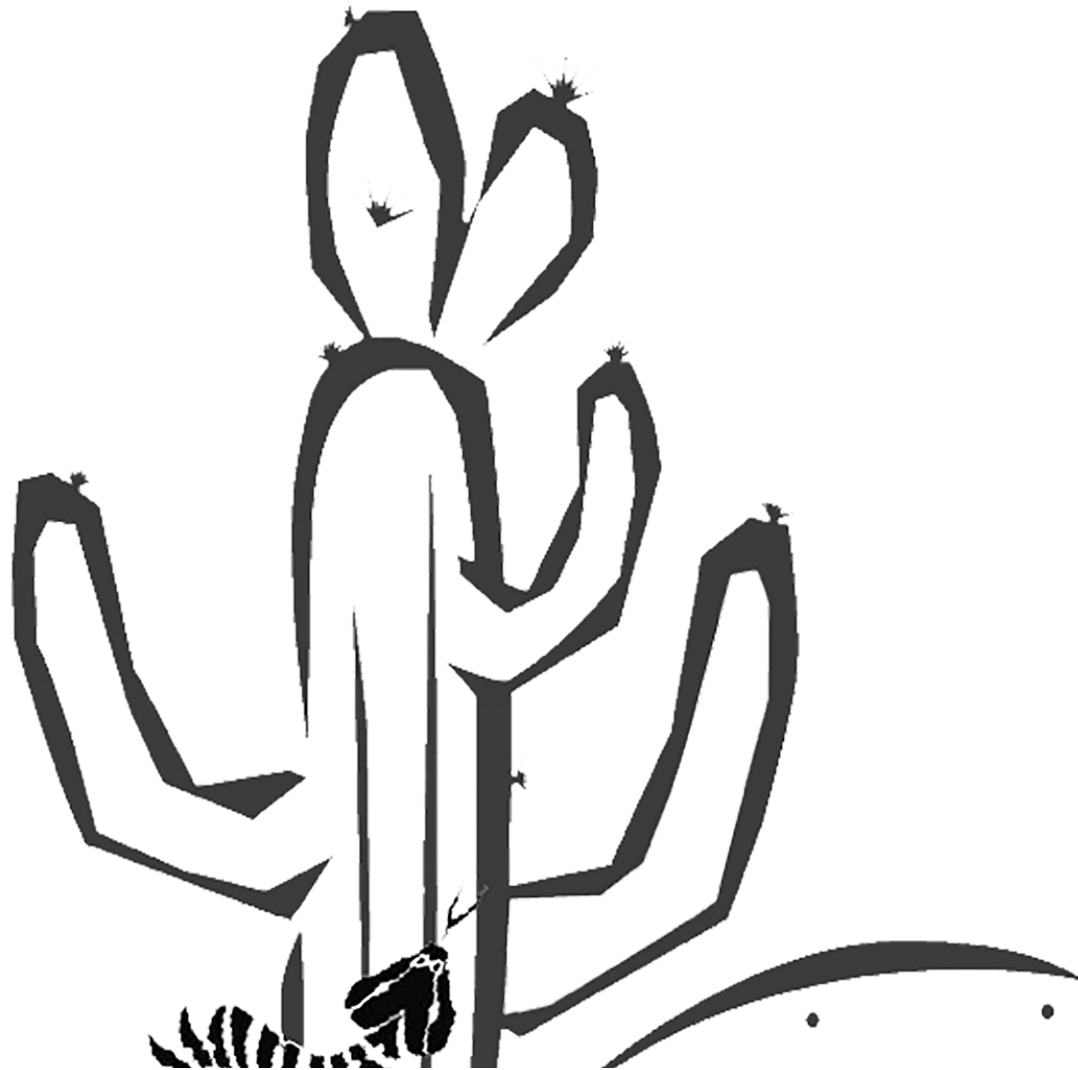


State Public Charter School Authority
Silver Sands Montessori Middle School
2025-2026 School Improvement Plan
Title I





District Approval Date: February 13, 2025

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.

