

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

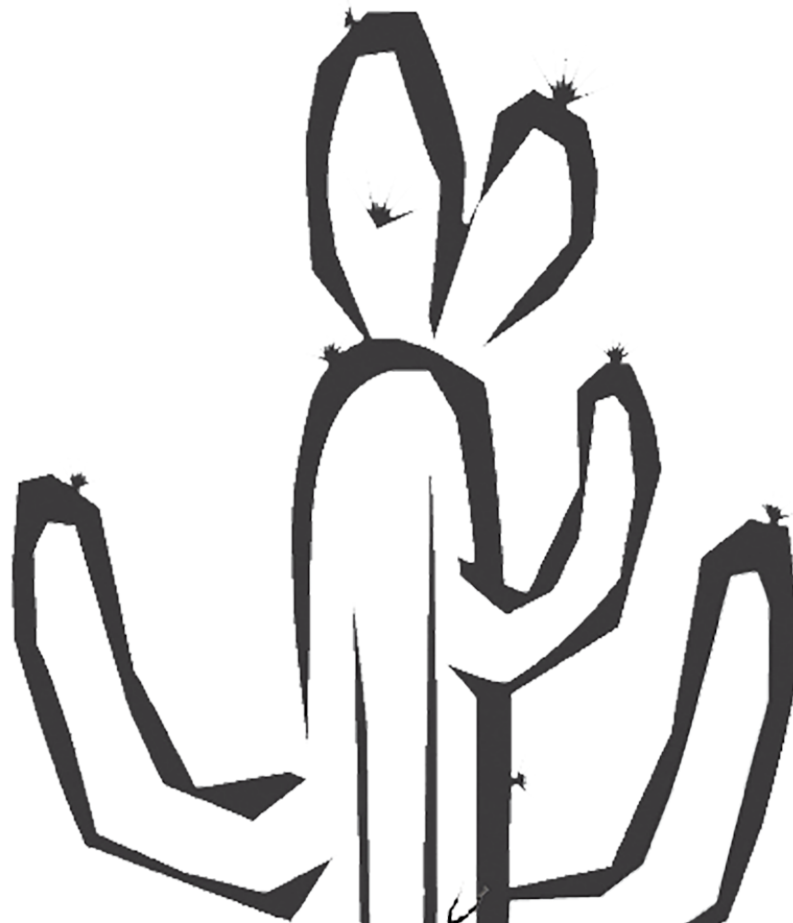




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Goals

Goal 1: Student Success

Annual Performance Objective 1: To continue to increase the percentage of our K - 5th 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 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: Continue

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Increase Professional Development in reading 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> 35%</p> <p>January Lessons Learned Continue the interventions. We are working, on based on the recent assessments.</p> <p>January Next Steps/Need Focus on the deficit areas.</p> <p>Apr</p> <p> 40%</p> <p>April Lessons Learned Interventions are working based on recent assessments.</p> <p>April Next Steps/Need Concentrated efforts in the deficit areas.</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 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/>

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 reading 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: Special Program Facilitator</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<table border="0"> <tr> <td data-bbox="1276 656 1381 792"> <p>Jan</p>  </td> <td data-bbox="1415 656 2020 808"> <p>January Lessons Learned Interventions are working based on recent assessments.</p> <p>January Next Steps/Need Focus on the deficit areas.</p> </td> </tr> <tr> <td data-bbox="1276 831 1381 967"> <p>Apr</p>  </td> <td data-bbox="1415 831 2020 984"> <p>April Lessons Learned Interventions are working based on recent assessments.</p> <p>April Next Steps/Need Concentrated efforts in the deficit areas.</p> </td> </tr> <tr> <td data-bbox="1276 1006 1381 1084"> <p>May</p> </td> <td data-bbox="1415 1006 2020 1084"> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </td> </tr> </table>	<p>Jan</p> 	<p>January Lessons Learned Interventions are working based on recent assessments.</p> <p>January Next Steps/Need Focus on the deficit areas.</p>	<p>Apr</p> 	<p>April Lessons Learned Interventions are working based on recent assessments.</p> <p>April Next Steps/Need Concentrated efforts in the deficit areas.</p>	<p>May</p>	<p>May Lessons Learned</p> <p>May Next Steps/Need</p>
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<p>May</p>	<p>May Lessons Learned</p> <p>May Next Steps/Need</p>						
<table border="0" style="width: 100%; text-align: center;"> <tr> <td> No Progress</td> <td> Accomplished</td> <td> Continue/Modify</td> <td> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue				

Goal 1: Student Success

Annual Performance Objective 3: To continue to increase the percentage of our K - 5th general education students meeting or exceeding their growth target in Mathematics from 45% in Fall/Winter 2024 to 55% 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	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 N/A</p>	<p>January Lessons Learned Current data focuses on proficiency.</p> <p>January Next Steps/Need Focus on the deficit areas.</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 1: Student Success

Annual Performance Objective 4: To continue to increase the percentage of our K - 5th special education students meeting or exceeding their growth target in Mathematics from 20% in Fall/Winter 2024 to 25% 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	Status Checks
<p>Improvement Strategy 1: Increase Professional Development in reading 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: Special Program Facilitator</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 N/A</p> <p>January Lessons Learned Current data focuses on proficiency.</p> <p>January Next Steps/Need Focus on the deficit areas.</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: 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: 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</p> <p>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 Modify the process of our current plans for consistency.</p> <p>Apr</p> <p>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 Modify the process of our current plans for consistency.</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 3: Connectedness





Annual Performance Objective 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: Continue

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

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: 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 Students are understanding and following the mission statement.</p> <p>January Next Steps/Need Continue to build social relationships amongst the students. The Junior Great Book series incorporate these life lessons.</p> <p>Apr</p> <p>April Lessons Learned Students are understanding and following the mission statement.</p> <p>April Next Steps/Need Continue to build social relationships amongst the students. The Junior Great Book series incorporate these life lessons.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
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