State Public Charter School Authority
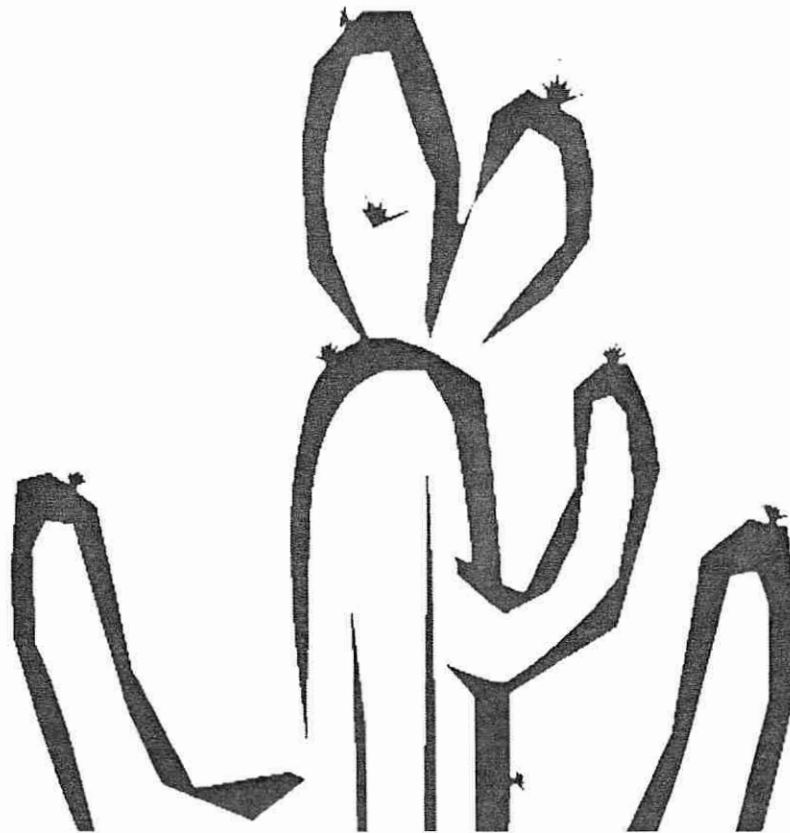
Silver Sands Montessori Middle School

2024-2025 School Performance Plan

Classification: 3 Star School

Board Approval Date: November 30, 2024
Public Presentation Date: November 30, 2024

Mission Statement

To provide qulaity Montessori education in an environment that encourages a child's love of learning and respect for self, others, community, and the wolrd.

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/md

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Adult Learning Culture

Adult Learning Culture Summary

Professional development days embedded within the school calendar

Administration trained to provide professional development

Adult Learning Culture Strengths

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

Continue professional development on 5 MTSS and its implementation

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 and social emotional competencies.

Connectedness

Connectedness Summary

Newsletters

Climate Surveys

Parent Volunteers

Family Events

Student Council

Connectedness Strengths

Staff involvement in non contracted hours

Engaging parents to volunteer

Increase survey participation with staff and families

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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 1: Continue to receive grant funding from the State to fund our Summer program.

Critical Root Cause 1: Chronic absenteeism from the pandemic caused learning loss amongst students. Distant learning from the pandemic caused learning loss amongst students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies.

Critical Root Cause 2:

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 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 3: 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 3 Areas: Connectedness

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
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- 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

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		
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.	Status Check		
	Feb	May	May
Formative Measures: 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, - IDEA-B, - Title II, Pt. A, - ARP ESSER (Includes Final One Third)	40%	45%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Annual Performance Objective 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. |

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		
	Status Check		
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.	**Feb**	**May**	**May**
Formative Measures: increase professional development learning communities Increase professional learning outcomes **Position Responsible:** SPED Director **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)		🕐 5%	
0% No Progress 💯 Accomplished ➡️ Continue/Modify ✖ Discontinue			

Annual Performance Objective 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.

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/

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/

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		
	Status Check		
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).	Feb	May	May
	40%	45%	
Formative Measures: 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:** - General Funds, - Title II, Pt. A			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Annual Performance Objective 1 Problem Statements:

| Adult Learning Culture |
| --- |
| **Problem Statement 1**: Instructional staff need to continue with ongoing professional development to increase understanding of the curriculum and social emotional competencies. |

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		
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.	Status Check		
	Feb	May	May
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 **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	50%	55%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: 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

Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	2	1			$0.00
2	1	1			$0.00
3	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$693,957.00
				+/- Difference	$693,957.00

IDEA-B

Goal	Annual Performance Objective	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	$8,404.00
				+/- Difference	$8,404.00

Title II, Pt. A

Goal	Annual Performance Objective	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	$7,708.00
				+/- Difference	$7,708.00

ARP ESSER (Includes Final One Third)

Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	2	1			$0.00

			ARP ESSER (Includes Final One Third)		
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$29,597.00
				+/- Difference	$29,597.00
				Grand Total Budgeted	$739,666.00
				Grand Total Spent	$0.00
				+/- Difference	$739,666.00