Demographics & Performance Information

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 https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/silver_sands_montessori/2024/nspf/md

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Comprehensive Needs Assessment

Revised/Approved: February 13, 2025

Student Success

Student Success Areas of Strength

- Continuing professional development
- Continue implementing new strategies
- Continue Grade Level meetings
- Implemented Grade Level Chairs

Student Success Areas for Growth

- Student Engagement
- In class intervention groups
- After School tutoring
- Small group lessons

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need to understand how to implement the Explode The Code and Raz-Kids program.	Professional Development to train teachers on how to implement the program.
Foster/Homeless	n/a	n/a
Free and Reduced Lunch	Funding from the State.	Parent participation with paper work.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	No challenges found.	Curriculum integrates a lot of cultural activities
Students with IEPs	Self-advocate for their learning. Parent involvement. Consistency in a school setting.	No staff turnover.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The chronic absenteeism is affecting students' academic achievement and success.

Critical Root Cause: Chronic absenteeism caused learning loss among the 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 for Growth

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

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Understand the curriculum available to assist students	Professional Development and training
Foster/Homeless	n/a	n/a
Free and Reduced Lunch	Understand the curriculum available to assist students	Professional Development and training
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Understand the curriculum available to assist students	Professional Development and training
Students with IEPs	Understand the curriculum available to assist students	Training with SPED teacher

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.

Critical Root Cause: Teacher turnover

Priority Problem Statements

Problem Statement 1: Increase overall social and emotional competence of 7th grades (future 8th graders).

Critical Root Cause 1: Lack of empathy

Problem Statement 1 Areas: Connectedness

Problem Statement 2: The chronic absenteeism is affecting students' academic achievement and success.

Critical Root Cause 2: Chronic absenteeism caused learning loss among the students.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum.

Critical Root Cause 3: Teacher turnover

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- School safety data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Revised/Approved: February 13, 2025

Inquiry Area 1: Student Success

SMART Goal 1: Reduce the achievement gaps for students with disabilities by 20% from 9% to 29% in mathematics as measured by SBAC 2026.

Aligns with District Goal

Formative Measures: APR3d

SBAC

easyCBM

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Increase student engagement to decrease student learning loss. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Small group lessons After school tutoring Position Responsible: All Staff Resources Needed: Assessments Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: - General Funds, - IDEA-B, - Title I, Pt. A, - Title II, Pt. A, - Other (Specify source name within the strategy)	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: The chronic absenteeism is affecting students' academic achievement and success. Critical Root Cause: Chronic absenteeism caused learning loss among the students.

Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gaps for students with disabilities by 20% from 9% to 29% in ELA as measured by SBAC 2026.

Aligns with District Goal

Formative Measures: APR3d
SBAC
easyCBM

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Increase student engagement to decrease student learning loss. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Daily in class intervention groups Small group lessons After school tutoring Position Responsible: All Staff Resources Needed: Assessments State Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: - General Funds, - Title I, Pt. A, - Title II, Pt. A, - Other (Specify source name within the strategy), - IDEA-B	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: The chronic absenteeism is affecting students' academic achievement and success. Critical Root Cause: Chronic absenteeism caused learning loss among the students.

Inquiry Area 1: Student Success

SMART Goal 3: Increase student proficiency in mathematics by 12.4% from 27.6% to 40% as measured by SBAC Spring 2025 for general education students and English Learners.

Aligns with District Goal

Formative Measures: SBAC
easyCBM

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Increase student engagement to decrease student learning loss. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Small group lessons After school tutoring Position Responsible: All Staff Resources Needed: Assessments Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: - General Funds, - Title I, Pt. A, - Title II, Pt. A, - Title III - ELL, - Other (Specify source name within the strategy)	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: The chronic absenteeism is affecting students' academic achievement and success. Critical Root Cause: Chronic absenteeism caused learning loss among the students.

Inquiry Area 1: Student Success

SMART Goal 4: Increase student proficiency in ELA by 17% from 43% to 60% as measured by SBAC Spring 2025 for general education students and English Learners.

