

**Washoe County School District**  
**Sierra Nevada Academy Charter**  
**2024-2025 Status Check with Notes**



# Mission Statement

SNACS leads education innovation through Personalized Learning via PLAY, Choice, and exploration within our small school community.

## Vision

### SNACS Vision

#### Vision Summary

The SNACS mission drives the organization's focus, and the SNACS Vision shapes how we achieve the mission and implement the PLAY® school model with fidelity. The SNACS Core Values describe the core beliefs about children and families and the core values foundational to our daily work within the mission, vision, and PLAY® model. Research on the science of hope, learning, and child development is key to the core values and PLAY® model.

### The PLAY® Model

In a more traditional education model, we often see large blocks of time spent in whole-group instruction. Consider a typical third-grade classroom, where the teacher provides direct instruction in the front of the classroom. The students may range in ability from first to fifth grade, and the teacher teaches to the majority of ability. The students with lower abilities don't understand the instructions, and students with higher abilities are bored.

The PLAY® model at SNACS has a different approach to instruction to maximize teacher instruction, student engagement, and achievement. All students have Personalized Learning Plans detailing their ability level across subjects and goals by quarter/trimester. Every classroom is designed like a discovery museum with multiple standards-based learning center experiences for students to learn in. Teachers design the PLAY® Interactive Choice Board (P-ICB) to display all available learning centers for students to work in. On the back end, teachers determine how many students can work within each learning center. Learning center activities are differentiated and individualized for learning. Students use the P-ICB to select which learning center they want to work in. Once students are working in centers, teachers pull small ability-based groups for direct instruction.

The model supports brain development, neuroplasty, executive functioning, metacognition, agency, self-regulation, etc.

### SNACS Core Beliefs about Children and Families

All SNACS team members show up with integrity and commitment to the SNACS mission, PLAY model, students, and families.

All children have value and purpose.

All children contribute to a thriving school community.

All children can learn and succeed in school and life.

We don't give up on children.

All families want the best for their children.

All families contribute to a thriving community

All students and families have a voice and a choice.

## **SNACS Core Values**

The SNACS core values are the fundamental principles that guide its behavior, culture, and identity. They also help to create a shared understanding of what's most important to SNACS and can serve as a reference point for decision-making.

SNACS's core values are deeply rooted in the charter school's goal to provide innovative educational opportunities, the science of hope, the science of learning, and child development learning theories for all school community members. SNACS Core Values:

### **Belonging**

Every member of the SNACS school community belongs. All humans have a primal need to belong, as a basic need. Belonging is the feeling that we're part of a larger group that values, respects, and cares for us and to which we feel we have something to contribute.

### **Engagement**

There are three types of engagement: relationship, behavioral, and cognitive. Relationship, behavioral, and cognitive engagement are a multifaceted construct. Behavior engagement is the easiest to observe. Cognitive engagement is intrinsic and leads to motivation to learn, whether assigned or not. Relationship engagement can move the levers of the other two types of engagement. There is an emotional response to school-based relationships and connectedness. Engagement directly increases achievement and attendance and decreases chronic absenteeism. Engagement is embedded in the PLAY model - students engage in meaningful and fun work.

### **Hope**

At SNACS, the PLAY Model is grounded in the Science of Hope and requires strategy. Hope is intentional and requires strategic planning. Hope is a complex, multifaceted construct that calls for reflection and planning to affect change. The macrosystem influences the microsystem, which affects the human capacity for hope. Triangle - belonging and engagement build hope. All three are required to learn. Learned Hopeless - apathy, response to trauma. At SNACS, we practice Learned Hopefulness. The experiences you create today are how you describe your past tomorrow.

The hopeful believe their future will be better than their present. The essence of hope is the ability to understand the way things are now and imagine how the future could be. Through the Science of Hope at SNACS, we support a mindset and instill intentional practices that empower everyone to have the power to make it so. How we envision our future directly impacts how we live in the present. Brain research shows how we recall the past directly affects our thoughts about the future.

Hope is active, not passive. The Science of Hope involves Strategy. Planning involves seeking a new experience and planning forward. Neurons that fire together wire together. Brain neuroplasty is when the brain changes its wiring after new experiences. The experience is how you build neurons; neural pathways are how you use them.

