Washoe County School District

Sierra Nevada Academy Charter

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI

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 SNÅCS, 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'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 sstudent 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

The SNACS Volunteer Program provides the foundation for a thriving school community. Family volunteers and local organizations are partners in implementing our mission, vision,

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/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

For elementary, SNACS had growth in WIDA and ELA across every area on the NSPF for the 2024-2025 school year.

ELA Median Growth Percentile increased from 45 to 48 percent.

ELA Adequate Growth Percentile increased from 24 to 35.2 percent.
ELA Pooled Proficiency increased from 18 to 18.33 percent.
ELA RBG3 increased from 19 to 19.2 percent.
ELA Prior Non-Proficient met Adequate Growth Percentile increased from 23 to 31 percent.

Elementary ACCESS/WIDA Adequate Growth Percentile increased from 8.3 to 37.5 points.

In elementary school, 3/16 or 19% of students scored high enough on the WIDA/ACCESS to exit ELL services.

This growth is attributed to school-wide and classroom-level strategies to support ELL students, including sheltered instruction, scaffolding, and coaching/supporting.

Middle School NSPF

ELA Median Growth Percentile decreased from 56 to 52 percent.

ELA Adequate Growth Percentile increased from 28.7 to 32.9 percent.
ELA Pooled Proficiency increased from 26.1 to —-- percent.
ELA Prior Non-Proficient met Adequate Growth Percentile increased from 19.3 to 27.6 percent.

This growth is attributed to implementing the school model, which allows for small tiered intervention group instruction and intervention, after-school tutoring (focused on ELA), iReady (focused on ELA), and the SAVVAS ELA program with fidelity.

For MS, the WIDA/ACCESS n-size does not meet requirements for reporting data in that area.

Student Success Areas for Growth

For elementary, SNACS had decreased math scores across every area on the NSPF for the 2024-2025 school year.

Math Median Growth Percentile decreased from 43.5 to 26.5 percent.
Math Adequate Growth Percentile decreased from 16 to 5.8 percent.
Math Pooled Proficiency decreased from 14 to 10 percent.
Math Prior Non-Proficient met Adequate Growth Percentile decreased from 9.5 to 7.1 percent.

We attribute the decrease to new teaching staff and their lack of knowledge of effective math strategies and tiered instruction, the lack of a rigorous curriculum, and the school-wide focus on increasing ELA-related programs.

Chronic Absenteeism decreased in 23-24 from 29.8 to 16.5. In 24-25, Chronic Absenteeism increased from 16.5 to 27.6.

This is attributed to several factors, including familial lack of access to obtain doctor's notes when students were absent, several families took extended out-of-the-country trips during the school year, lack of transportation, and lack of value placed on school attendance. Additionally, there was a change in administrative support staff, where the attendance coordinator took on the registrar's duties, which resulted in a lack of implementation of systems with fidelity.

ATSI Designation

SNACS FRL data on the NSPF doesn't allow for the WIDA/ACCESS Adequate Growth Percentile to be considered when determining ATSI, even though students who participated in WIDA/ACCESS are all included in the FRL program. This exclusion results in a loss of 3 points, leading to a lower score, qualifying under ATSI.

Middle School

Math Median Growth Percentile decreased from 51 to 46 percent.
Math Adequate Growth Percentile decreased from 18.7 to 8.6 percent.
Math Pooled Proficiency decreased from 10.7 to —-- percent.
Math Prior Non-Proficient met Adequate Growth Percentile decreased from 9.5 to 7.1 percent.

Science

Science Pooled Proficiency decreased from 21.1 to —-- percent.

Chronic Absenteeism

Chronic Absenteeism increased from 12.1 to 24.7%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	**Language Barrier** **Cultural Differences** **Limited Access to Resources** **Assessment and Testing Difficulties** **Social and Emotional Stress** **Interrupted or Limited Formal Education** **Teacher Preparation / Knowledge Gaps** **Family Involvement Barriers**	- Sheltered Instruction (e.g., SIOP Model) - Visuals, scaffolds, and modeling - Academic vocabulary instruction - Integrated content and language teaching, ELL groups pulled during centers, ELL breakfasts/ lunches in class weekly and by school monthly - Cultural competence training for staff - Inclusive curriculum - Culturally responsive teaching - Classroom discussions about diversity and traditions - Hire and retain ESL-certified teachers - Provide bilingual materials and tech tools - Partner with community organizations - Use formative and alternative assessments - Modify testing language, allow oral responses - Train staff on fair assessment of ELLs - Peer buddy systems - Inclusive classroom environment - SEL (social-emotional learning) programs - Trauma-informed practices - Individual learning plans - Additional literacy support - Use of native language resources - Small group interventions - Professional development in ESL and differentiation - Collaboration between ESL and content teachers - Coaching or mentoring programs - Translated communication & interpreters, Family workshops and ESL classes, Home visits and community liaison programs, Encourage first-language literacy at home

Student Group	Challenge	Solution
Foster/Homeless	Academic Gaps and Lower Performance	**- Develop Personalized Learning Plans, and individualized education plans (IEPs) or 504 Plans when needed. Progress monitoring.** **- Offer tutoring, mentoring, and after-school programs to address specific academic gaps.**
Free and Reduced Lunch	**Lower Academic Performance**	**- Academic Interventions and Tutoring** - Provide Personalized Learning Plans and **individualized education plans (IEPs)** or **504 Plans** when needed. - Use **data monitoring** to track progress; provide **targeted interventions** and **extended learning time** (longer school day)
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	**Lower Academic Performance** **Cultural misrepresentation in the curriculum**	**- Academic Interventions and Tutoring** - Provide Personalized Learning Plans and **individualized education plans (IEPs)** or **504 Plans** when needed. - Use **data monitoring** to track progress; provide **targeted interventions** and **extended learning time** (longer school day) - Integrate multicultural content and diverse perspectives in curriculum and instructional materials.

