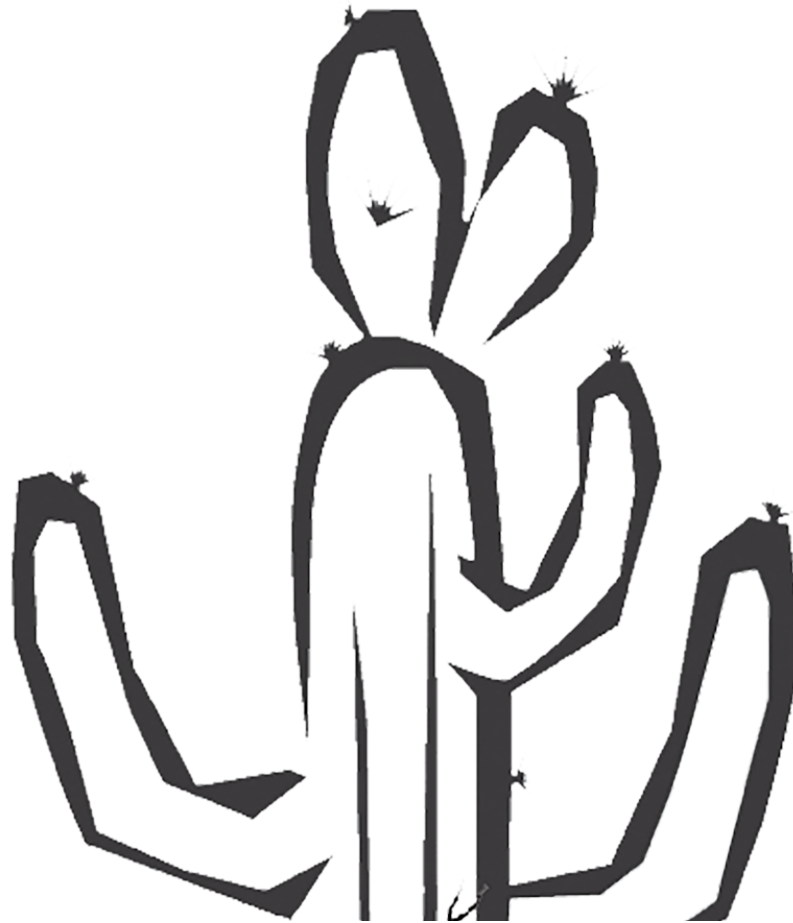


State Public Charter School Authority
Silver Sands Montessori Middle School
2024-2025 Status Check with Notes





Silver Sands Montessori

Table of Contents

Goals 4

 Goal 1: Student Success 4

 Goal 2: Adult Learning Culture 9

 Goal 3: Connectedness 10

Goals

Goal 1: Student Success



Annual Performance Objective 1: To continue to increase the percentage of our 6th - 8th general education students meeting or exceeding their growth target in Reading from 60% in Fall/Winter 2024 to 70% 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: Continue

Next Year's Recommendation: Create focus groups. Integrating math with the reading; focus on word problems.

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: 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>	<p>Jan</p> <p> 40%</p> <p>January Lessons Learned Continue to focus on the struggling students that need additional support during class time.</p> <p>January Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall).</p> <p>Apr</p> <p> 45%</p> <p>April Lessons Learned Struggling students need additional support during class time.</p> <p>April Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall).</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Student Success


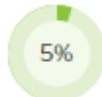




Annual Performance Objective 2: To continue to increase the percentage of our 6th - 8th special education students meeting or exceeding their growth target in Reading from 35% in Fall/Winter 2024 to 40% by Spring 2025, as measured by easyCBM benchmark assessment. STIP 3 - All students experience continued 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: Continue

Next Year's Recommendation: Increase intervention minutes for students based upon their IEP goals.

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: increase professional development learning communities Increase professional learning outcomes</p> <p>Position Responsible: SPED Director</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p> <p> January Lessons Learned Continue to focus on the struggling students that need additional support during class time.</p> <p>January Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall) by the Special Programs Facilitator.</p> <p>Apr</p> <p> April Lessons Learned Struggling students need additional support during class time.</p> <p>April Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall).</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: Student Success

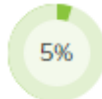




Annual Performance Objective 3: To continue to increase the percentage of our 6th - 8th general education students meeting or exceeding their growth target in Mathematics from 75% in Fall/Winter 2024 to 80% by Spring 2025, as measured by easyCBM benchmark assessment. STIP 3 - All students experience 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: Continue

Next Year's Recommendation: Create focus groups. Integrating math with the reading; focus on word problems.

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: 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 - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p>  <p>January Lessons Learned Continue to focus on the struggling students that need additional support during class time.</p> <p>January Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall).</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

Goal 1: Student Success






Annual Performance Objective 4: To continue to increase the percentage of our 6th - 8th special education students meeting or exceeding their growth target in Mathematics from 45% in Fall/Winter 2024 to 50% 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: Continue

Next Year's Recommendation: Create focus groups. Integrating math with the reading; focus on word problems.

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: 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 - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p>  <p>January Lessons Learned Continue to focus on the struggling students that need additional support during class time.</p> <p>January Next Steps/Need Continue to provide additional support for students struggling via after school and during school hours (study hall) by the Special Programs Facilitator.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Adult Learning Culture







Annual Performance Objective 1: The students in grades 6-8 will have access to effective educators as measured by the teacher evaluation tool. STIP 2 - All students will have access to effective educators.

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: Continue

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

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: 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>	<p>Jan  January Lessons Learned Continue to develop the MTSS infrastructure to use data to match academic and social emotional behavior.</p> <p>January Next Steps/Need Implement the next steps in the MTSS infrastructure to match academic and social emotional behavior.</p> <p>Apr  April Lessons Learned Continue to develop the MTSS infrastructure to use data to match academic and social emotional behavior.</p> <p>April Next Steps/Need Implement the next steps in the MTSS infrastructure to match academic and social emotional behavior.</p> <p>May May Lessons Learned May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Connectedness





Annual Performance Objective 1: Increase the percentage of our 6th - 8th students meeting or exceeding their growth target in Social and Emotional Competence from 70% in Fall/Winter 2024 to 75% by Spring 2025, 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.

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

Summative Evaluation: Discontinue with Correct

Next Year's Recommendation: Continue to support staff and students in social and emotional competence.

Improvement Strategy 1 Details	Status Checks
<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>Formative Measures: Continue the 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 - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Jan</p> <p>January Lessons Learned Based on the Nevada School Climate results, students feel safe at school, amongst their peers and educators.</p> <p>January Next Steps/Need Analyze the Nevada School Climate results and target areas for improvement.</p> <p>Apr</p> <p>April Lessons Learned Based on the Nevada School Climate results, students feel safe at school, amongst their peers and educators.</p> <p>April Next Steps/Need Analyze the Nevada School Climate results and target areas for improvement.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	