Sierra Nevada Academy Charter School

School Performance Plan: A Roadmap to Success

Sierra Nevada Academy Charter School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ✔ Title I ☐CSI ☐TSI ✔ TSI/ATSI

Our SPP was last updated on October 14, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Victor Schoenfeldt / Dr. Kimberly Regan	**Principal(s)** *(required)*
Kimberly Regan	**Other School Administrator(s)** *(required)*
Trent Vass; Rob Ingalls	**Teacher(s)** *(required)*
Debi Baumann	**Paraprofessional(s)** *(required)*
Lacy Bray	**Parent(s)** *(required)*
Alexis Malstalka	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
N/A Click here to enter text.	**Specialized Instructional Support Personnel** *(if appropriate)*
John Mark Berthoumieux	**Dean of Students**

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/washoe/sierra_nevada_academy_charter/2022

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
- The areas of strength, related to student success are: - The IEP Middle School ELA Proficiency increased from 8% of the 2020-2021 (21') school year to 14% of the 2021-2022 (22') school year; - Two of the three Middle School Grade Levels (6th and 7th) increased in Proficiency from 1% to 7%, and these Proficiency Levels are comparable WCSD schools (comparable); - The Overall Math Keep-up percantage increased from 18% to 47% at the school-wide level.	- The areas of growth, related to student success are: - The levels of White, Hispanic, and FRL students are underperforming for 2+ consecutive years at the Elementary School; - White, Hispanic, and FRL students have not met APG for 2+ consecutive years at the Elementary School; 0% of 5th were Proficient in Science; - Math proficiency decreased from 0% to 9% in grades 3, 5, and 8; - In Mathematics the Proficiency Levels in all grades, related to Concepts and Procedures, ranged from 0% to 18%; - In English/Language Arts the Non-Proficiency Levels, related to Writing, in all grades was 89%.
Problem Statement: Student proficiency performance has declined in both Mathematics and English Language Arts in certain key measures, as determined by the NSPF review. Additionally, scores are lower compared to similar schools in Washoe County School District. Further, subgroups such as FRL, Hispanic, and White have underperfomed and not met adequate growth for more than two consecutive years, designating the school TSI/ATSI.	
Critical Root Causes of the Problem: The root cause of the problem identified is a lack of consistent curriculum coupled with scoffolded teaching practices.	

Student Success

School Goal: **Our school goal related to student success is to increase overall Mathematical and English/Language Proficiency by 5% on the Smarter Balanced Assessment Consortium (SBAC) for the 2022-2023 school year, with the acquistion of a positively researched based curriculum and proper training.**	Aligned to Nevada's STIP Goal:
	✔ STIP Goal 1 ✔ STIP Goal 2
	✔ STIP Goal 3 ☐ STIP Goal 4
	☐ STIP Goal 5

Formative Measures:
- SNACS will monitor student progress of mathematics and reading during NWEA/MAP testing windows (3 times annually).
- SNACS will monitor student progress of reading comprehension during STAR testing windows (5 times annually).
- SNACS will attain a new mathematic curriculum (Savva) this school year (expected December 2022)
- SNACS will provide school-wide training on the new curriculum.
- SNACS will provide opportunities monthly for PLC training to teachers targeting student success, incorporating staffing student needs.

Improvement Strategy:	Lead:
Improvement Strategy: Administration will provide these trainings with fidelty while holding the teaching staff accountable for the new curriculum and communicating student data points. Teachers will be trained on the new curriculum to properly implement to students. Teachers will work in Professional Learning Communities (PLPS's) on a monthly or bi-weekly basis, targeting the school goal, and be held accountable for their time(s).	**Lead:** *Who is responsible for implementing this strategy?* **Administraion-->Teachers-->Students**

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- Share current data (from NSPF) with all staff and students.
- Identify trends and data points for areas of targeted strength and growth.
- Identify tools to increase overall student performance.
- Identify funding to purchase researched based curriculum.
- Puchase the curriculum.
- Train all associated staff and students on the new curriculum.
- Implement the new curriculum.
- Hold all staff and students accountable, with fidelity, the new curriculum.

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Acquire Savva Curriculum.