The process of building hope at SNACS:

1. Goals - PLPs - data-based small, incremental goals (builds metacognition)
2. Pathway - PLAY-based learning experiences = engagement and achievement (builds neuroplasticity)

3. Agency - choice (builds self-regulation, metacognition, executive functioning, neuroplasticity)
4. Celebrations - celebrate wins everyday = increased belonging and engagement (builds neuroplasty)
5. Feedback loops - What worked? What didn't? What will we do differently? Repeat.

## **Time**

The SNACS mission and model are designed to leverage time for increased student engagement and achievement. We believe student outcomes don't change until adult behaviors change (AJ Crabill). Teachers plan for and spend time efficiently doing what matters most, which increases efficacy. Time is the most valuable commodity. What we choose to do with it matters. If we waste it, we don't get it back.

The key to increasing student learning is to maximize the amount of academic learning time; that is, to utilize education time in ways that engage students actively in learning at appropriate levels of difficulty.

The PLAY model leverages time to improve teacher efficacy and efficiency. The classroom environment is designed like a discovery museum to increase engagement. Students are taught appropriate procedures to make choices so they are engaged in standards-based learning centers. Teachers have more time for small ability-based groups and individual instruction and intervention and conduct authentic assessments and observations.

Weekly professional development and PD time are designed to improve instruction and staff students for increased student outcomes.

## **Hard work and Continuous Improvement**

SNACS community members are ALL IN! Those who want to keep the status quo benefit from it. At SNACS, we RETHINK time, focus, schedules and leverage personnel to optimize student engagement and achievement. We believe in iterations, not failure. Iterate, iterate, iterate. Efficiency and precision in the process over practice are imperative to continuous improvement. Students are at the center of everything we do. When we place students at the center of our work and decisions, they succeed. Adults within the school community work hard and continually improve and support our students to do the same. We lead by example. Where focus goes, energy flows.

## **Family and Community**

Family and Community Engagement are essential to the school community. Family engagement = increased student engagement, achievement, attendance and decreased chronic attendance. Family engagement is based on 5 guiding principles:

1. Welcoming all Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking up for Every Child
5. Sharing the Power as Partners
6. Collaborating with the Community

and school model. Families volunteer at least ten hours per month in some capacity for SNACS. Volunteerism is catered to parents' interests, preferences, expertise, experience, and skills.

Community organizations support with resources for teachers, students, and families, present at EL days and other school events. These relationships are essential to a thriving school community.

## Shared Success

Success is always available. When we celebrate wins, it yields more wins. Celebrate Wins = Success. At SNACS, we believe that if you do what you've always done, you'll get what you've always gotten. It's not what we do occasionally that shapes our lives. It's what we do consistently. The path to success is to take massive, determined action. Where focus goes, energy flows. At SNACS, we focus on building positivity in students.

S- Show up for yourself, coworkers, students, and families.

U - Understand why we are doing this work and who we work with/for.

C - Commit to doing the work, hard work, and continuous improvement.

C - Connect with others; we all belong at SNACS.

E - Engage in the school community - actively contribute - you get what you give.

S - Share in gratitude and what you learn.

S - Support others - as individuals and a collective group, we pivot and level up to build the SNACS community.

## Learning Organization

SNACS is a Learning organization. SNACS provides a culture of continuous learning and knowledge creation at all levels. This type of organization recognizes the importance of adapting to change, acquiring new knowledge, and using insights to improve performance and achieve strategic goals.

SNACS' commitment to continuous learning and growth fosters a sense of purpose, belonging, engagement, and motivation among all school community members, leading to higher student engagement and achievement levels.

## SNACS shared vision

SNACS' shared vision drives what knowledge is needed and what activities are encouraged to acquire and share that knowledge for increased student engagement and achievement.

## Personal mastery

Personal Mastery is the foundation of organizational learning and is defined as "the discipline of personal growth and learning". It's about creating a desired future and moving towards it. All members of the SNACS community are iterating towards personal mastery.

## Team learning

SNACS Team Learning provides effective teamwork in Professional and Student Learning Communities to support engagement and achievement. Team learning supports all community members toward synergy—when great minds think alike.

### **Meaningful learning**

The SNACS mission and model make learning meaningful by enabling and promoting individual choice and self-directed learning. This can help all members of the SNACS community achieve personal value, purpose, and growth.

### **Knowledge sharing**

The SNACS mission and model provide for the flow of information and ideas between all members of the SNACS community, which can help create a culture of collaboration and teamwork. It can also improve communication and decision-making, enhance learning and development, and strengthen relationships and trust.