Student Group	Challenge	Solution
Students with IEPs	Inadequate Individualized Support Limited Access to Inclusive Classrooms Communication Barriers (e.g., nonverbal students) Difficulty Transitioning Between Grade Levels or Post-School	- Develop and consistently implement high-quality IEPs (Individualized Education Programs) with input from all stakeholders including families and specialists. - Promote inclusive education practices with co-teaching models, Universal Design for Learning (UDL), and differentiated instruction - Use assistive technology (e.g., AAC devices), visual supports, and alternative communication systems tailored to student needs. - Implement structured transition planning starting in middle school, including life skills, vocational training, and agency connections.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students performance on SBAC proficiency are below grade level criteria particularly in mathematics.
Critical Root Cause: COVID Learning Loss - long-term effects of trauma associated with COVID affect student proficiency and performance, lack of high-quality curriculum, and implementation gaps in vertical alignment.

Problem Statement 2 (Prioritized): Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF.
Critical Root Cause: COVID Learning Loss still contributes to gaps in learning; iReady progress not consistently monitored by instructional staff; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Problem Statement 3 (Prioritized): The faculty and staff have a limited understanding the correlation between the SNACS model, curricula, and SBAC.
Critical Root Cause: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 4 (Prioritized): Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth.
Critical Root Cause: 1 yr of consistent expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.

Problem Statement 5 (Prioritized): The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.
Critical Root Cause: 1 yr of consistent implementation of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 6 (Prioritized): Student discipline and other interruptions impeded classroom learning time.
Critical Root Cause: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.

Problem Statement 7 (Prioritized): The lack of highly qualified professional teachers directly impacted the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of

motivation to improve continuously

Problem Statement 8 (Prioritized): The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.
Critical Root Cause: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.

Adult Learning Culture

Adult Learning Culture Areas of Strength

SNACS' mission is to provide an innovative education through personalized learning via choice and play in a small school community. SNACS implements the PLAY model, which is aligned with the mission.

SNACS is founded on the science of hope, learning, and developmental learning theories. These are embedded in the foundations of and in a shared vision for the daily life of the school culture and climate.

During the 2024-2025 school year, the adult learning culture underwent year 1 in a complete transformation in organizational systems, structures, instructional leadership, and teaching faculty. This included faculty/staff changes at every level of the organization, systems work to ensure commitment and accountability to the school mission and model, and improving student outcomes. Returning instructional faculty and newly hired faculty were committed to and understood the mission, model, vision, values, organizational systems, and structures toward improving student outcomes. They implemented the mission and model with various levels of fidelity.

SNACS celebrated 25 years of operation.

SNACS instructional staff implemented the first-ever PLAY Interactive Choice Boards with scaffolded levels of fidelity.

85% of instructional faculty is returning foe the 2025-2026 school year compared to 10% in 24-25. Returning instructional staff are taking on new leadership roles to support the mission, vision, model, values, organizational systems, and structures, and the SPP to improve student outcomes.

100% of leadership, admin support, and education support professionals are returning for the 2025-2026 school year.

The school calendar allocated weekly time to support a professional learning community across all levels in improving student outcomes. Professional Development systems supported improved student outcomes.

SNACS social worker provided case management, SEL intervention, and support for students to increase student outcomes. The certified FACE lead teacher and social worker ensured increased FACE events and opportunities for family engagement.

Adult Learning Culture Areas for Growth

2025-2026 is year 2 in this area of growth: Adult learning culture is directly affected by organizational systems and leadership. The primary instructional leader was frequently absent during the 2023-2024 school year, directly affecting the school culture and climate. As a result, the faculty and staff did not understand and were not committed or accountable to the mission, vision, and school values. As a result, the board identified appropriate changes for the organizational systems, instructional leadership, and teaching staff to ensure rapid school improvement based on the WestEd Center for School Turnaround, Harvard, and the University of Georgetown research. The school is founded on the science of hope, learning, and developmental learning theories. These are embedded in the foundations of and in a shared vision for the daily life of the school culture and climate. School culture and climate require several years of hard, consistent, intentional work with accountability to transform school climate and culture for increased adult and student outcomes.

Student outcomes (connectedness and success) don't change until adult behaviors change (AJ Crabill, 2023). During 2025-26, the school and adult learning culture is undergoing year 2 of a complete transformation in organizational systems, structures, instructional leadership, and teaching faculty. This includes faculty/staff changes at every level of the organization, systems work to ensure commitment and accountability to the school mission, model, and improving student outcomes. Returning instructional faculty and newly hired

faculty are committed to and understand the mission, model, vision, values, organizational systems, and structures toward improving student outcomes.

Continued support of instructional staff to implement the school mission and model with fidelity.

