

Washoe County School District
Sierra Nevada Academy Charter
2025-2026 Status Checks with Notes



Mission Statement

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

Vision

SNACS Vision

Vision Summary

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

The PLAY® Model

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

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

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

SNACS Core Beliefs about Children and Families

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

All children have value and purpose.

All children contribute to a thriving school community.

All children can learn and succeed in school and life.

We don't give up on children.

All families want the best for their children.

All families contribute to a thriving community

All students and families have a voice and a choice.

SNACS Core Values

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

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

Belonging

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

Engagement

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

Hope

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

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

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

The process of building hope at SNACS:

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

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

Time

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

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

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

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

Hard work and Continuous Improvement

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

Family and Community

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

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

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

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

Shared Success

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

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

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

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

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

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

S - Share in gratitude and what you learn.

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

Learning Organization

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

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

SNACS shared vision

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

Personal mastery

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

Team learning

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

Meaningful learning

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

Knowledge sharing

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

Continuous learning

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

Systems Thinking

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

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

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

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/sierra_nevada_academy_charter/2025

Table of Contents

SNACS Vision	2
Vision Summary	2
The PLAY® Model	2
SNACS Core Beliefs about Children and Families	2
SNACS Core Values	3
Belonging	3
Engagement	3
Hope	3
Time	4
Hard work and Continuous Improvement	4
Family and Community	4
Shared Success	5
Learning Organization	5
SNACS shared vision	5
Personal mastery	5
Team learning	5
Meaningful learning	6
Knowledge sharing	6
Continuous learning	6
Systems Thinking	6
Inquiry Areas	8
Inquiry Area 1: Student Success	8
Inquiry Area 2: Adult Learning Culture	11
Inquiry Area 3: Connectedness	13

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.

Aligns with District Goal

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.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: iReady</p> <p>ELL</p> <p>RBG3</p> <p>School Mission and Model Instruction</p> <p>Curriculum and Instruction</p> <p>Position Responsible: Instructional leadership, teachers, support staff</p> <p>Resources Needed: General and sped funds for staffing to support students. Funding for incentive systems to promote student achievement.</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Nov: In progress</p> <p>November Lessons Learned</p> <p>iReady</p> <p>Teachers trained on small group intervention planning and monitoring of tiered students using i-Ready tools on 8/13 and 10/13</p> <p>Teachers submit weekly accountability data checks to ensure students are on track with the number of lessons/hours/ accuracy completion (see Q1 results below)</p> <p>Percent of Students meeting weekly goal (60m/3 lessons)/ Average Percent of lessons passed</p> <p>Kinder 100% / 72%</p> <p>First 97% / 88%</p> <p>Second 100% / 94%</p> <p>Third 100% / 88%</p> <p>Fourth 100% / 84%</p> <p>Fifth 100% / 71%</p> <p>Sixth 80% / 78%</p>

Seventh 78% / 82%

Eighth 70% / 86%

ELL

Teachers trained in ELL strategies to support instruction on 11/10, added to lesson plans

RBG3 - Literacy and small group strategies professional development for K-5 on 11/10, added to lesson plans; SBAC learning center added to ICBs as a must-do to ensure all students learn test skills and practice assessment

Curriculum - Bridges training on 8/12-14 & 95% PLTW online training

School Model and ICB implementation - 100% implement model and use ICBs

November Next Steps/Need

iReady - Need 100% students meeting weekly goal in grades 6-8, teachers need to work with students to increase % of lessons passed. Next iReady training in January.

ELL - admin monitoring to ensure ELL strategies implemented consistently, provide additional training and accountability as needed.

RBG3 - Admin monitoring RBG3 proficiency in iReady, Savvas, and SBAC lesson plans/pacing; data mtg with 3rd grade tchr to review and

Curriculum - Admin monitoring lesson plans to ensure pacing on track. Monitor small group and intervention planning and instruction, quality and completion of curriculum-based centers.

School Model and ICB implementation - admin observations and feedback to ensure implementation with fidelity - check for quality of small group instruction in small groups, in centers, and corrections for student work when independently working at learning centers.

Feb: In progress

February Lessons Learned

Teachers submit weekly accountability data checks to ensure students are on track with the number of lessons/hours/

accuracy completion (see Q1/Q2 results below). Daily small intervention and instruction groups. Tier 2 and 3 after school tutoring grades 4-8

Percent of Students meeting weekly goal (60m/3 lessons)/
Average Percent of lessons passed Q1 vs Q2

Kinder 100% / 72% vs. 96% / 72%

First 97% / 88% vs. 96% / 86%

Second 100% / 94% vs. 100% / 83%

Third 100% / 88% vs. 100% / 96%

Fourth 100% / 84% vs. 100% / 88%

Fifth 100% / 71% vs. 98% / 83%

Sixth 80% / 78% vs. 90% / 88%

Seventh 78% / 82% vs. 86% / 82%

Eighth 70% / 86% vs. 92% / 81%

ELL - admin monitoring to ensure ELL strategies implemented consistently, weekly skill focused breakfasts

SBAC test prep daily via teacher instruction and weekly must do's during choice time

February Next Steps/Need

Increased iReady push for students to complete required lessons in K,1,5, 6, 7, 8.

Increased SBAC test prep focus.

Intervention/tutoring afterschool and intersession.

May: No review

May Lessons Learned

May Next Steps/Need

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).