### **Continuous learning**

Continuous learning ensures that SNACS constantly adapts to the educational industry, technology changes, and federal/state requirements. This helps SNACS stay ahead of a constantly evolving education landscape.

### **Systems Thinking**

The SNACS community is dynamic and full of energy and talent. Effective leaders anticipate how interconnected aspects of the school interact and affect each other. Systems thinking is a mindset that helps leaders and educators understand the complex education system more holistically.

The SNACS educational system is composed of many interdependent components that work together. Leadership continually analyzes how individual components operate and interact to strengthen systems and ensure the mission and model are implemented with fidelity to increase student engagement and achievement.

Systems thinking offers a valuable approach for teachers working to ensure dynamic classroom communities that drive student engagement and achievement.

## **Demographics & Performance Information**

### **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.)

[https://nevadareportcard.nv.gov/DI/nv/washoe/sierra\\_nevada\\_academy\\_charter/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/sierra_nevada_academy_charter/2024)

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# Goals

**Goal 1: SNACS Adult Learning Culture (ADL) Goal:** To transform the SNACS ALC by catalyzing and organizing the coordinated work of the staff to implement the school mission and model with fidelity and reliability toward rapidly improving the school across all levels of the organization with high-yield professional development, professional learning community, collaboration, and data-driven strategies designed to improve intended student outcomes.

**Aligns with District Priority**

**Annual Performance Objective 1:** 100% of SNACS staff will fully implement the SNACS mission, vision, and model, integrating the PLAY Interactive Choice Boards with standards-based learning centers using iReady, Savaas ELA, Achievement First Mathematics, PLTW Science (K-5), and Open Science (6-8).

**Evaluation Data Sources:** Leadership provides for effective professional development at all levels; staff participates in effective weekly PLC work as evidenced by teachers and support staff providing effective curriculum maps, lesson and intervention plans; classroom management, RJ, and PBIS plans; leadership conducts observations/evaluations with effective feedback for student growth and achievement and decreased major discipline events and suspensions.

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue as a priority

| Improvement Strategy 1 Details   | Status Checks   |
|--|---|
| <p><b>Improvement Strategy 1: PLC's</b><br/> Leadership ensures systems, structures, and opportunities for PLCs around common goals, engineering a culture of mutual respect, shared responsibility, and focused attention on student learning.<br/> Time for an effective PLC is established on the school calendar, and topics are scheduled to align with school goals and related PD activities.<br/> PD plan includes the school mission, vision, model, core values, curriculum, and assessments.<br/> Leadership provides PD for a dramatic culture shift toward implementing the school mission and model with fidelity, high academic expectations, and concerted staff and student effort for strong community cohesion with an academic press.<br/> PD for PowerSchool curriculum mapping and lesson plans within the school model and for intervention and MTSS groups.<br/> PD for creating standards-based learning centers using all school curricula, including iReady, Savaas ELA, Mathematics, PLTW, and Open Source Science.<br/> PD for creating and using the Interactive Choice Board Learning Management System with fidelity.<br/> PD for Progressive discipline, PBIS, SEL, and MTSS programs to support student engagement and achievement.<br/> PD on Restorative Justices Practices to decrease Major Incidents and Out-of-School Suspensions.<br/> PD for high-stake assessments, data-driven instruction to improve student outcomes.<br/> PD to increase attendance and decrease chronic absenteeism.</p> | <p><b>Jan</b></p> <p><b>January Lessons Learned</b><br/> Weekly PLCs support this work for all staff. New staff effects PD work already done with existing staff.</p> <p><b>January Next Steps/Need</b><br/> Onboarding new staff as they are hired involves scaffolded PD in rapid iterative cycles to ensure new employees understand and implement the model with fidelity.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b><br/> Teachers are at varied levels of effective implementation of the model using the ICB.</p> <p><b>April Next Steps/Need</b><br/> ICB LMS reporting for audits needs to be refined with the software developers for easier reporting and analysis. Behavior minors and major discipline analysis are necessary to determine effectiveness. Continued</p> |