Continued iterations of the PLAY Interactive Choice Board to implement the mission and model with fidelity.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	-Staff lack of knowledge in how to address a range of academic, social, and emotional challenges in school that can affect their overall success. - Lack of ESL-certified teacher.	Professional development for all staff in: - **Sheltered Instruction / Scaffolding** **- Differentiated Instruction** **- Use of Native Language (When Possible)** **- Integrated Language and Content - - Instruction** **- ESL/ELL Programs** **- Focus on Academic Vocabulary** **- Create an Inclusive Classroom Environment** **- Support Identity and Belonging** **- Address Trauma or Interrupted Schooling** **- Training in ESL Strategies** **- Bridge Home-School Communication** **- Empower Parents** **- Certified teacher certified in TESL to assist with plan and provide PD and support to other teachers**
Foster/Homeless	• **Trauma and Emotional Stress** • **Lack of Advocacy and Support**	• Provide **trauma-informed teaching** and professional development. • Assign a **dedicated liaison or counselor** for foster students.

Student Group	Challenge	Solution
Free and Reduced Lunch	- Bias or lowered expectations from educators - Schools in low-income areas may be under-resourced - Higher teacher turnover and fewer enrichment opportunities -Mobility	- Provide ongoing equity and bias training for staff - Invest in culturally relevant curriculum and materials - Create inclusive policies and equitable discipline practices - Ensure smooth transitions with enrollment support and record transfer - Assign academic mentors or case managers - Maintain consistent routines and check-ins for new students
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Implicit bias and low teacher expectations Disproportionate disciplinary actions Underrepresentation of minority educators	- Implement anti-bias training and professional development; use culturally responsive teaching practices. -PD for staff to use restorative justice practices; implement Positive Behavioral Interventions and Supports (PBIS). -Support diverse staff; create pipelines for minority educators; support inclusion and retention strategies.
Students with IEPs	Lack of Trained Educators and Support Staff Disproportionate Discipline Practices	- PD on high-quality IEP development and implementation strategies to maximize time, effort, and student learning. - Provide ongoing professional development in special education strategies, trauma-informed care, and cultural competency. - Train staff on implicit bias and ensure disciplinary measures are fair and adapted to individual student needs.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC.
Critical Root Cause: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 2 (Prioritized): The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.
Critical Root Cause: 1 yr of consistent expectations, professional development, implementation, supervision, and feedback.

Problem Statement 3 (Prioritized): Leadership-driven PLCs met once per week for 24-25 school year with varied levels of results in the classroom for student outcomes.
Critical Root Cause: One year of implementation - need scheduled and structured time necessary for teacher-led small groups to plan and work together toward improving student outcomes.

Problem Statement 4 (Prioritized): The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.
Critical Root Cause: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.

Problem Statement 5 (Prioritized): The faculty and staff are evolving on their practice to implement standards-based choice.
Critical Root Cause: Lack of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 6 (Prioritized): The lack of highly qualified professional teachers directly impacts the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Connectedness

Connectedness Areas of Strength

Connectedness is the foundation for learning. Families and students choose to attend SNACS, which naturally instills connectedness to the school community. At SNACS, the mission and model are built on the premise of connectedness through the Science of Hope. The Science of Hope requires three critical learning elements: Belonging, Engagement, and Hope. At SNACS, the Mission and PLAY Model is grounded in these core values in theory and practice. Through the Science of Hope at SNÅCS, 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 that how we recall the past directly affects our thoughts about the future. All faculty and staff were trained in the mission, model, and science of hope throughout the 2024-2025 school year. Staff had varied levels of mastery and yielded positive student outcomes.

Personalized Learning Plans are established using data and the active participation of teachers, students, and families. Goals are established and monitored at least thrice yearly to ensure growth. Parent-teacher conferences are held a minimum of three times per year.

The Total number of Major Discipline Incidents decreased from 2022-23 to 2023-24, from 109 to 83 (24%) to 32 (61%) in 2024-25. The total number of students involved decreased from from 2022-23 to 2023-24 from 135 to 117 (13%) to 50 (57%) in 2024-2025.

The Total Number of Individual Students who had a Major Discipline Event decreased from 70 to 62 (11%) in 22-23 to 23-24 to 21 (66%) in 24-25, which is 8% of the school population.

Total Suspensions decreased from 2022-23 to 2023-24 from 125 to 109 (13%) to 25 (77%) in 24-25, with in-school Suspensions from 10 to 4 (60%) to 1 (75%) and Out-of-School Suspensions from 115 to 105 (8%) to 24 (77%). The Total Number of Suspended Students decreased from 70 to 60 (14%) to 15 (75%).

This is attributed to the commitment to building school climate and culture, building positive relationships with students and families, increasing focus on social-emotional learning instruction and intervention, and providing support for students and resources for families.

Connectedness Areas for Growth

Year 2 during 2025-2026 = continuous growth towards mastery for all instructional staff - Connectedness is the foundation for learning. Families and students choose to attend SNACS, which naturally instills connectedness to the school community. At SNACS, the mission and model are built on the premise of connectedness through the Science of Hope. The Science of Hope requires three critical learning elements: Belonging, Engagement, and Hope. At SNACS, the Mission and PLAY Model is grounded in these core values in theory and practice. Through the Science of Hope at SNÅCS, 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. All faculty and staff will continue to be trained throughout the 25-26 school year.