Aligns with District Goal

Formative Measures: SBAC
easyCBM

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Increase student engagement to decrease student learning loss. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Daily in class intervention groups Small group lessons After school tutoring Position Responsible: All Staff Resources Needed: Assessments State Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: - General Funds, - Title I, Pt. A, - Title II, Pt. A, - Title III - ELL, - Other (Specify source name within the strategy)	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 4 Problem Statements:

Student Success
Problem Statement 1: The chronic absenteeism is affecting students' academic achievement and success. Critical Root Cause: Chronic absenteeism caused learning loss among the students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of effective educators from 80% in the Fall of 2025 to 100% by Spring 2026 as measured by SSMCS Teacher Evaluation Tool.

Aligns with District Goal

Formative Measures: SSMCS Teacher Evaluation Tool

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Instructional staff will increase understanding of the curriculum. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. APR5. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Provide ongoing professional development to further understand appropriate interventions for all students (EL, SPED) Position Responsible: All Staff Resources Needed: Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: - General Funds, - Title II, Pt. A	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum. Critical Root Cause: Teacher turnover

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of our Middle School students meeting or exceeding their growth target in Social and Emotional Competence from 71% in Winter 2025 to 85% by Winter 2026, as measured by the Nevada Climate Survey.

Aligns with District Goal

Formative Measures: The Nevada School Climate/Social Emotional Learning Survey

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Increase the overall social and emotional competence of 7th graders. EBI Level Tier/Level 4 - Demonstrate a Rationale: practices that have a well-defined logic model or the theory are supported by research and have some effort underway by ACA, ELA, or outside research organizations to determine their effectiveness. APR5. Citation: Response to intervention made easy. easyCBM.(n.d.)Retrieved Dec. 5, 2024, from https://easyCBM.com/ Action Steps: Relationship building activities Teach Kindness and Respect Position Responsible: All Staff Resources Needed: Training Funding Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1 Resources and Funding Needed: - General Funds, - Title III - ELL	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Increase overall social and emotional competence of 7th grades (future 8th graders). Critical Root Cause: Lack of empathy

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

SSMCS staff and Administration hold weekly collaborative meetings to discuss student and teacher needs and concerns. The staff uses the Nevada Student Climate Survey to determine the needs of the student population in their weekly meetings.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Silver Sands Montessori SPP Committee includes staff, parents and a student. The team meets two times during the school year. The first meeting is to develop the plan for the upcoming school year based on the current data and the second meeting is to review the plan, review data, provide feedback and revise the plan as needed.

2.2: Regular monitoring and revision

We meet with the team members to complete the status checks per SPCSA guidelines. The status checks are documented, monitored, and the next steps are written in the Plan4Learning program.

2.3: Available to parents and community in an understandable format and language

The SPP is posted on our school website and on our bulletin board by the office. The SPP is also available for families at the front desk.

2.4: Opportunities for all children to meet State standards

All students are provided in school small group intervention time. Lessons are provided to the students in small groups to meet the academic needs of the students. Students are invited to after school tutoring one to two times per week depending on the individual needs of the students.

2.5: Increased learning time and well-rounded education

Students are invited to after school tutoring one to two times per week depending on the individual needs of the students.

2.6: Address needs of all students, particularly at-risk

Title 1 funding will be used to provide services to at-risk students. The services will be provided during the school day and in small groups depending on the needs of each student.

3.1: Annually evaluate the schoolwide plan

The SPP committee meets quarterly to review and assess data received from easyCBM to determine the progress and growth of the students. Then the committee meets annually to review the SBAC results to determine proficiency on reading, math and grade 5 science. The Nevada Climate Survey results is reviewed annually to determine how we can help our

students with social and emotional competencies.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our parents were invited to an informational meeting to learn about Title 1 schools and the expectations of being a Title 1 school. Parents are on the committee to develop the Parent Involvement and Family Engagement Policy. The policy was created and written and presented to the school board for approval. Then the policy is posted on the school website and the school PTO bulletin board. Parents are able to receive copies at the front office.

4.2: Offer flexible number of parent involvement meetings

SSMCS provides many opportunities for parent involvement. Some of the events during the school year include: parent/teacher conferences, International Children's Day, Harvest Festival, Winter Festival, Pancake Breakfast, Parent/child evening, Book Fair, PTO meetings, volunteer opportunities, chaperones, and Open House.

Plan Notes

03/25/2025: The separate special ed goal for your SPP should only focus on students with IEPs. Currently, the goal is still written for all students, including ELs and SWDs.