PLC time for "staffing students."  
PD for FACE.  
PD for intervention, support, and scaffolding to meet the needs of ELL and ensure equitable access to academic content and the development of academic English.  
Systems  
Plan to retain, attract, and hire highly qualified personnel committed to the SNACS mission, vision, and model, providing personalized (differentiated and individualized) learning through PLAY and choice for at-risk students.  
Leadership re-interviews all returning and prospective staff using interview questions that target the school's mission, vision, and model and ensure growth for students designated at risk.  
Leadership and HR Manager implement a plan for recruiting, onboarding, and retaining highly qualified staff committed to the school's mission, vision, model, and core values and working with students deemed at-risk.  
Leadership ensures systems, structures, and opportunities for PLCs around common goals, engineering a culture of mutual respect, shared responsibility, and focused attention on student learning.  
Leadership seeks a certified ELAD/TESL-certified teacher/EL paraprofessionals to provide teachers and students with intervention, support, and scaffolding to ensure equitable access to curriculum and assessments.

**Formative Measures:** PD plan includes school mission, vision, model, curriculum, and assessments with fidelity; PowerSchool curriculum maps and lesson plans; supervision and feedback on implementation; observations and evaluations; Post-PD assessment surveys to ensure all understand and adhere to school mission, vision, model, curriculum, and assessments with fidelity; ICB LMS learning center audits by class to ensure all areas are provided for; Post-PD assessment surveys to ensure all understand and adhere to school mission, vision, model, curriculum and assessments with fidelity; curriculum maps and lesson plans; supervision and feedback on implementation; observations and evaluations; ICB LMS Audits on teacher, student, and center data; PLC participation rates; PLCs focused on improving student outcomes in increased growth and proficiency achievement, decreased minor behavior incidents and major discipline incidents.

**Position Responsible:** Leadership Team, teachers

**Student Groups This Strategy Targets:**  
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

**- Evidence Level:**  
Moderate

**Problem Statements/Critical Root Causes:** Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 5, 6 - Connectedness 1, 4


teacher observations with feedback loops are necessary for those not implementing the model with fidelity.

June

June Lessons Learned  
June Next Steps/Need

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2: SNACS Connectedness Goal** - To build a culture and climate aligned with SNACS core values and intentional practices to support students' sense of belonging, engagement, and hope for learning to occur and improve intended student outcomes.

**Aligns with District Priority**

**Annual Performance Objective 1:** Leadership, teachers, and support staff will support students and families to increase student engagement and attendance and decrease chronic attendance by 5%.

**Evaluation Data Sources:** Weekly attendance and chronic attendance data, student attendance plans, etc.

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue with goals

| Improvement Strategy 1 Details  | Status Checks  |
|---|--|
| <p><b>Improvement Strategy 1: Family Engagement</b><br/> The Attendance Coordinator will run weekly attendance and chronic attendance reports.<br/> Leadership will post weekly attendance and chronic absenteeism graphs based on grade level.<br/> The FACE Coordinator provides FACE efforts to ensure a cohesive program, promote a strong culture within the school community, and increase student behavioral and academic outcomes.<br/> FACE Coordinator develops a plan for FACE events to target increased attendance, engagement, and achievement -monthly meetings with student SEL, engagement, and achievement focus.<br/> FACE Coordinator coordinates family volunteer activities at SNACS and during SNACS events to support increased family and student engagement.<br/> FACE quarterly events to support increased engagement and achievement.<br/> FACE Coordinator will publish a digital monthly newsletter to provide parents with educational information, upcoming events, and volunteer needs via email, website, and social media.<br/> Leadership, FACE Coordinator., SW, teachers ensure calls home, F2F meetings, and text communication support families in understanding students' strengths, accomplishments, and areas for improvement to increase engagement.<br/> SW provides for and connects families with wrap-around services and resource support as needed to support family and student engagement.<br/> Leadership and teachers will develop positive reinforcement and incentive systems for increased attendance and decreased chronic absenteeism.<br/> PTC 3 times per year to engage 100% of families, providing PLPs to share strengths, engagement, and achievement data.<br/> Student Engagement<br/> Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment, reflecting a positive school climate with a supportive and fulfilling environment, learning conditions that meet the needs of all learners, and a culture that values trust, respect, and high expectations.<br/> Personalized Learning Plans (PLPs) designed with the Science of Hope will be developed collaboratively with teachers, students, and families with quantitative and qualitative data-driven goals by quarter/trimester.</p> <p>Leaders/Teachers</p> | <p><b>Jan</b></p> <p><b>January Lessons Learned</b><br/> Identified staff members' lack of understanding of utilizing PBIS and restorative justice practices for all students impedes the effectiveness of increasing some students' engagement.</p> <p><b>January Next Steps/Need</b><br/> Address specific staff members who have challenges with PBIS and restorative justice.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b><br/> Healthcare access is identified as a barrier to decreasing CA as families cannot always get their child to the doctor to get a note for being sick, which affects CA. MS students are now using SMARTpass to track when students leave class for various reasons.</p> <p><b>April Next Steps/Need</b><br/> Leadership is working with the FACE coordinator and SW to identify viable family options.</p> <p><b>June</b></p> <p><b>June Lessons Learned</b></p> <p><b>June Next Steps/Need</b></p> |