Personalized Learning Plans are established using data and the active participation of teachers, students, and families. Goals are established and monitored at least thrice yearly to ensure growth. Parent-teacher conferences are held a minimum of three times per year.

SNACS provides a Positive Behavior and Intervention Support (PBIS) system at all organizational levels. Instructional leaders and teachers provide individual, small, and whole-group reward systems to promote a sense of belonging and increased engagement.

Parent/family volunteers are expected to volunteer at the school in some capacity for at least 10 hours per month to increase student engagement.

Partnerships with local organizations support increased student engagement.

The SNACS Team continues to address Chronic Absenteeism through leadership, social work support, teachers, and attendance personnel.

To increase positive student and staff outcomes, the SNACS PBIS, Restorative Justice, Progressive Discipline Plan, and progress monitoring must be reviewed and revised.

Additional training in Restorative Justice (RJ) Practices, including classroom-level RJ circles, will support a continued downward trend in the number of incidents and increase in student engagement data.

Chronic Absenteeism increased from 12.1 to 24.7%. Additionally, 40% of students suspended during the 24-25 school year were also deemed chronically absent. More work is needed in providing supports for students deemed chronically absent, and those who exhibit behavioral challenges.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language Barrier **Cultural Differences** **Limited Access to Resources** **Assessment and Testing Difficulties** **Social and Emotional Stress** **Interrupted or Limited Formal Education** **Teacher Preparation / Knowledge Gaps** **Family Involvement Barriers**	- Sheltered Instruction (e.g., SIOP Model) - Visuals, scaffolds, and modeling - Academic vocabulary instruction - Integrated content and language teaching, ELL groups pulled during centers, ELL breakfasts/ lunches in class weekly and by school monthly - Cultural competence training for staff - Inclusive curriculum - Culturally responsive teaching - Classroom discussions about diversity and traditions - Hire and retain ESL-certified teachers - Provide bilingual materials and tech tools - Partner with community organizations - Use formative and alternative assessments - Modify testing language, allow oral responses - Train staff on fair assessment of ELLs - Peer buddy systems - Inclusive classroom environment - SEL (social-emotional learning) programs - Trauma-informed practices - Individual learning plans - Additional literacy support - Use of native language resources - Small group interventions - Professional development in ESL and differentiation - Collaboration between ESL and content teachers - Coaching or mentoring programs - Translated communication & interpreters, Family workshops and ESL classes, Home visits and community liaison programs, Encourage first-language literacy at home

Student Group	Challenge	Solution
Foster/Homeless	Frequent school changes and disrupted education Emotional trauma and behavioral challenges Stigma and social isolation No consistent adult advocate Mental health struggles Poor communication between systems (school, welfare, home) Limited Access to Extracurricular Activities	-Assign a **dedicated liaison or counselor** for foster students. -Enforce provisions of the McKinney-Vento Act and ESSA to allow students to remain in their school of origin - work with the district for transportation. - Implement trauma-informed education practices and training for staff - Provide on-site mental health services, regular counseling, and crisis support. - Appoint dedicated Foster Youth Education Liaisons or case managers to coordinate academic and support services. - Engage foster parents, social workers, and child welfare agencies in the educational process. - Adopt restorative justice practices instead of punitive discipline. - Build consistent, trusting relationships between students and school staff. -PD for staff and teach students about stigmas and promote a positive school culture -Encourage extracurricular activities and leadership roles in events -- Coordinate with community partners to provide holistic supports, including stable housing and access to basic needs. - Establish wraparound support networks linking education, health, and legal services. -Train staff in **trauma-responsive discipline** and **positive behavior supports**. - Disciplinary actions due to misunderstood behavior -Build **interagency collaboration** and **wraparound service teams** for coordinated support. - Offer **fee waivers and outreach** to involve foster youth in clubs, sports, and enrichment.

Free and Reduced Lunch	Basic Needs Social/Emotional Health Parental Involvement **Lack of access to extracurriculars**	- Provide free meals and snacks if hungry - Offer clothing closets, hygiene kits, - Connect families with housing/resource support services - Implement trauma-informed practices - Provide access to school counselors and social workers - Use restorative practices to build relationships and address behavior - Partner with community clinics to provide on-site health and dental care -telehealth contract for families/students - Promote mental health awareness and early intervention - Offer school-based wellness programs -Hold flexible parent-teacher conferences (virtual, after-hours) - Offer parent education workshops (literacy, navigating school systems) - Use bilingual communication and family liaisons - Offer **fee waivers and outreach** to involve youth in clubs, sports, and enrichment.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Disproportionate disciplinary actions Limited access to resources (e.g., tutoring, technology, extracurriculars) Microaggressions and discrimination from peers or staff Parental engagement barriers due to cultural or linguistic differences Stereotype threat and internalized racism	-Use restorative justice practices; implement Positive Behavioral Interventions and Supports (PBIS). -Ensure equitable funding and access; partner with community organizations to expand opportunities. -Foster inclusive school climates; provide bias incident reporting systems and responsive interventions. - Offer translated materials, interpreters, and flexible meeting times; engage community liaisons. -Build student identity and confidence through affirming environments and mentorship programs. -

Student Group	Challenge	Solution
Students with IEPs	Stigmatization and Social Isolation Behavioral Challenges Misunderstood as Misconduct Inconsistent Parental Engagement Limited Access to Extracurricular Activities	-Facilitate peer mentoring programs, inclusion clubs, and school-wide awareness campaigns to foster empathy and belonging. - Use Positive Behavioral Interventions and Supports (PBIS) and Functional Behavior Assessments (FBA) to address root causes compassionately. - Offer flexible meeting times, translation services, and parent liaisons to support family-school collaboration. - Ensure accommodations and supports are provided so students with disabilities can participate fully in clubs, sports, and arts programs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Some students do not have a sense of belonging, engagement, and hope necessary for learning.
Critical Root Cause: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.