03/25/2025: List formative measures the school intends to use to measure progress for this goal. Formative measures area should list tools or methods to monitor progress toward a school's performance plan goal throughout the year. Examples might include progress monitoring tools (MAP, iReady, IXL, etc) that allow educators to track whether students are on track to meet the goal and make changes to instruction if needed.

03/25/2025: APR5 does not align with the current goal.

03/18/2025: Please develop a separate special ed goal for the 25-26 school year. Complete the required components.

In the Formative Measures area, list the SPP/APR indicator/s aligned with your special ed goal. Specify the letter (e.g., 3B) if necessary (do not use #15-18)

<https://doe.nv.gov/offices/inclusive-education/spp-and-apr/>

Fund Source Budgets Tab: Remove the word "amount" and replace it with "0" or a different projected number.

Stakeholders Tab: Add members to your team in the Stakeholders tab.

School Funding Summary

General Funds					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$807,630.00
+/- Difference					\$807,630.00
AB 495					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Inquiry Area	SMART 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					\$18,311.00
+/- Difference					\$18,311.00
IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,288.00
+/- Difference					\$21,288.00
Title I, 1003(a)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title II, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$269.00
+/- Difference					\$269.00
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	4	1			\$0.00
3	1	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,715.00
+/- Difference					\$1,715.00
Title III - Immigrant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

NV Ready! State Pre-K					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER Late Liquidation					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER IDEA-B					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

CRSSA ESSER II					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$89,646.00
+/- Difference					\$89,646.00
Grand Total Budgeted					\$938,859.00
Grand Total Spent					\$0.00
+/- Difference					\$938,859.00

Addendums

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		Silver Sands Montessori Charter School										Date:	09/27/2025	
Number of Sites Being Served?	1	Grade Spans Offered:	K-2		K-3		K-4		K-5		K-6	✓	Other	✓
Read by Grade 3 Program Lead Information														
Name:	Sheila Palombo				Title:	Principal								
Phone #	7026225220				Email Address:	ms.sheila@silversandsmcs.org								

List the names and titles of the members of your Local Literacy Plan Team:

Name:				Title:				
Katie Jackson				Teacher				
Virginia Rash				Teacher				
Elina Caseres-Cuellar				Teacher				
Leah Casarotto				Teacher				
Jonathan Valencia				Teacher/Assistant Principal				
Did your program submit an LLP for the 2024-2025 school year?			YES	✓	NO	If the answer is no, please fill out all sections accordingly.		
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?							SPCSA	

Introductory Section

Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has **never** submitted a plan, please write 3-5 primary goals below.

Yes

No

✓

Did not
submit
last year

READ BY GRADE 3 REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan, please answer the questions below.

Yes

No

✓

Did not submit last year

1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

SSMCS Administration will appoint a literacy specialist that is a licensed teacher that meets the qualifications of a literacy specialist. The literacy specialist will work collaboratively with the classroom teachers to initiate, support and implement the improvement of literacy instruction at all levels and content areas. The literacy specialist will develop a schedule for professional development to enhance literacy instruction in the lower grades.

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

Teachers and administration will collaborate with the Literacy Specialist bi-monthly to evaluate data gathered from literacy instruction. Literacy specialists along with the literacy committee will evaluate the data and provide feedback to the teachers to determine further strategies, instructional decisions, and intervention needs/strategies. The Literacy Specialist will support teachers to monitor student growth and increase reading proficiency for those that are below grade level.

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

The literacy specialist will continue to complete professional development required to further knowledge of literacy instructional strategies. Literacy specialists will provide the information to teachers obtained from professional development to improve literacy instruction. The Literacy Specialist will utilize evidence-based instructional resources such as: Explode The Code for instruction and intervention in literacy for the English learners.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

The Literacy Specialist and Administration will meet monthly to discuss RTI data gathered from weekly intervention groups. The Literacy Specialist will meet with the teachers to provide support in research based instruction and interventions. The Literacy Specialist will provide ongoing Professional Development to teachers to support literacy intervention strategies.

5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

There will be scheduled PLC meetings monthly where the teachers will meet with the Literacy specialist to review the data and discuss literacy instruction.