Leadership Team and Teachers will plan for Expeditionary Learning (EL) Days and Educational Field Trips to increase the sense of belonging and engagement.  
 School-wide and classroom-level PBIS data decreased chronic absenteeism data and decreased major discipline events and suspensions.  
 Leadership ensures a schoolwide PBIS and tiered model MTSS to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act to students' sense of belonging and engagement.  
 The Playground Plan and phase 1 implementation will support students' sense of belonging and engagement.  
 Leadership/Teachers will work with community agencies and provide extracurricular activities - clubs/sports to increase student engagement.

SW/ counseling

Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.  
 The school-based counselor and social worker will provide instructional and support services, including SEL, conflict resolution, bullying, violence, and suicide prevention programs. Counselling/SW intervention and support services manual, caseload progress notes, implementation of SEL, conflict resolution, bullying, violence, and suicide prevention programs implementation documentation

**Formative Measures:** Weekly data checks, posting to Workplace community by classroom; Parent sign-in sheets at FACE events, IC attendance, ICB LMS engagement, and iReady growth data, Title 1 FE Plan; Parent sign-in sheets volunteering, IC attendance, ICB engagement, and iReady growth data; Digital metrics to determine newsletter clicks and website traffic; PLP goals attained, learning centers and project completion, student pride in accomplishments including growth and achievement; EL Days and Educational Field Trip participation data, decreased chronic absenteeism data, decreased major discipline events and suspensions; Playground installation, usage data, decreased major discipline events and suspensions; Counselling/SW intervention and support services manual, caseload progress notes, implementation of SEL, conflict resolution, bullying, violence, and suicide prevention programs implementation documentation;

**Position Responsible:** Leadership Team, Teachers, Attendance Coordinator; FACE Coordinator, Social Worker, Counselors, Digital Management Asst.

**Student Groups This Strategy Targets:**

FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

**- Evidence Level:**  
 Strong

**Problem Statements/Critical Root Causes:** Student Success 1, 2, 4 - Adult Learning Culture 1, 6 - Connectedness 1, 2, 3, 4, 5



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 3:** Student Success Goal - To ensure the SNACS mission and model is implemented with fidelity using the Interactive Choice Boards with high expectations and support for students' academic accomplishments with strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and effective classroom management for increased student outcomes in growth and achievement as reflected on mandatory assessments and the NSPF.

**Aligns with District Priority**

**Annual Performance Objective 1:** The SNACS Team will provide instruction to support students in increasing their growth toward or within proficiency in English Language Arts and Mathematics by 10%, as reflected in the Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) scores on the NSPF, by implementing the ELA, Math, MTSS, and intervention strategies, and our school model with fidelity.

**Evaluation Data Sources:** iReady growth scores as assessed 3x per year, MAP growth scores for grades K-3, 3x yr, KEA kindergarten growth scores 2x year, WIDA growth 2x year, curriculum maps and lesson planning, curriculum formative and summative assessments, SBAC growth and proficiency scores 1 x year, and NSPF scores 1x year.

