeless Youth (NPHY)	Fall 2022		Models and encourages community outreach among the middle school. Promotes social awareness and empathy.
TrunkFest 2021	10/2021	Open to the Public	Community Event; provides fundraising that supports key milestone trips
Winter Festival 2021	12/2021	Virtual	Community Build-Up; provides fundraising that supports key milestone trips
American Legion	Fall 2022		Provides an opportunity to support Nevada's veterans and give back to our community
International Children's Day	4/2022	300	School-wide Event; promotes SEL and inclusivity within our school community; fosters community within our student body; provides ample opportunity to problem solve and share knowledge among the student body
Cactus Garden	TBD		Upper Elementary students visit a local Botanical Cactus Garden to receive desert botany lessons.
Science Fair	2/2022	200	School-wide Event
Zion National Park - Family Camping Trip	TBD		
Peace Week	TBD	200	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.



Field Trips (Grand Canyon, Hoover Dam, Mines)	TBD		To gain knowledge and encourage higher level thinking; to connect to the world outside of the classroom
Nevada Reading Week	2/2022	200	School-wide Event; aligns with events held within our city libraries - encouraging connection outside of our immediate population
Fundraisers	TBD		
Senior Center	TBD		
SECTA	TBD		
NCSAA	TBD		
<i>*Add rows as needed</i>			



## School Goals

*The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.*



## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	<p>2/28/2022: -EasyCBM Benchmarking Reports -MAP Testing Results: K-3</p>	<p>2/28/2022: -Waiting on results from the School Climate Survey taken in the Fall.</p> <p>3/29/2022: Students are working fervently to produce a school-wide celebration: International Children's Day. Its collaborative, problem solving, and higher-thinking opportunities ensure SEL practice is at the forefront of our school day. Events embedded within the curriculum, such as this, are a prime example of how SSMCS instills SEL to promote its student body's success. Opportunities like this one provide students with time in the school day to self-manage, reflect upon their understanding, and exercise self control within a safe environment.</p>	<p>2/28/2022: -Junior Great Books, Vocabulary, Words Their Way, Scholastic News -Math-U-See, Holt McDougal higher level middle school math textbooks, Scholastic: Journey to Discovery, Science Studies Weekly</p>
<b>Problem Statement</b>	<p>2/28/2022: -Waiting on ESSER funding approval from the State that funds the extended-day learning. -Lack of Student participation and involvement. -Student and Staff illnesses.</p>		
<b>Critical Root Causes</b>	<p>Distance Learning in SY 2020-2021 caused learning loss as Silver Sands students are more accustomed to hands-on, in-person learning. Pandemic caused fear and confusion in students that caused a lack of engagement in school.</p>		



## Part B

Student Success	
<p>School Goal: Ensure strong student achievement for all students in math and ELA, as measured by the SBAC assessment and MAP testing.</p> <p>Insert after Event 3</p> <p>By the next state math exam, reduce the performance gap between IEP and non-IEP students by 5 pts.</p>	<p><b>Aligned to Nevada's STIP Goal: Goal 3</b> <i>All students will experience continued academic growth</i></p>
<p><b>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.</b></p>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p><b>Intended Outcomes:</b>  <i>Students working with the teacher with after school intervention, will receive an extra hour of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.</i></p>	

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Teacher observations and walkthroughs</i>	<i>Classroom student data Administration supports and assist teacher Grade Bands meet weekly to collaborate and support student success</i>	<i>Ongoing Professional Development</i>
<b>Problem</b>	Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and		



<b>Statement</b>	social emotional competencies.
<b>Critical Root Causes</b>	Funding Curriculum Implementation

## Part B

Adult Learning Culture	
<p><b>School Goal: Provide professional development to our teachers to increase their knowledge and understanding of the curriculum and social emotional competencies so that they can provide effective education and social emotional support for the student population.</b>  <i>Insert after Event 3</i>  <i>Promoting the development of effective educators.</i></p>	<p><b>STIP Connection: Goal 2</b> <i>All students will have access to effective teachers</i></p>
<p><b>Improvement Strategy:</b> <i>Insert after Event 4</i>  <b>PD - Diversified training that includes social inclusion and progression.</b>  <b>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.</b>  <b>Certified Montessori Teachers = CASEL 5 framework (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness).</b>  <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Ensure curriculum is ELL supported. Small group instruction, interventions, tutoring.</p> <p>Foster/Homeless: Ensure curriculum is rigorous and accessible to all students.</p> <p>Free and Reduced Lunch: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring.</p> <p>Racial/Ethnic Minorities: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring.</p> <p>Students with IEPs: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring. Track NWEA Reading MAP K-3 for students with IEPs to measure if any disparities exist.</p>	



