Washoe County School District

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.

Principal: Victor Schoenfeldt, Principal
School Website: www.snacs.org   Click here to enter text.
Email: vschoenfeldt@snacs.org
Phone: 775.677.4500 / 775.507.4732
School Designations: ✔ Title I ☐CSI ☐TSI ✔ TSI/ATSI

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, Principal	**Principal(s)** *(required)*
Dr. Kimberly Regan, CEO	**Other School Administrator(s)** *(required)*
Rob Ingalls	**Teacher(s)** *(required)*
Debi Baumann, Attendance Coordinator	**Paraprofessional(s)** *(required)*
Lacy Bray	**Parent(s)** *(required)*
N/A	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Emma Stigall, Social Worker & Nagma Sharma, Social Worker	**Specialized Instructional Support Personnel** *(if appropriate)*
Trent Vass	**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/2023

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 MS Median Growth Percentile increased in ELA from 56 (2022) to 60 (2023). • The MS Median Growth Percentile increased in Math from 46 (2022) to 68 (2023). • The MS Math Opportunity Gap (AGP Catch-up) increased from 11.5 (2022) to 14.4 (2023). • The MS SBAC Pooled Proficiency increased from 23.5 (2022) to 24.9 (2023), and .10 from an additional point on the index rating • The MS Total Index increased from 37.2/90 (2022) to 39.44/90 (2023) (WIDA N-size too small to count so out of 90 total index points). • The Elem SBAC Pooled Proficiency increased from 12.8 (2022) to 17.2%. (2023) • The Elem ELA AGP increased from 26.5 (2022) to 37.5% (2023).	• Elem NSPF has decreased from 16.1 to 11. • Elem Pooled Proficiency is 17.2% • Elem Grade 3 Reading is 4% • Elem ELA MGP is 34%, Math MGP is 30% • Elem ELA AGP is 26.5%, Math AGP is 22.4% • Elem ELA Opportunity Gap (AGP catch-up) is 21.8%, Math is 20.5% • MS Pooled Proficiency is 24.9% • Overall ELA Proficiency for Students with IEPs are at 10%, Math Proficiency is at 5%

Problem Statement: Elementary and Middle School pooled proficiency has increased, yet neither grew enough nor yielded strong enough growth in MGP or AGP to increase the total index score to meet or exceed pre-COVID-19 scores. Consistency and time are necessary to see continued growth across multiple measures of proficiency and growth and to mitigate the effects of COVID-19 learning loss.

Critical Root Causes of the Problem:
• The root cause of the problem identified as continued recovery from COVID-19 learning loss and student attendance (see connectedness section), lack of consistent curriculum, and lack of the climate and culture aligned with the school model providing for personalized learning through PLAY and choice – aligning the instructional design to student needs via standards-based learning centers, whole, group, small group, and individualized and differentiated instruction.

Student Success	
School Goal: **Our school goal related to student success is to increase overall English Language Arts and Mathematics Proficiency by a minimum of 5% on the SBAC for the SY23-24, by implementing ELA and Math curriculum, MTSS, PBIS, SEL supports, and PD.** **Formative Measures:** • SNACS teachers will monitor student progress of ELA (K-5) on NWEA/MAP (3 times annually), record this data and goals on student's PLP's (Personal Learning Plans) to be shared during slated PTC's (Parent Teacher Conferences) throughout the school year. • Design classroom instruction using differentiated and individualized instruction. • SNACS teachers will monitor student progress and ensure at least one-years growth in ELA and Math on iReady, record data and goals on the PLPs, and design classroom and MTSS instruction accordingly and receive PD. • SNACS teachers will monitor student progress of reading comprehension during Renaissance / STAR testing windows (4 times annually). • SNACS will implement Savvas ELA curriculum with associated PD. • SNACS staff will engage in a highly effective PLC groupings to target chronic absences, PBIS, SEL, ELA and Math MTSS, with MAP, iReady data to target specific intervention for student growth, and Savvas ELA curriculum.	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Administration will provide these trainings with fidelity 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 it to students. Teachers will work in Professional Learning Communities (PLCS's) on a monthly or bi-weekly basis, targeting the school goal, and be held accountable for their time(s). **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, students, and families. • 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. • Purchase 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 Savvas 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 it with fidelity. • Time for students to gain proper knowledge and demonstrate understanding of new curriculum • Time for teachers and staff to complete all iReady and NWEA/MAP testing for data analysis, targeting growth **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?* • Savvas will be purchased with Title I funds for the 2023-2024 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 understandability 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 by the teaching staff, with fidelity, with the new curriculum and be taught proper writing techniques by a trained staff.