- Time for administration to properly plan, develop, train, implement, and follow-up with teaching staff.
- Time for teachers to gain proper knowledge of new curriculum and implement with fidelity.
- Time for students to gain proper knowledge and demostrate understanding of new curriculum

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Teaching staff will likely experience various learning curves in the new curriculum format, with timely related trainings. Students will also require ample time to gain functionality skills related to the new curriculum.
- *Potential Solution:* Targeted supports for the teaching staff to implement the new curriculum and opportunities for professional learning communities bi-weekly.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Savva will purchased with Title I funds for the 2022-2023 school year

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* The current inconsistent curriculum poses academic success challenges targeted for student growth. Further, language acquisition skills and family understanibility of proper writing abilities pose challenges to the English Language Learners (ELL). Current ELL students are 100% non-proficient in English/Language Arts on the NSPF.
- *Support:* Students will be supported from the teaching staff, with fidelity, of the new curriculum and be taught proper writing techniques from a trained staff.

Foster/Homeless: This section N/A. Less than 1> student in this category
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:
- *Challenge:* The current inconsistent curriculum and teacher scaffolding poses academic success challenges targeted for student growth. Current Free and Reduced Lunch (FRL) students have decreased proficiency from 22% (19') to 7% (21') to 4% (22').

- *Support:* Students will be supported from the teaching staff, with fidelity, of the new curriculum and be taught proper writing techniques from a trained staff.

Migrant: This section N/A. Less than 1> student in this category
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* SNACS has approximately 51% White and 30% Hispanic ethnic groups currently. Remaining percentages falls into other ethnic groups. The Hispanic group (27-30%) has increased, while FRL (44-42%) and White (55-51%) groups have decreased. All three of these categories have decreased in proficiency levels.
- *Support:* Students will be supported from the teaching staff, with fidelity, of the new curriculum and be taught proper writing techniques from a trained staff.

Students with IEPs:
- *Challenge:* Although the precentage of IEP students have remained the same (16% in 2021 and 16% in 2022), the students have changed. This change in student roster also reflects students with more require dservice minutes, greater supports, and higher below grade-level abilities.
- *Support:* Provide more deeper, initial enrollment discussions for students with IEP's to properly place students in the school settings with the supports they require. This could also mean providing alternative curriculums to to these identified students.

White, Hispanic, and FRL
- *Challenge:* These three groups are underperforming for 2+ consecutive years (TSI/ATSI) in math proficiency at the elementary level, as identified on the Nevada Report Card. The current identified exit is summer of 2023.
- *Support:* These groups will be specifically targeted to increase proficiency to remove the TSI/ATSI label. These groups will be supported through direct instruction, SBAC preparation, after-school tutoring (Title I identifier), and specific curriculum taiored.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- The areas of strength, related to the adult learning culture are: - 93% of the teaching staff feel the school recognizes positive behavior of students, and feel they belong; - 73.3% of the staff feel comfortable approaching	- The areas of growth, related to the adult learning culture are: - 93% of teachers feel professional development needs to be more tailored to the school model; - 40% of staff feel they are properly versed in school policies and procedures;

administration with any challenges; • Teacher retention from the previous year was 94%; • Staff attendance was 97.1% in 2021-2022.	• 87.7% of the teaching staff feel they have a lack of curriculum and materials.

Problem Statement: SNACS experienced a significant increase in major disciplinary actions in the last school year. Further, data shows (from various staff surveys) an overarching challenge with knowledge of school policies and protocols, coupled with a disconnection of actions steps, compiled with a lack of appropriate teaching materials and curriculum.

Critical Root Causes of the Problem:
- Students, where over 80% of the major events occurred, attended in a hybrid fashion (every other day) in the 2020-2021 school year, compared to the 2021-2022 school year attended in a full face-to-face method is a cause of the problem.
- The increase of "new" students to the school who were not trained in PBIS methodologies of SNACS is another cause of the problem.
- Another related cause of the problem is the lack of a consistent curriculum and proper traing associated with it, where consistency across grade levels is implemented.
- A final related cause revolves around staff not feeling versed on on school policies and protocols where not enough training / professional development was offered.

<table>
<tr><td colspan="2" align="center">Adult Learning Culture</td></tr>
<tr>
<td>School Goal: Our school goal related to adult culture is to offer more training in all school policies and procedures, including methods for teaching and implementing Positive Behavior Intervention Supports (PBIS), therefore teaching all students all these related policies and procedures. Trainings will be offered on a monthly / bi-weekly basis. Trainings will result in a increase all staff knowledge's of the school's policies and protocols and PBIS methods. All staff will be trained and versed in these policies and procedures.