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<p>Silver Sands has conducted student surveys for 5th graders (36 students) and 6th-8th graders (66 students) with a 100% completion rate for Fall 2021.</p> <p>The survey used was The Nevada School Climate Social Emotional Learning Survey from the Nevada Department of Education.</p>	<p>Silver Sands is in the process of conducting a staff survey.</p>	<p>Silver Sands has not conducted a family and community engagement survey.</p>
<b>Problem Statement</b>	<p>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 - there were still several categories identified for needing improvement:</p> <ul style="list-style-type: none"> <li>- 15% of students responded with “strongly disagree” to the question, “Students respect one another.”</li> <li>- About 20% of 5th graders also responded with “disagree” for 4/8 questions related to whether they felt they had positive relationships with their teachers and peers.</li> <li>- Under the “Social and Emotional Competence”-related questions, about 30-40% 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).</li> </ul> <p>6th-8th grade student survey:            Although the student survey showed favorable and most favorable results for four sections - Cultural and Linguistic Competence, Relationships, Physical Safety, and Emotional Safety - there were still several categories identified for needing improvement:</p>		



	<ul style="list-style-type: none"> <li>- About 34% of students answered “disagree” for the question, “Students respect one another” and 37% of students answered “disagree” for the question, “Students like one another.”</li> <li>- Under the “Social and Emotional Competence”-related questions, the biggest challenge students identified was under the self-management subsection. About 40-55% of students answered that they had a “difficult” time getting through something even while feeling frustrated, finishing tasks even if they are difficult for them, setting goals for themselves, and doing schoolwork when they do not feel like it. The second and third-biggest challenges students identified were under the self-awareness and responsible decision-making subsections. About 30% of students answered that they had a “difficult” time knowing their strengths, ways to calm themselves down, and knowing the emotions they are feeling, and thinking about what might happen before making a decision.</li> </ul>
<p><b>Critical Root Causes</b></p>	<p>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. Distance learning took away opportunities for students and teachers to interact with one another and resolve possible conflicts and/or miscommunications as effectively as they could have been in-person.</p>

**Part B**

<p style="text-align: center;"><b>Connectedness</b></p>	
<p><b>School Goal:</b>            Enhancement of our school's programs that encourage a child's respect for self, others, community and the world as stated in our school's mission statement. SSMCS will implement an equitable safe environment conducive to teaching, learning and academic achievement by focusing on Social and Emotional Learning/Character Development. As a teacher responds respectfully to the child's needs and offers the child meaningful work that builds the child's self-esteem, the child develops a sense of trust in the teacher and a sense of belonging to the classroom community. SSMCS incorporates lessons in the CASEL 5 framework (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness).</p>	<p><b>STIP Connection: Goal 6</b> <i>All students and adults will work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p><b>Improvement Strategy:</b> <i>Insert after Event 4</i></p>	



**Enhance communication between school, home and the community-at large.  
Enhance community and family awareness of the educational partnership**

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Ensure curriculum is ELL supported. Small group instruction, interventions, tutoring.

Foster/Homeless: Ensure curriculum is rigorous and accessible to all students.

Free and Reduced Lunch: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring.

Racial/Ethnic Minorities: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring.

Students with IEPs: Ensure curriculum is rigorous and accessible to all students. Small group instruction, interventions, tutoring. Track NWEA Reading MAP K-3 for students with IEPs to measure if any disparities exist.

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget Special Programs & Materials Fees (Tech fees)	Student Success: \$21,730 (classroom materials, and technology funds)	-Targeted towards classroom furniture, supplies, equipment, learning materials, and	Student Success, Adult Learning Culture



	Adult Learning: \$5,798 (Montessori Teacher Training)	<p>curriculum.</p> <ul style="list-style-type: none"> <li>-Technology funds will be utilized to replace broken equipment, and add newer computers to the labs original equipment.</li> <li>-To enrich the computer science curriculum.</li> <li>-Upkeep technology infrastructure to maintain useability.</li> </ul>	
Special Education, IDEA Part B Funds	Student Success: \$29,501	<ul style="list-style-type: none"> <li>- Provide for contracted services such as speech therapy, occupational therapy, psychology services, and health assessments for students with IEPs.</li> </ul>	Student Success
ESSER II	Student Success: \$22,580 Adult Learning/Connectedness: \$1,200	<ul style="list-style-type: none"> <li>-Core learning and Montessori curriculum materials in the areas of Math, ELA, Science, and Social Studies/Geography.</li> <li>-Consumable learning supplies</li> <li>-Purchase student academic progress monitoring tools.</li> <li>-PD to all staff to further the awareness of SEL, social justice, and student equity.</li> </ul>	Student Success, Adult Learning, Connectedness
Special Programs & Materials Fees (Materials/Orientation fees)	Student Success/Connectedness: \$9,900	<p>Orientation fee funds:</p> <ul style="list-style-type: none"> <li>-Montessori family journal subscriptions</li> <li>-Sponsor school community activities, events, and workshops for students, and their families.</li> </ul>	Student Success, Connectedness



		-Build stronger school community	
Title IIA	Adult Learning/Connectedness: \$11,507	-PD for teaching staff and administration to refine SEL in all parts of the school community using the CASEL 5 model. -Create SEL resource binders, and toolkits for each classroom and one for the office.	Adult Learning Culture, Student Success, Connectedness
ESSER III	Pending approval		Student Success, Adult Learning Culture, Connectedness