Problem Statement 2 (Prioritized): Family and communication engagement efforts need to better support increased student engagement and achievement.
Critical Root Cause: not all parents participate in FACE activities and events.

Problem Statement 3 (Prioritized): The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.
Critical Root Cause: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 4 (Prioritized): Student discipline and other interruptions impede classroom learning time.
Critical Root Cause: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.

Problem Statement 5 (Prioritized): Chronic absenteeism increased for the 24-25 school year which impedes student engagement and achievement.
Critical Root Cause: Familial lack of access to obtain doctor's notes when students were absent, several families took extended out-of-the-country trips during the school year, lack of transportation, and lack of value placed on school attendance. Additionally, there was a change in administrative support staff, where the attendance coordinator took on the registrar's duties, which resulted in a lack of implementation of systems with fidelity.

Problem Statement 6 (Prioritized): The lack of highly qualified professional teachers directly impacts the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Priority Problem Statements

Problem Statement 1: The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.

Critical Root Cause 1: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The lack of highly qualified professional teachers directly impacted the school culture and climate.

Critical Root Cause 2: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 2 Areas: Student Success

Problem Statement 3: The faculty and staff have a limited understanding the correlation between the SNACS model, curricula, and SBAC.

Critical Root Cause 3: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Student discipline and other interruptions impeded classroom learning time.

Critical Root Cause 4: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.

Problem Statement 4 Areas: Student Success

Problem Statement 5: Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth.

Critical Root Cause 5: 1 yr of consistent expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.

Problem Statement 5 Areas: Student Success

Problem Statement 6: Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF.

Critical Root Cause 6: COVID Learning Loss still contributes to gaps in learning; iReady progress not consistently monitored by instructional staff; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Problem Statement 6 Areas: Student Success

Problem Statement 7: The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.

Critical Root Cause 7: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.

Problem Statement 7 Areas: Adult Learning Culture

Problem Statement 8: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC.

Critical Root Cause 8: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 8 Areas: Adult Learning Culture

Problem Statement 9: Leadership-driven PLCs met once per week for 24-25 school year with varied levels of results in the classroom for student outcomes.

Critical Root Cause 9: One year of implementation - need scheduled and structured time necessary for teacher-led small groups to plan and work together toward improving student outcomes.

Problem Statement 9 Areas: Adult Learning Culture

Problem Statement 10: The lack of highly qualified professional teachers directly impacts the school culture and climate.

Critical Root Cause 10: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 10 Areas: Adult Learning Culture

Problem Statement 11: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.

Critical Root Cause 11: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 11 Areas: Connectedness

Problem Statement 12: Student discipline and other interruptions impede classroom learning time.

Critical Root Cause 12: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.

Problem Statement 12 Areas: Connectedness

Problem Statement 13: Some students do not have a sense of belonging, engagement, and hope necessary for learning.

Critical Root Cause 13: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.

Problem Statement 13 Areas: Connectedness

Problem Statement 14: The lack of highly qualified professional teachers directly impacts the school culture and climate.

Critical Root Cause 14: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 14 Areas: Connectedness

Problem Statement 15: Family and communication engagement efforts need to better support increased student engagement and achievement.

Critical Root Cause 15: not all parents participate in FACE activities and events.

Problem Statement 15 Areas: Connectedness

Problem Statement 16: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.

Critical Root Cause 16: 1 yr of consistent implementation of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 16 Areas: Student Success

Problem Statement 17: Chronic absenteeism increased for the 24-25 school year which impedes student engagement and achievement.

Critical Root Cause 17: Familial lack of access to obtain doctor's notes when students were absent, several families took extended out-of-the-country trips during the school year, lack of transportation, and lack of value placed on school attendance. Additionally, there was a change in administrative support staff, where the attendance coordinator took on the registrar's duties, which resulted in a lack of implementation of systems with fidelity.

Problem Statement 17 Areas: Connectedness

Problem Statement 18: Students performance on SBAC proficiency are below grade level criteria particularly in mathematics.

Critical Root Cause 18: COVID Learning Loss - long-term effects of trauma associated with COVID affect student proficiency and performance, lack of high-quality curriculum, and implementation gaps in vertical alignment.

Problem Statement 18 Areas: Student Success

Problem Statement 19: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.

Critical Root Cause 19: 1 yr of consistent expectations, professional development, implementation, supervision, and feedback.

Problem Statement 19 Areas: Adult Learning Culture

Problem Statement 20: The faculty and staff are evolving on their practice to implement standards-based choice.

Critical Root Cause 20: Lack of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 20 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - iReady Data

Adult Learning Culture

- Administrator evaluation
- Communications data
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other

Connectedness

- Attendance

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 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.