Aligns with District Goal

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.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: PLC's</p> <p>Position Responsible: Leadership Team, teachers</p> <p>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.</p> <p>Evidence Level Level 2: Moderate: PLC's</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2, 3, 4, 5, 6</p>	<p>Nov: In progress</p> <p>November Lessons Learned Weekly PLC time is used to document data and monitor implementation of expected programs like choice, i-Ready, SBAC practice as well as monitor discipline referrals and positive parent contacts. Administrators review these documents weekly and give staff feedback to increase fidelity and remove barriers. Admin and team leaders discuss this data and how to remove barriers as they arise. Instructional leader is present daily, in all classrooms as much as possible. Short, "no-risk" (to evaluation criteria) observations are conducted weekly to provide positive and corrective feedback. Instructional leader uses "glow (positive) and grow (improve)" structure. Required training deadlines are met for assessments and subjects like mandated reporting. Continued scaffolded feedback is given for teachers that may need to implement any initiatives more effectively.</p> <p>November Next Steps/Need Continue scaffolded PLC and PD to deepen knowledge. Monitor implementation. Provide feedback to increase student growth and achievement. More SBAC prep PD necessary to deepen understanding of</p>

and familiarity with assessment. Ensure embedded with the daily life of the classroom requiring an SBAC "must-do" daily center (ensure for accuracy of student responses). Ensure test taking strategies are implemented as power lessons.

Feb: In progress

February Lessons Learned

Deep dive diagnostic review completed with external academic advisor and shared with teachers. Identified areas of PLC needed for student growth and achievement.

Scaffolded PLC and PD to deepen knowledge. Monitor implementation. Provide feedback to increase student growth and achievement as related to SBAC.

SBAC prep PD necessary to deepen understanding of and familiarity with assessment. Ensure embedded with the daily life of the classroom requiring an SBAC "must-do" daily center (ensure for accuracy of student responses). Ensure test taking strategies are implemented as power lessons.

February Next Steps/Need

Continue scaffolded PLC and PD to deepen knowledge.

Monitor implementation. Provide feedback to increase student growth and achievement.

More SBAC prep PD necessary to deepen understanding of and familiarity with assessment. Ensure embedded with the daily life of the classroom requiring an SBAC "must-do" daily center (ensure for accuracy of student responses). Ensure test taking strategies are implemented as power lessons.

May: No review

May Lessons Learned

May Next Steps/Need

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%.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Family Engagement</p> <p>Position Responsible: Leadership Team, Teachers, Attendance Coordinator; FACE Coordinator, Social Worker, Counselors, Digital Management Asst.</p> <p>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.</p> <p>Evidence Level Level 1: Strong: Family Engagement</p> <p>Problem Statements/Critical Root Cause: Connectedness 1, 2, 3, 4, 5, 6</p>	<p>Nov: In progress</p> <p>November Lessons Learned Chronic absenteeism is monitored and documented daily when possible. Phone calls are made to families to procure doctor's notes, provide resources, or assist in resolving transportation issues. Culture evolving in progressive discipline and implementing RJ practices. Building positive relationships with students and families. Move from a compliance focus of following rules to a learning focus where every misbehavior is an opportunity to learn appropriate behavior towards learning at school. VIP room w/ incentives. Family engagement team began a "Family Learning Series" of events designed to help parents understand what their children are learning at school and provide differentiated take home tasks, with freely given kits of materials, so learning can be supported at home. Part of this series is a deep dive into student assessment data so parents can truly understand where their students' strengths and weaknesses are and how to support them in successful learning experiences.</p> <p>November Next Steps/Need Chronic Absenteeism - System for finding a carpool or ride for a student is being developed to roll out to families. Families can pick a "zone" they live in and offer an open seat to a student who may be experiencing transportation issues. Families in need of a ride for their student can ask for the information of a person in their zone to help get their student</p>

to school.

School vehicle is in the process of being repaired so instructional leaders, and members of attendance team can provide rides when arranged for students.

Incentives at both the classroom and school level being implemented to increase student desire to attend school and earn the incentive.

Culture - continue building positive relationships, incentives for positive behavior and academic achievement

Family engagement - expanding to a Prek Healthy Habits series that supports learning. Encourage K-8 families to attend.

Encourage Prek families to attend K-8 series.

Feb: In progress

February Lessons Learned

Chronic absenteeism is monitored and documented daily. Phone calls are made to families to procure doctor's notes, provide resources, or assist in resolving transportation issues. CA data is pulled weekly by class and put into a shared spreadsheet. Teachers have access to this information and includes in the data monitoring during weekly PLC mtgs. Class and school wide incentives are in place for students, families, and teachers to decrease CA. Required CA meetings with identified families are held and attendance contracts signed.

Culture established in progressive discipline and implementing RJ practices. Discipline data monitored and decreased suspensions from 24-25 are note. Building positive relationships with students and families continues. VIP room w/ incentives is implemented.

Family Engagement events series under FE grants ended in December. These were highly successful as incentives and child care was provided for families. FE events continue.

February Next Steps/Need

CA - working with health dept to declare elementary flu outbreak. MS was declared, so absences excused, but elementary has had an increase in absences due to flu. Continued efforts for CA meetings and signed attendance contracts. Continued monitoring of data and teachers supporting CA efforts within the classroom level is crucial to decrease CA.

Continued positive school climate and culture events/activities/practices need to be included. Teachers continue reinforcing high-expectations and student responsibility to learn. Author's debut awards for cover art is added to this year's event.

Student-run daily newscast in process. Lobby, vestibule, and front office maximizing environment to showcase achievements and celebrations.

Family Engagement events series under FE grants ended in December. More funding to support incentives and child care would be helpful. FE surveys distributed, incentives provided to complete.

May: No review

May Lessons Learned

May Next Steps/Need