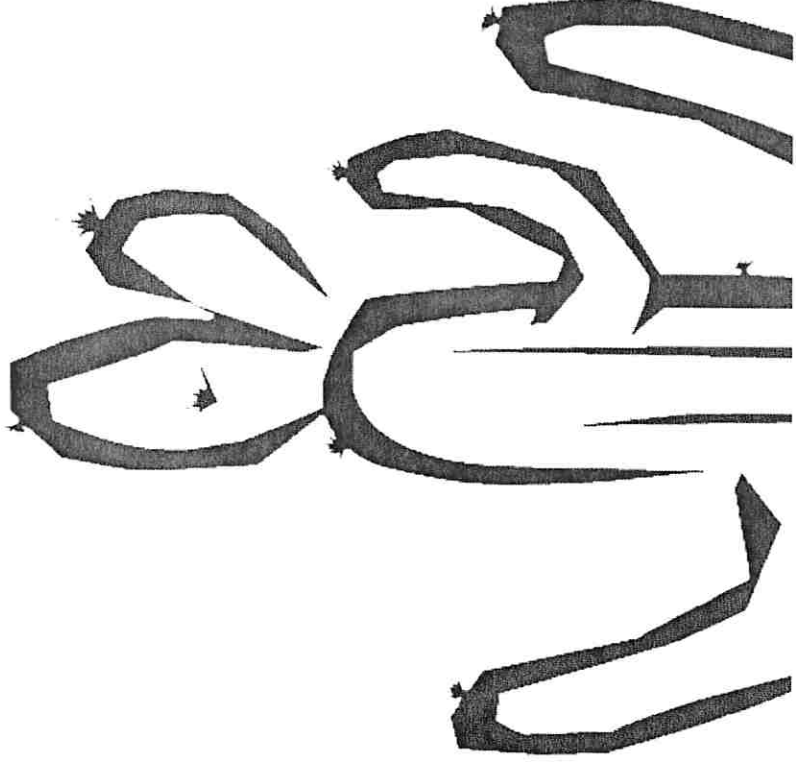


State Public Charter School Authority
Silver Sands Montessori Elementary School
2024-2025 School Improvement Plan

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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Comprehensive Needs Assessment

Revised/Approved: April 10, 2023

Student Success

Student Success Summary

Student engagement

In person learning

In class intervention groups

Student Success Strengths

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.

Connectedness

Connectedness Summary

Newsletters

Climate Surveys

Parent Volunteers

Family Events

Student Council

Connectedness Strengths

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 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: Continue to receive grant funding from the State to fund our Summer program.

Critical Root Cause 3: Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.

Problem Statement 3 Areas: Student Success

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

Revised/Approved: April 10, 2023

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

Next Year's Recommendation: Increase the RTI minutes for groups. Integrating math with the reading.

Improvement Strategy 1 Details		Formative Reviews	
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. Action Step's Expected Result/Impact: increase professional development learning communities Increase professional learning outcomes Position Responsible: Principal Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1 Resources and Funding Needed: - General Funds, - Title II, Pt. A, - IDEA-B, - ARP ESSER (Includes Final One Third)		Formative	
		Feb	May
			
0% No Progress		100% Accomplished	
		Continue/Modify	
		Discontinue	

School Goal 1 Problem Statements:

Student Success	
Problem Statement 1: 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.

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/>

Improvement Strategy 1 Details		Formative Reviews		
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. Action Step's Expected Result/Impact: increase professional development learning communities Increase professional learning outcomes Position Responsible: Special Program Administrator Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1 Resources and Funding Needed: - General Funds, - IDEA-B, - Title II, Pt. A, - ARP ESSER (Includes Final One Third)		Formative		
		Feb	May	May
0% No Progress 100% Accomplished ➔ Continue/Modify ✕ Discontinue				

School Goal 2 Problem Statements:

Student Success
Problem Statement 1: 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.

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

Next Year's Recommendation: Continue to train our staff with Montessori training.

Improvement Strategy 1 Details		Formative Reviews	
		Formative	
Feb	May	May	May
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) Action Step's Expected Result/Impact: Professional Learning Communities - continuous improvement and goal alignment Data - to evaluate the professional learning Position Responsible: Principal/Assistant Principal Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1 Resources and Funding Needed: - Title II, Pt. A, - ARP ESSER (Includes Final One Third)			Continue/Modify Discontinue

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

Next Year's Recommendation: Create a survey for the younger grades for feedback.

Improvement Strategy 1 Details		Formative Reviews		
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. 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 Position Responsible: Principal/Assistant Principal Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Connectedness 1 Resources and Funding Needed: - General Funds		Formative		
		Feb	May	May
		 30%	 40%	
		0% No Progress 100% Accomplished Continue/Modify Discontinue		

School Goal 1 Problem Statements:

Connectedness

Problem Statement 1: 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.

School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
3	1	1			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$1,658,439.00
				+/- Difference	\$1,658,439.00
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$20,085.00
				+/- Difference	\$20,085.00
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$11,252.00
				+/- Difference	\$11,252.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
2	1	1			\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$11,252.00
				+/- Difference	\$11,252.00

ARP ESSER (Includes Final One Third)				
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code
				Sub-Total
			Budgeted Fund Source Amount	\$70,732.00
			+/- Difference	\$70,732.00
			Grand Total Budgeted	\$1,760,508.00
			Grand Total Spent	\$0.00
			+/- Difference	\$1,760,508.00