Formative Measures:
Trainings, with staff attendance recorded, will be offered on a monthly basis for all staff members on school policies and procedures.
Implementation of the skills of the trainings, offered from staff to students, will be monitored and all trained staff will be held accountable.
Trainings will be offered with fidelty and justifications of topics.
Expert trainers related to PBIS will provide professional development opportunities on a quartely basis.
Trainings will be based on data taken from surveys provided to staff and behavioral data, such as</td>
<td>Aligned to Nevada's STIP Goal:
✔ STIP Goal 1   ✔ STIP Goal 2
✔ STIP Goal 3   ☐ STIP Goal 4
☐ STIP Goal 5</td>
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Infinite Campus and teacher observations.	

Improvement Strategy: Administration and/or expert trainers will provide trainings with fidelity on a monthly basis while holding the staff accountable for school policies and protocols, and the implementaion to students, additionally targeted to PBIS.	**Lead:** *Who is responsible for implementing this strategy?* **Expert Trainers / Administraion-->Teachers-->Students**
Evidence Level: Tier 2 - Moderate	
Action Steps: *What steps do you need to take to implement this improvement strategy?* - Share current data (from NSPF) with all staff and students. - Identify trends and data points for areas of targeted strength and growth. - Identify tools to increase overall student performance, with expert opinions - Train all staff and students on the school's policies, procedures, especially related to PBIS - Implement actions plans, as determined by the staff, such as Student Council and Student PBIS Team, Student of the Month - Hold all staff and students accountable, with fidelty, theses policies and procedures	
Resources Needed: *What resources do you need to implement this improvement strategy?* - Outreach to expert trainers/presenters - Further staff survey's to finite trainings and/or professional developments	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* *Implementation Challenge:* A potential challenge is, after trainings, having staff implement (consistently) these needed PBIS strategies and correct usage of the school's policies and protocols. *Potential Solution:* Adminsitrators (as evaluators) can monitor all related PBIS and school policies and procedures to related staff	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* General professional development budget	

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* ELL students may experience some understandability concerns of all PBIS and school policies and protocols delivered from administration, staff, and expert presenters due to language barriers.
- *Support:* ELL students will supported by inclusion means, peer support, and staff/family member that can offer any needed translations or understandability.

Foster/Homeless: This section N/A. Less than 1> student in this category.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:
- *Challenge:* Similar to ELL students, a potential challenge of FRL students relate to student understanability of PBIS and school policies and protocols delivered from administration, staff, and expert presenters.
- *Support:* These students will be supported by continuous dialogue from adminsitration and staff related to all policies and protocols. Further, FRL students will be held accountable for all trainings and support with fidelty.

Migrant: This section N/A. Less than 1> student in this category.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Similar to ELL and FRL students, a potential challenge of racial/ethnic groups relate to student understanability of PBIS and school policies and protocols delivered from administration, staff, and expert presenters.
- *Support:* These students will be supported by continuous dialogue from adminsitration and staff related to all policies and protocols. Further, FRL students will be held accountable for all trainings and support with fidelty.

Students with IEPs:
- *Challenge:* Similar to ELL, FRL, and varied Ethnic groups, students, a potential challenge relates to student understanability of PBIS and school policies and protocols delivered from administration, staff, and expert presenters based upon any academic or social emotional determination from the student's Individualized Educational Plan (IEP).
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.

- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- The following areas of strength related to connectedness: 80% of staff feel they asisst one another and have a direct impact on student growth; 73.3% of families feel the communication from the school is sufficient; 94% of staff feel they belong; - Staff absenteeism rate was 97.1% for the 2021-2022 school year.	- The following ares of growth related to connectedness are: - Student chronic absenteeism increased from 18% (21') to 36% (22'), a 200% increase - Student severe absenteeism increased from 6% (21') to 36% (22'), a 200% increase - Student transient rate increased from 17% (21') to 27% (22'), a 163% increase - SNACS experienced a 326% increase in major discipline actions of students (26 per 100); WCSD experienced 10 per 100;

Problem Statement: Student absenteeism rate has significantly increased in the last two years (both chronic and severe). Additionally, student discipline (major events) have significantly increased in the last two years.

Critical Root Causes of the Problem:
- Inconsistent behavioral tactics for student redirections, coupled with newly enrolled students who are not familiar with the school's policies and protocols, intermixed with ramifications of parental viewpoints of school attendance have caused the problem of connectedness in our school.

Connectedness	
School Goal: Increase overall student attendance by reducing chronic absenteeism by 10% and severe absenteeism by 4%. Further creating an environment where student discipline (major incidents) is decreased by 20 events for the current school year. **Formative Measures:**	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

• SNACS administration will monitor student attendance weekly. Tracking sheets will be implemented. • SNACS administration will monitor student discipline daily. Tracking sheets will be implemented. • SNACS administration, or designated staff, will provide results to teachers, students, families of student attendance weekly and discipline (daily). Results and communication methods will be tracked/recorded.	