The SNACS Team will provide instruction to support students in increasing their growth toward or within proficiency in 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.

Formative Measures: iReady growth scores as assessed 3x per year, 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.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
ELL	**Nov**	**Feb**	**May**
	No review	No review	No review
RBG3			
School Mission and Model Instruction			
Curriculum and Instruction			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
	iReady iReady and Leadership will develop an implementation plan to ensure student continued		

		growth in ELA and increased growth in Mathematics. 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. Teachers will implement the school model with iReady curriculum in ELA/Math using standards-based learning centers and small-group instruction. Teachers will provide targeted small-group MTSS intervention instruction during after school and intersessions using iReady and SAVVAS. ELL						

Leadership, teachers, and support staff will support English Language Learners to increase their English Language Proficiency scores by 10% 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. Provide weekly support via breakfast meetings targeting specific criteria for ELL students toward growth and proficiency to exit EL services within 5 years. RBG3 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. 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	Instructional leadership, teachers, support staff	SBAC data recieved July-September. Data analyzed and plan revised by October. Progress monitoring weekly through June 2.					
		1						

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, Bridges 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 by 5% and 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. | | | | | |

Position Responsible: Instructional leadership, teachers, support staff

Resources Needed: General and sped funds for staffing to support students. Funding for incentive systems to promote student achievement.

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1, 2, 3, 4, 5, 6, 7, 8

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Students performance on SBAC proficiency are below grade level criteria particularly in mathematics. **Critical Root Cause**: COVID Learning Loss - long-term effects of trauma associated with COVID affect student proficiency and performance, lack of high-quality curriculum, and implementation gaps in vertical alignment.

Problem Statement 2: Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF. **Critical Root Cause**: COVID Learning Loss still contributes to gaps in learning; iReady progress not consistently monitored by instructional staff; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Problem Statement 3: The faculty and staff have a limited understanding the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.

Problem Statement 4: Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth. **Critical Root Cause**: 1 yr of consistent expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.

Problem Statement 5: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice. **Critical Root Cause**: 1 yr of consistent implementation of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 6: Student discipline and other interruptions impeded classroom learning time. **Critical Root Cause**: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.

Problem Statement 7: The lack of highly qualified professional teachers directly impacted the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 8: The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.

Inquiry Area 2: Adult Learning Culture

SMART 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.

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, Bridges Mathematics (K-5) and Achievement First Mathematics (6-8), PLTW Science (K-5), and Open Science (6-8).

Formative Measures: 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.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review

1	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. Time for an effective PLC is established on the school calendar, and topics are scheduled to align with school goals and related PD activities. PD for Bridges mathematics. PD for iReady mathematics. PD plan includes the school mission, vision, model, core values, curriculum, and assessments. Leadership continues 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. PD for PowerSchool curriculum mapping and lesson plans within the school model and for intervention and MTSS groups. PD for creating standards-based learning centers using all school curricula, including iReady, Savaas ELA, Mathematics, PLTW, and Open Source Science. PD for creating and using the Interactive Choice Board Learning Management System with fidelity. PD for Progressive discipline, PBIS, SEL, and MTSS programs to support student engagement and achievement. PD on Restorative Justice Practices to decrease Major Incidents and Out-of-School Suspensions. PD for high-stakes assessments, data-driven instruction to improve student outcomes. PD to increase attendance and decrease chronic absenteeism. PLC time for "staffing students" and "data-dives"	Leadership Team,	PD and PLC schedule for the year by July 15. PD for staff on August 4-8. 5 additional		

| | | | progress monitoring; public accountability systems by student, class, and whole school. 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. A certified ELAD/TESL-certified teacher to provide PD for teachers to support students with intervention, support, and scaffolding to ensure equitable access to curriculum and assessments. Exit surveys for all PD and PLCs to ensure effectiveness. | teachers | PD Days, Weekly Staff meetings, weekly PLCs throughout the year through June 2. | | | | | |

Position Responsible: Leadership Team, teachers

Resources Needed: Funding for PD. Time allocated to PD and PLCs in the calendar. Leadership planning and prep time to ensure effective PD and PLCs.

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2, 3, 4, 5, 6

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.
Problem Statement 2: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice. **Critical Root Cause**: 1 yr of consistent expectations, professional development, implementation, supervision, and feedback.
Problem Statement 3: Leadership-driven PLCs met once per week for 24-25 school year with varied levels of results in the classroom for student outcomes. **Critical Root Cause**: One year of implementation - need scheduled and structured time necessary for teacher-led small groups to plan and work together toward improving student outcomes.
Problem Statement 4: The faculty, staff, and students were unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There is one year of implementation w/ expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values. Continued work necessary.
Problem Statement 5: The faculty and staff are evolving on their practice to implement standards-based choice. **Critical Root Cause**: Lack of expectations, professional development, implementation, supervision, and feedback.

Adult Learning Culture
Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate.   **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Inquiry Area 3: Connectedness

SMART Goal 1: 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.

Leadership, teachers, and support staff will support students and families to increase student engagement and attendance and decrease chronic attendance by 10%.

Formative Measures: Weekly attendance and chronic attendance data, student attendance plans, etc.