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

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 by the teaching staff, with fidelity, of the new curriculum and be taught proper writing techniques by a trained staff, which will receive trainings from various designed, and specifically tailored, PD trainings.

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

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 by the teaching staff, with fidelity, with the new curriculum and be taught proper writing techniques by a trained staff.

Students with IEPs:
- *Challenge:* Although the percentage of IEP students have remained the same in total counts (16% in 2021 and 16% in 2022), the students have changed. Further, less then <3% of these students are proficient on the high stakes assessments. This change in student roster also reflects students with more required service 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 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

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 administration with any challenges. - Staff attendance was 96 % in 2021-2022. - Three new teachers replaced the vacant positions, along with existing teachers who have served 4 to 24 years of service	- 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. 87.7% of the teaching staff feel they have a lack of curriculum and materials. 35% of the teaching staff did not return from the 2022-2023 school year to the 2023-2024 for a variety of reasons, such as resignment, moving, non-renewal

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:
- Student discipline events rose 150% (26 to 39) per 100 students from the 2021-2022 school year to the 2022-2023 school year.
- 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 training associated with it, where consistency across grade levels is implemented.
- A final related cause revolves around staff not feeling versed on school policies and protocols where not enough training / professional development was offered.

Adult Learning Culture

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. Discipline actions will decrease by 75%. Trainings will be offered on a monthly / bi-weekly basis to address these goals. Trainings will result in an increase in 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, along with academic growth targets, as measured by survey results. **Formative Measures:** • Trainings, with staff attendance recorded, will be offered on a monthly basis for all staff members on school policies and procedures related to PBIS and methods of teachings. • 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 fidelity and justifications of topics. • Expert trainers related to PBIS will provide professional development opportunities on a quarterly basis. • Trainings will be based on data taken from surveys provided to staff and behavioral data, such as Infinite Campus and teacher observations.	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

	Lead: *Who is responsible for implementing this strategy?* **Administration**
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 implementation to students, additionally targeted to PBIS, decreasing overall disciplinary actions by 50%. Further, these discussions will be delivered throughout the school year during bi-weekly PLC meetings, trainings, PD Days, and regular weekly staff meetings **Evidence Level:** Tier 2 - Moderate 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, 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 fidelity, these 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:* Administrators (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 be 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:* N/A
- *Support:* N/A

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

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

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

Students with IEPs:
- *Challenge:* Similar to ELL, FRL, and varied Ethnic groups, students, a potential challenge relates to student understandability 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:* N/A

- *Support:* N/A

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Elem Chronic Absenteeism % decreased from 35.2 (2022) to 29.8 (2023).	• Chronic Absenteeism for Elementary is 29.8% • Chronic Absenteeism for MS is 26.2%, increased from 25.2% in 2021-2022

Problem Statement: Student absenteeism rate has significantly increased in the last two years (both chronic and severe). Additionally, student discipline (major events) has 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 15% and severe absenteeism by 8%. Further creating an environment where student discipline (major incidents) is decreased by events for the current school year. **Formative Measures:** • 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	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

tracked/recorded. • SNACS administration will document, record, and contact students who meet the chronic and severe absent percentages	

Improvement Strategy: Home visits. 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 from 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. Social workers (and administrators) will conduct home visits. Students who are depicting attendance concerns will also be placed on an attendance contract. An Attendance Committee has also been 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 Evidence **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 members 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 fidelity, the plans. • Celebrate (publicly recognized 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. • Further staff survey's to finite trainings and/or professional developments associated with	**Lead:** *Who is responsible for implementing this strategy?* **Administration and assigned staff (some classified, some certified)**

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 transferred, 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 understandability 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:* N/A
- *Support:* N/A

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:* N/A
- *Support:* N/A

Racial/Ethnic Groups:
- *Challenge:* Attendance and behavioral challenges data derived from the NSPF demonstrates 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 with attendance and disciplinary actions and/or behavioral incidents.
- *Support:* These identified students will require special attention related to attendance 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 stretches 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 tailored. 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	10/24/2023	• Families responded positively (through direct feedback and attendance) to the school's goals • More upcoming dates are coming to discuss the school's goals, such as through monthly Title I meetings, Open House events, Community Events, and Parent/Teacher Conferences