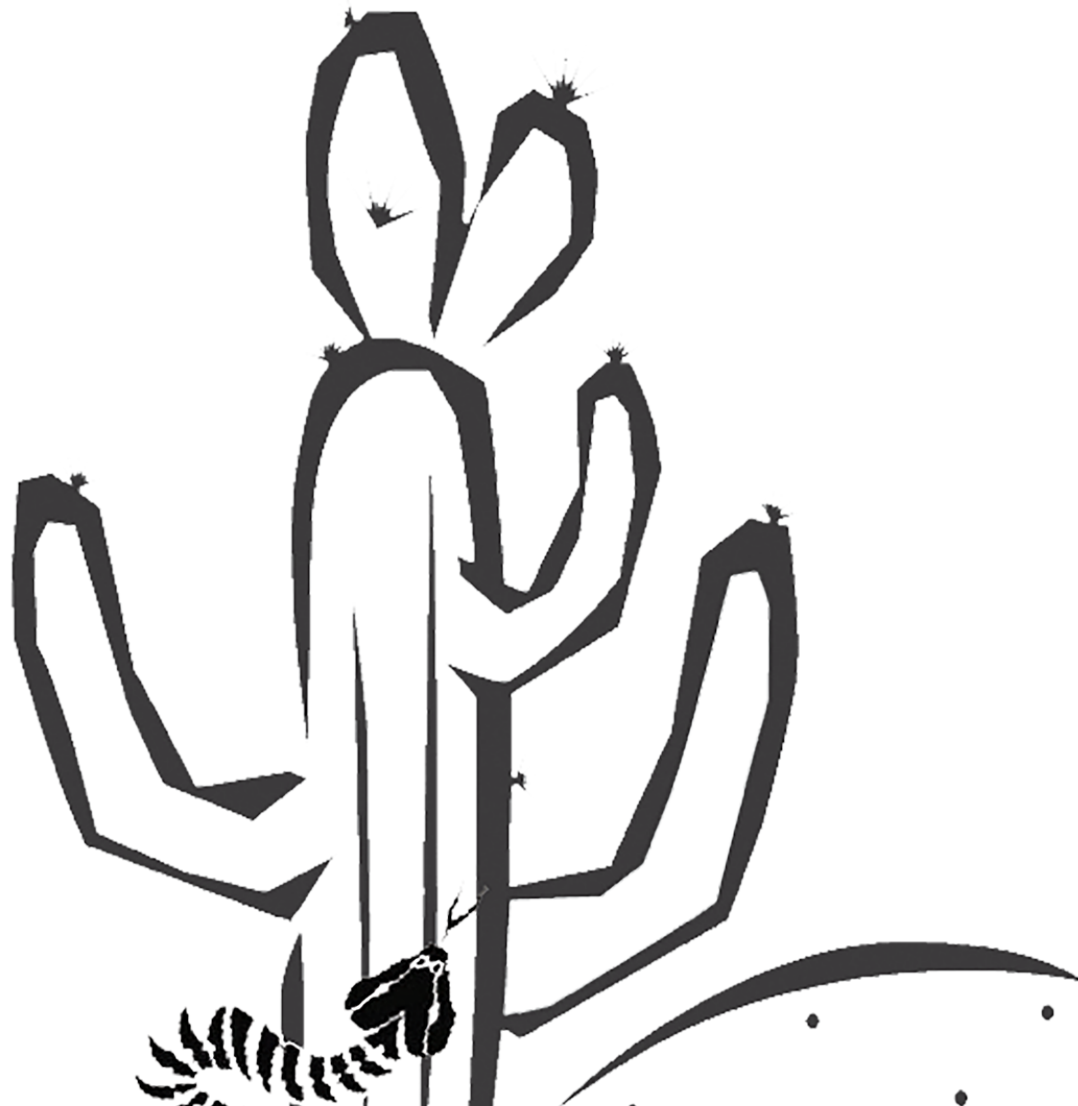


State Public Charter School Authority
Silver Sands Montessori Elementary School
2025-2026 Status Checks with Notes





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/elem

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Reduce the achievement gaps for students with disabilities by 20% from 7% to 27% in mathematics as measured by SBAC 2026.