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
	The Attendance Coordinator will run weekly attendance and chronic attendance reports. Leadership will post weekly attendance and chronic absenteeism graphs based on grade level. 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. FACE Coordinator develops a plan for FACE events to target increased attendance, engagement, and achievement - monthly meetings with student SEL, engagement, and achievement focus. FACE Coordinator coordinates family volunteer activities at SNACS and during SNACS events to support increased family and student engagement. FACE quarterly events to support increased engagement and achievement. 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. 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. SW provides for and connects families with wrap-around services and resource support as needed to support family and student engagement. Leadership and teachers will develop positive reinforcement and incentive systems for increased attendance and decreased chronic absenteeism. PTC 3 times per year to engage 100% of families, providing PLPs to share strengths, engagement, and achievement data. Student Engagement Students are						

	1	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. 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. Leaders/Teachers Leadership Team and Teachers will plan for Expeditionary Learning (EL) Days and Educational Field Trips to increase the sense of belonging and	Leadership Team, Teachers, Attendance Coordinator; FACE Coordinator, Social Worker, Counselors, Digital Management Asst.	FACE events calendar by July 1. PD schedule by July 1. Progress monitoring for FACE, Discipline, and chronic absenteeism weekly through June 2.					

engagement. School-wide and classroom-level PBIS data decreased chronic absenteeism, 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 promote 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							

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

Resources Needed: Funding toward PD and Dean of Students. Funding for SW and FACE Coordinator (half of salary in Title 1 salary), the rest is general funds. Time for planning and preparation.

Evidence Level
Level 1: Strong: Family Engagement

Problem Statements/Critical Root Cause: Connectedness 1, 2, 3, 4, 5, 6

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Some students do not have a sense of belonging, engagement, and hope necessary for learning. **Critical Root Cause**: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.
Problem Statement 2: Family and communication engagement efforts need to better support increased student engagement and achievement. **Critical Root Cause**: not all parents participate in FACE activities and events.
Problem Statement 3: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: Professional development, expectations, supervision, and feedback with only 1 year of implementation. Continued scaffolded PD, expectations, supervision and feedback necessary.
Problem Statement 4: Student discipline and other interruptions impede classroom learning time. **Critical Root Cause**: Lack of consistent teacher expectations and PBIS and classroom management, professional development, implementation, supervision, and feedback consistent across all levels of the school for Restorative Justice, PBIS, Progressive Discipline Policy.
Problem Statement 5: Chronic absenteeism increased for the 24-25 school year which impedes student engagement and achievement. **Critical Root Cause**: Familial lack of access to obtain doctor's notes when students were absent, several families took extended out-of-the-country trips during the school year, lack of transportation, and lack of value placed on school attendance. Additionally, there was a change in administrative support staff, where the attendance coordinator took on the registrar's duties, which resulted in a lack of implementation of systems with fidelity.
Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see the Attached Addendum.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site Based Committee, which includes staff, parents, and community members meet in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered by family engagement surveys that are made available to all through parent all-calls to inform them of the surveys. Parents can access the surveys through the website, class dojo, and in the front office. Survey results are reviewed to identify areas of strength and areas for improvement. Areas for improvement are incorporated into the SPP objectives and strategies.

2.2: Regular monitoring and revision

We hold status checks quarterly with the teams responsible for monitoring each strategy and document our lessons learned and next steps in Plan4Learning. Information is shared during a staff meeting to solicit any additional feedback.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter, and available at the front desk.

2.4: Opportunities for all children to meet State standards

There are two primary areas in our Title 1 budget that support major initiatives in the SPP that provide all children are given opportunities to meet state standards.

First, the Social Worker/Family and Community Engagement Coordinator is responsible to oversee, coordinate, and provide services for all students/families with additional targeted supports and services as identified by need. The Improvement Strategies are aligned with Goal # 2 - SNACS Connectedness Goal is directly aligned with Title 1 funding for the Social Worker/FACE Coordinator's role, responsibilities as written in the strategies.

Second, Instruction and Intervention Assistants (IIA) are responsible to support teachers in providing instruction to all students. The IIAs work to provide instruction and intervention services to identified students. The Improvement Strategies are aligned with Goal #3 - Student Success Goal is directly aligned with Title 1 funding for the IIAs as they support the teachers and provide small group supports.

2.5: Increased learning time and well-rounded education

Family and Community Engagement Coordinator

Goal 2 on SPP

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.

Annual Performance Objective

Leadership, teachers, and support staff (FACE/SW and IIAs) will support students and families to increase student engagement and attendance and decrease chronic attendance by 5%.

Family and Community Engagement Coordinator

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. FACE Coordinator develops a plan for FACE events to target increased attendance, engagement, and achievement -monthly meetings with student SEL, engagement, and achievement focus. FACE Coordinator coordinates family volunteer activities at SNACS and during SNACS events to support increased family and student engagement. FACE quarterly events to support increased engagement and achievement. FACE Coordinator publishes a digital monthly newsletter to provide parents with educational information, upcoming events, and volunteer needs via email, website, and social media. 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. SW provides for and connects families with wrap-around services and resource support as needed to support family and student engagement. Leadership and teachers will develop positive reinforcement and incentive systems for increased attendance and decreased chronic absenteeism. PTC 3 times per year to engage 100% of families, providing PLPs to share strengths, engagement, and achievement data. Student Engagement 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. FACE Coordinator supposts teachers to develop, implement, and monitor Personalized Learning Plans (PLPs) related to the SEL goals, which are 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.