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Continue with goal

| Improvement Strategy 1 Details  | Status Checks  |
|---|--|
| <p><b>Improvement Strategy 1:</b> iReady<br/>iReady and Leadership will develop an implementation plan to ensure student growth in ELA and Mathematics.<br/>Leadership and teachers will ensure the iReady Program is implemented with fidelity in ELA and Mathematics, ensuring small group direct instruction and MTSS intervention are provided and students are engaged in completing associated activities.<br/>Teachers will implement the school model with iReady curriculum in ELA/Math using standards-based learning centers and small-group instruction.<br/>Teachers will provide targeted small-group MTSS intervention instruction during after school and intersessions using iReady and SAVVAS.</p> <p>ELL<br/>Leadership, teachers, and support staff will support English Language Learners to increase their English Language Proficiency scores by 25% on the WIDA/ACCESS assessment on the Adequate Growth Percentile scores on the NSPF to exit EL services within 5 years by implementing ELA curricula, MTSS, intervention strategies, and the school model with fidelity.<br/>Provide weekly support via breakfast meetings targeting specific criteria for ELL students toward growth and proficiency to exit EL services within 5 years.</p> <p>RBG3<br/>Leadership and teachers will increase third-grade RBG3 three reading proficiency performance by 15%, meeting the standard (Level 3 or 4) in English Language Arts on the Grade 3 ELA assessment (SBAC + NAA) by implementing ELA curricula, MTSS, intervention strategies, and the school model with fidelity.</p> | <p><b>Jan</b>                      <b>January Lessons Learned</b><br/>Teachers need to learn how to provide for SBAC-driven skills within the curriculum and model.</p> <p>                                 <b>January Next Steps/Need</b><br/>Targeted PD and PLC time to ensure addressing SBAC strategies within lesson plans.</p> <p><b>Apr</b>                      <b>April Lessons Learned</b><br/>Teachers have engaged in PLCs and PD time, addressing SBAC strategies within lesson plans and standards-based learning centers. The evidence portrays different teachers at various stages of implementing the model with fidelity in managing the classroom to pull ability-based small groups for intervention and instruction. SNACS has provided 1 week of intervention intersession during winter break and 1 week of intersession intervention during spring break. SNACS has provided weekly tutoring for identified students.</p> <p>                                 <b>April Next Steps/Need</b><br/>Continue with PD and classroom observations and feedback loops for teachers who need additional</p> |

Teachers will implement the school model using the SAVVAS ELA K-3 curricula for standards-based learning centers, small-group instruction, and MTSS intervention.  
Teachers will support literacy in all standards-based learning centers during choice time as aligned with the school mission, vision, and model.

School Mission and Model Instruction

Teachers will implement the school mission and model with fidelity, using the Interactive Choice Board Learning Management System for student-driven choice within the classroom while conducting small-ability instruction and MTSS intervention groups.  
Teachers will implement standards-based learning centers with fidelity using all school curricula, including iReady, Savaas ELA, Mathematics, PLTW, and Open Source Science.  
Teachers will implement choice throughout the majority of the daily schedule, incorporating must do's and can do's where students choose where and when they spend their time on each.  
SNACS faculty and staff will implement the mission and model with fidelity using a strong classroom management system and positive behavior and intervention support system to ensure all students are provided opportunities for increased time on academic and SEL tasks with minimal interruptions to learning.

Curriculum and Instruction

The SNACS Team will provide instruction to support students in increasing their proficiency in English Language Arts, Mathematics, and Science by 10%, as reflected on the SBAC proficiency scores, by implementing the ELA, Math, and Science curricula, MTSS, and intervention strategies, and our school model with fidelity.  
Teachers will implement the SAVVAS ELA K-8 curricula with fidelity using standards-based learning centers, small group instruction, and MTSS Intervention.  
Teachers will implement the Achievement First K-8 curricula with fidelity using standards-based learning centers, small group instruction, and MTSS Intervention.  
Teachers will implement the PLTW Curriculum (K-5) and Open Source Science (6-8) with fidelity using standards-based learning centers and small group instruction.

**Formative Measures:** iReady daily data; iReady ELA/Math growth scores as assessed 3x per year, MAP growth scores, PowerSchool curriculum maps and lesson plans targeting small groups/individual students; WIDA/ACCESS assessment, KEA kindergarten growth scores 2x year, curriculum formative and summative assessments, SBAC growth and proficiency scores, and NSPF scores, EL Lesson Plans/curriculum map, weekly attendance, MTSS intervention data (small and individual group participation during school and supplemental after school/intersessions); ICB LMS center bank and reports, class observations and evaluations

**Position Responsible:** Instructional leadership, teachers, support staff

**Student Groups This Strategy Targets:**

FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk

- **Evidence Level:**  
Promising

**Problem Statements/Critical Root Causes:** Student Success 1, 2, 3, 4, 7, 8 - Adult Learning Culture 1, 2, 6 - Connectedness 1, 2, 4

support.

June

June Lessons Learned

June Next Steps/Need



No Progress



Accomplished



Continue/Modify



Discontinue