Aligns with District Goal

Formative Measures: APR3d

SBAC

easyCBM

MAP

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 Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1	Oct: October Lessons Learned SBAC data from the 2024-2025 school year showed improvements amongst the majority of our students with disabilities in mathematics. Based on our data, we saw on average a 5% increase per student. After school tutoring did not go as planned as our targeted group could not consistently stay after school for various reasons (transpiration, extra curricular activities, etc.) October Next Steps/Need We will continue to provide daily in class intervention groups during school hours. Small group lessons provide additional reinforcement on IEP goals. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gaps for students with disabilities by 15% from 7% to 22% in ELA as measured by SBAC 2026.

Aligns with District Goal

Formative Measures: APR3d
SBAC
easyCBM
MAP

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	Oct: In progress October Lessons Learned SBAC data from the 2024-2025 school year showed improvements amongst the majority of our students with disabilities in ELA. Based on our data, we saw on average a 5% increase per student. After school tutoring did not go as planned as our targeted group could not consistently stay after school for various reasons (transpiration, extra curricular activities, etc.) October Next Steps/Need We will continue to provide daily in class intervention groups during school hours. Small group lessons provide additional reinforcement on IEP goals. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: Increase student proficiency in mathematics by 39% from 13% to 52% as measured by SBAC Spring 2025 for general education students.

Aligns with District Goal

Formative Measures: SBAC
easyCBM
MAP

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. APR5. 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 Funding Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned SBAC results showed that we are currently at 19% in mathematics proficiency. Showing an increase of 6% in our general education students. The action steps of the previous year are currently working. After school tutoring did not go as planned as our targeted group could not consistently stay after school for various reasons (transpiration, extra curricular activities, etc.) October Next Steps/Need Continue daily in class grade level intervention groups and small group lessons. Currently, we have the ability to hire a person to pull out and work in small group (sometimes 1-on-1) with all student population for additional supports. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 4: Increase student proficiency in ELA by 21.7% from 33.3% to 55% as measured by SBAC Spring 2025 for general education students.

Aligns with District Goal

Formative Measures: SBAC
easyCBM
MAP

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: ncrease 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. APR5. 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	Oct: October Lessons Learned SBAC results showed that we are currently at 44% in ELA proficiency. Showing an increase in 10.7% in our general education teachers. The action steps are currently working. After school tutoring did not go as planned as our targeted group could not consistently stay after school for various reasons (transpiration, extra curricular activities, etc.) October Next Steps/Need Continue daily in class grade level intervention groups and small group lessons. Currently, we have the ability to hire a person to pull out and work in small group (sometimes 1-on-1) with all student population for additional supports. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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	Oct: In progress October Lessons Learned All teachers returned from the previous school year. Currently, 5 of 6 teachers are Montessori trained and the goal is to have everyone trained by the Winter of 2025. Currently, we have 83% fully trained in elementary. October Next Steps/Need Continue providing professional development in areas that best suit our staff. Providing Montessori training for all of our new staff. Continue our weekly grade level meetings and monthly staff meetings. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of our K-5th students meeting or exceeding their growth target in Social and Emotional Competence from 70% in Winter 2025 to 80% 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 5th grade females. 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 Adults to model effective communication and judgement Daily check-ins with students by staff 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	Oct: October Lessons Learned The Nevada Climate Survey starts on 10/27 and ends on 12/2. Our MTSS has taught us to continue to support our students in a healthy environment. October Next Steps/Need Take the Climate Survey. Continue to implement our school wide MTSS. Continue to provide our students with relationship building activities. Daily check-ins with students by staff. Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need