Instruction and Intervention Assistants (IIAs)

Goal 3 on SPP

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.

Objective

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. IIAs will provide support to students as identified by teachers and leadership to meet this objective.

The IIAs support teachers and students with the following identified strategies:

Stratgies

iReady and Leadership will develop an implementation plan to ensure student growth in ELA and Mathematics. 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. Teachers will implement the school model with iReady curriculum in ELA/Math using standards-based learning centers and small-group instruction. Teachers will provide targeted small-group MTSS intervention instruction during after school and intersessions using iReady and SAVVAS.

ELL

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. Provide weekly support via breakfast meetings targeting specific criteria for ELL students toward growth and proficiency to exit EL services within 5 years.

RBG3

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. 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.

2.6: Address needs of all students, particularly at-risk

SNACS is a Title 1 school with 100% of students qualified for FRL and 95% at-risk based on state definition, including grad score. The entire SPP plan is written to address the needs of all students, particularly at-risk students. Two areas, as mentioned above, are specific goals, objectives and improvement strategies that align with SW/FACE Coordinator and IIAs.

SW and Family and Community Engagement Coordinator

Goal 2 on SPP

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3.1: Annually evaluate the schoolwide plan

The SPP is monitored throughout the year for progress towards goals and next steps. At the end of the year, the SPP is reviewed and evaluated for annual progress on the SPP. Progress is noted, and revisions are made for the upcoming school year (25-26) as needed. SBAC data is analyzed when the data is made available and any adjustments to the SPP are made in the fall according to what the data reveals and additional strategies are identified.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The staff and parent representatives review and update the the Parent Involvement and Family Engagement Policies, handbooks, and procedures each year. These are provided to families during the first open house/back to school night event and are made available through links in class dojo, on the school, on the website, and in the front office.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities for families to participate at SNACS. We offer FACE events at multiple times throughout the year during different times: during the school day, before or after school, evenings, and weekends. Parents are also invited to volunteer at the school with various opportunities to participate. Here is an excerpt from our handbook that provides an overview of the program.

SNACS promotes a collaborative learning environment where parents are welcome to volunteer in and out of the classroom in meaningful ways. The Family Engagement and Volunteer Handbook provides an overview of the volunteer program. Please see the Family Engagement and Volunteer Handbook on the website or in the front office for more information. SNACS relies heavily on volunteers and requests that each family volunteer in any of the following ways:

- skilled labor (fixing a facilities issue, maintenance, building, or repair of school structures such as carnival booths)
- Chaperoning for school events or field trips
- in-classroom volunteering as a teacher assistant
- special demonstrations for the school or classrooms
- volunteering for before or after-school clubs or programs
- special academic supports such as tutoring, read-aloud visits, etc.
- assisting office support staff at the front desk
- helping organize events
- volunteering for childcare during special school events

Volunteers play an important role and contribute valuable time towards the SNACS small school community. We are grateful to our volunteers and want to ensure volunteerism is a pleasurable experience for everyone. There are several basic guidelines and procedures to help keep our volunteer program effective and efficient.

To protect the safety of the students, all persons who wish to volunteer in the classroom and/or around the students must complete a Volunteer Application (at least yearly) for a background check and submit a set of fingerprints. Those who hold other agency clearances related to fingerprints must still submit fingerprints, as SNACS is solely responsible for our volunteer fingerprints and may not accept other agency reports in lieu of current fingerprints. SNACS must submit volunteer fingerprints to the Nevada Department of Public Safety to obtain a background check. Unless a background check is returned with any arrest/conviction information that contradicts the documentation provided in the Volunteer Application, volunteers may be allowed to volunteer in the classroom and may not distract the class or school environment.

All volunteers must be under the direct supervision of a staff member. They may not be alone with students or unsupervised on school grounds. All volunteers are permitted at the discretion of the school administrators. At any time, school administrators have the right to refuse volunteerism if they deem it is in the school or student(s) best interest. Volunteers are expected to behave in a way conducive to the learning environment and not impede the primary focus of schooling. Volunteering should be conducted with a positive attitude, keeping the school's spirit as a guiding principle. Volunteers who create or contribute to a hostile environment will be asked to leave the premises and volunteer privileges will be revoked.

Volunteers are prohibited from taking videos or photographs of students, the classroom, or school premises without written permission from the school administrator.

Volunteers with a positive attitude and students' best interests at heart help the school climate flourish. Those who volunteer to focus on the negative can hurt the school climate. The latter will not be tolerated. A volunteer should refrain from interference with classroom or school- related issues that school personnel are responsible for. All school rules, including appropriate language, dress, and overall behavior, must be followed.

SNACS has a list available for suggested ways to fulfill family volunteer requirements. However, SNACS encourages each family to use its unique talents and interests in volunteering at school. The school will benefit the most from such meaningful volunteering, and the families will enjoy volunteering more.

5.1: Determine which students will be served by following local policy

NA

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome back to school barbeque & Open House (2 different events)	August TBD	
Family Literacy nights (4)	Quarterly TBD	
Harvest Festival	October TBD	
Family STEAM Night	Spring TBD	
Author's Debut @ Barnes and Noble	Second Semester TBD	
Family Math Night	Winter TBD	
Spring Fling Family Festival	Spring TBD	
Family Prom Night	Winter TBD	
Family Movie Night	Fall TBD	