READ BY GRADE 3 REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

No

✓

Did not
submit last
year

1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.

SSMCS administration will plan various professional development days throughout the school year where the teachers can receive the required professional development by the literacy team with the support of the literacy specialist. The professional development will continue during the school year. The literacy team will guide teachers and provide consistent support and research-based instruction. The teachers will have planning time and organized PLC meetings to continue their professional learning.

READ BY GRADE 3 REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

No

✓

Did not submit last year

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

SSMCS will utilize MTSS to implement research- based Tier 1 instructional practices to all students. Looking at the data from Tier 1 supports, teachers will develop interventions to address the learning needs and provide intervention strategies to those students. The students will be placed into our RTI process. Students that need more intense interventions will receive tier 2 interventions in small group setting daily. The students will be monitored and evaluated regularly to monitor student growth and to adjust the personalized instruction provided to each student. SSMCS will utilize the literacy plan to target and implement specific instructional methodologies in the five domains of literacy (phonemic awareness, phonics, vocabulary, fluency and comprehension) across all content areas.

2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

The SBAC data is used to establish the intervention groups. The benchmark data is evaluated to re-establish the groups as needed. Tier 2 -small group focused interventions daily 20-30 minutes Individualized instruction for intense intervention.

Teachers will monitor the data and provide information on student growth and achievement.

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

✓

No

Did not submit last year

1. Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

The MAP assessment is given to our students to identify individual needs and plan instruction accordingly. Students in grades K-3 complete the MAP assessment where the results are used to monitor student growth and to inform personalized student instruction. MAP assessment is given to kindergarten students in the winter and spring. The students in grades 1-3, take the MAP assessment during the fall, winter and spring. In grades K-8 we use easyCBM to benchmark our students to identify individual needs and progress monitor students. easyCBM is completed three times a year. The students in grades 1-3, take the MAP assessment during the fall, winter and spring. The SBAC results are used to target our instruction for future learning. The WIDA is given to our ELL students. Tier 2 -small group focused interventions daily 20-30 minutes Individualized instruction for intense intervention received from these assessments are utilized to develop the literacy strategies and literacy interventions as needed.

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

All kindergarten students will be assessed using the Teaching Strategies GOLD Assessment within the first 45 days of school or upon enrollment if the 45 day period has passed. Kindergarten students will also complete the easyCBM benchmark assessment which is given to the students in the fall, winter and spring to track progress, identify individual needs and plan intervention programs for students. Kindergarten students are assessed two times during the year using the MAP assessment to monitor growth.

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..	Yes	✓	No		Did not submit last year	
PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	OUTCOME MEASURES How do you know the action step met its intended purpose?				Alignm ent to LLP Goal(s) (1, 2, 3, etc.)	ALIGNM ENT TO READ BY GRADE 3 REQUIREME NTS (1, 2, 3, or 4)
Assess kindergarten students within the first 45 days of instruction with the Teaching Strategies GOLD assessment.	Students that score under kindergarten entry expectations on the GOLD kindergarten entry assessment report will receive additional interventions in literacy instruction.				2	4

easyCBM benchmark assessment will be administered to all K-5 students three times a year to monitor student growth in literacy instruction.	Students that score under the 25th percentile will receive additional interventions in literacy instruction.	3	4
Assess 1-3 students three times a year with the NWEA MAP reading assessment to identify individual needs and literacy instruction. Assess kindergarten students two times a year with the NWEA MAP reading assessment to identify individual needs and literacy instruction.	Students that score under the 40 percentile will receive additional interventions in literacy instruction.	3	4
SBAC ELA assessment data is reviewed for the 4th - 5th grade students to determine individual intervention needs based on their proficiency level.	Students scoring on a level 1 or 2 will receive additional intensive interventions in reading instruction.	1	4
easyCBM benchmark assessment will be administered to 6th - 8th grade students three times a year to monitor student growth in literacy instruction.	Students that score under the 25th percentile will receive additional interventions in literacy instruction.	3	4
K-5 Teachers will receive professional development on the Orton-Gillingham approach.	Teachers will be able to learn the 5 Pillars of Literacy to implement within the classroom setting.	1	2