Improvement Strategy: Assigned staff to make daily attendance calls to increase overall student attendance. A tiered, consistent plan will be developed targeting absenteeism. For example, students who miss 1-2 day days will receive a call by the attendance secretary. Students absent 3-5 days will receive a call from administration. Students absent more than 5 days will receive a home visit. Students who are depicting attendance concerns will also be placed on an attendance contract. An Attendance Committee has also be created to address this concern. Further, similar to attendance contracts, students depicting behavioral challenges will be placed on Success Plans to decrease behavioral incidents. The school staff, student, and families will work together to create a successful environment with determined success plans (with fidelity) for attendance and behavior. **Evidence Level:** Tier 2 - Moderate **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Share current data (from NSPF) with all staff, students, and families. • Identify trends and data points for areas of targeted strength and growth. • Identify tools to increase overall student attendance and decrease behavioral incidents. • Seek expert trainers for professional development and/or consultation. • Create Attendance and Behavioral Committees. • Identify those moembers and define roles/responsibilities of each (Attendance Contracts, Home Visits, Success Plans, etc.). • Train all associated staff and students on the plans. • Implement the plans. • Hold all staff, students, and families accountable, with fidelty, the plans. • Celebrate (publically recognize through the website, School YouTube channel, display boards, communications, etc.) successes. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Outreach to expert trainers/presenters.	**Lead:** *Who is responsible for implementing this strategy?* **Administration and assigned staff (some classified, some certified)**

- Further staff survey's to finite trainings and/or professional developments associated with attendance increases / behavioral decreases.

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* There may be some resistance of staff, students, and families of these plans. Families (parents) are also noted to not be in communication, at times, of the whereabouts when their child is absent. Further, some families (parents and students) do not always perceive their behavior as areas for improvement.
- *Potential Solution:* Continue providing data, anecdotally recorded and tranferred, to staff, students, and families that shows facts (such as number of absent days, behavioral incidents, etc.)

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- General Budget

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Language acquisition skills and family understanibility can pose challenges to the English Language Learners (ELL). Current ELL students account for approximately 12% of the general population.
- *Support:* ELL students will supported by inclusion means, peer support, and staff/family member that can offer any needed translations or understandability.

Foster/Homeless: This section N/A. Less than 1> student in this category.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:
- *Challenge:* The data shows +/-70% of the total enrollment of SNACS is FRL (now a Title I designation for the 2022-2023 school year. The 2021-2022 school year identified that more than 90% of all resulted behavioral incidents were FRL students.
- *Support:* These identified students will require special attention related to behavioral trends. The Behavioral Committee (set as

PBIS) will work specifically with the student and families (teachers included also) to determine individual success plans.

Migrant: This section N/A. Less than 1> student in this category.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:
- *Challenge:* Attendance and behavioral challenges data derived from the NSPF demostrates that groups are split fairly equally. SNACS has approximately 51% White and 30% Hispanic ethnic groups currently. Remaining percentages falls into other ethnic groups. The Hispanic group (27-30%) has increased, while FRL (44-42%) and White (55-51%) groups have decreased. All three of these categories have decreased in proficiency levels, which can be associated to attendance and disciplinary actions and/or behavioral incidents.
- *Support:* These identified students will require special attention related to attaendance and behavioral trends. The Behavioral Committee (set as PBIS) and Attendance Committee will work specifically with these students and families (teachers included also) to determine individual success plans and/or attendance contracts.

Students with IEPs:
- *Challenge:* SNACS has currently enrolled some new students who possess severe behavioral challenges, as identified on their IEP. Some of these students require additional supports that stretch the boundaries of SNACS abilities to implement with fidelity.
- *Support:* SNACS will work together with the related staff, students, and families to identify and implement feasible means to accommodate such success plans of these identified students.

White, Hispanic, and FRL
- *Challenge:* These three groups are underperforming for 2+ consecutive years (TSI/ATSI) in math proficiency at the elementary level, as identified on the Nevada Report Card. The current identified exit is summer of 2023.
- *Support:* These groups will be specifically targeted to increase proficiency to remove the TSI/ATSI label. These groups will be supported through direct instruction, SBAC preparation, after-school tutoring (Title I identifier), and specific curriculum taiored. Families and teachers will be expected to work together, communicating regularly, to work specifically to increase mathematical performance on the SBAC. These goals will also be identified, discussed, and implemented on the student's Personal Learning Plans (PLP's).

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
School-wide Open House / Data Discussion	10/27/2022	• TBA