Washoe County School District

Sierra Nevada Academy Charter

Classification: 2 Star School

Title I, ATSI, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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Mission Statement

SNACS accelerates academic growth and student success for all learners through rigorous, standards-aligned personalized instruction grounded in PLAY®, student choice, and exploration within a 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.

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

NSPF Notable Strengths

Elementary NSPF increased from 16.5 to 38 points, a gain of 25.1 points, which is a 130% increase and 11.9 points away from a 3-star-rating.
Middle School NSPF increased from 26.1 to 44.4 points, a gain of 18.3 points, which is a 70% increase and 5.6 points away from a 3-star rating.

NSPF Elementary

NSPF Total Index Score increased from 16.5 to 38 points and STAR rating increased from 1 to 2 stars, and 11.9 points from a 3-star rating.
Math Median Growth Percentile increased from 26.5 to 60%
ELA Median Growth Percentile increased from 48 to 52%
Math Adequate Growth Percentile increased from 5.8 to 37.2%
SBAC Pooled proficiency increased from 12.3 to 23.3%
SBACS Grade 3 Reading increased from 19.2 to 35.2%
Chronic absenteeism decreased from 27.6 to 15%, which is a -45.6 reduction
Math Opportunity Gap (AGP Catch up) increased from 7.1 to 35.1%
ELA Opportunity gap (AGP Catch up) increased from 31 to 31.2, minimal change.

Elementary SBAC Data Highlights beyond/within NSPF

ELA 4th Grade Median Growth Percentile increased from 40% to 49%.
ELA 5th grade at or above proficiency increased from 11% to 35%.
Math 3rd grade at or above proficiency increased from 15% to 44%
Math 4th grade Hispanic subpopulation at or above proficiency increased from 0% to 8%.
Math 4th grade White subpopulation at or above proficiency increased from 0% to 18%.
Math 5rd grade at or above proficiency increased from 0% to 12%
Math 4th grade Median Growth Percentile increased from 24% to 57%.
Math 5th grade Median Growth Percentile increased from 35% to 89%.

Strengths Summary

Elementary School demonstrated substantial and broad-based improvement from 2024-25 to preliminary 2025-26. The NSPF Total Index Score increased from 16.5 to 38.0 points, a gain of 21.5 points, or approximately 130%, and the school moved from a 1-star to a preliminary 2-star rating. The school is now 12 points below the 3-star threshold of 50 points. Student growth was the strongest area of improvement, with total Growth points increasing from 7.5 to 19.0 of 35 possible points. Math Median Growth Percentile increased from 26.5 to 60, ELA Median Growth Percentile increased from 48 to 52, and Math Adequate Growth Percentile increased from 5.8 to 37.2. Academic performance also improved, with SBAC pooled proficiency increasing from 12.3% to 23.3% and Grade 3 Reading increasing from 19.2% to 35.2%. Additional grade-level gains included Grade 3 Math proficiency increasing from 15% to 44%, Grade 5 ELA proficiency increasing from 11% to 35%, Grade 4 Math Median Growth Percentile increasing from 24 to 57, and Grade 5 Math Median Growth Percentile increasing from 35 to 89. Opportunity Gap performance improved substantially in Math, with AGP Catch-Up increasing from 7.1% to 35.1%. Chronic absenteeism decreased from 27.6% to 15.0%, a 45.6% reduction. These results demonstrate meaningful improvement across growth, proficiency, opportunity gaps, and student engagement.

NSPF Middle School

NSPF Total Index Score increased from 26.1 to 44.4 points and STAR rating increased from 1 to 2 stars, and 5.4 points from a 3-star rating.

Math Median Growth Percentile increased from 46 to 58%
ELA Median Growth Percentile increased from 52 to 58%
Math Adequate Growth Percentile increased from 8.6 to 16.9%
SBAC Pooled proficiency increased from 13.8 to 24.6%
Chronic absenteeism decreased from 24.7 to 16%, which is a --35.2 reduction
Math Opportunity Gap (AGP Catch up) increased from 2.7 to 10%
NAC 389.445 Credits Required increased from 78.3 to 88% of students meeting minimum credit requirements.
For MS, the WIDA/ACCESS n-size does not meet requirements for reporting data in that area.

Middle School SBAC Data Highlights beyond/within NSPF

ELA 6th grade at or above proficiency increased from 27% to 30%.
ELA 6th grade IEP special population at or above proficiency increased from 0% to 20%.
ELA 7th grade at or above proficiency increased from 31% to 40%.
ELA 7th grade Hispanic subpopulation at or above proficiency increased from 17% to 30%.
ELA 7th grade White subpopulation at or above proficiency increased from 23% to 58%.
ELA 8th grade at or above proficiency increased from 14% to 28%.
ELA 8th grade Hispanic subpopulation at or above proficiency increased from 0% to 33%.
ELA 8th Grade Median Growth Percentile increased from 47% to 70%.
Math 7th grade at or above proficiency increased from 4% to 20%.
Math 8th grade Hispanic subpopulation at or above proficiency increased from 0% to 17%.
Math 6th grade IEP Special Population Median Growth Percentile increased from 0% to 47%.
Math 7th grade Median Growth Percentile increased from 39% to 58%.
Math 8th grade Hispanic subpopulation Median Growth Percentile increased from 52% to 76%.
Science 8th grade at or above proficiency increased from 3% to 16%.

Strengths Summary

Middle School demonstrated strong and measurable improvement from 2024-25 to preliminary 2025-26. The NSPF Total Index Score increased from 26.1 to 44.4 points, a gain of 18.3 points, or approximately 70%, and the school moved from a 1-star to a preliminary 2-star rating. The school is 5.6 points below the 3-star threshold. Growth was a major driver of improvement, with total Growth points increasing from 11.5 to 18.0 of 30 possible points. Math Median Growth Percentile increased from 46 to 58, ELA Median Growth Percentile increased from 52 to 58, and Math Adequate Growth Percentile increased from 8.6 to 16.9. SBAC pooled proficiency increased from 13.8% to 24.6%. Grade-level gains included Grade 7 ELA proficiency increasing from 31% to 40%, Grade 8 ELA proficiency increasing from 14% to 28%, Grade 7 Math proficiency increasing from 4% to 20%, Grade 8 ELA Median Growth Percentile increasing from 47 to 70, and Grade 8 Science proficiency increasing from 3% to 16%. Student-group gains included Grade 6 students with IEPs increasing ELA proficiency from 0% to 20%, Grade 7 Hispanic students increasing ELA proficiency from 17% to 30%, and Grade 8 Hispanic students increasing ELA proficiency from 0% to 33%. Math Opportunity Gap AGP Catch-Up increased from 2.7% to 10%. Chronic absenteeism decreased from 24.7% to 16.0%, a 35.2% reduction, and the percentage of students meeting NAC 389.445 middle-school credit requirements increased from 78.3% to 88%. These results reflect improvement in growth, proficiency, attendance, opportunity gaps, subgroup outcomes, and high-school readiness.

Whole School Data

The Whole School (K-8) ELA Percent at or above Proficiency increased from 21% in 24-25 to 32% in 25-26.
The Whole School (K-8) ELA Median Growth Percentile increased from 50% to 54%.
The Whole School (K-8) Hispanic subpopulation ELA Median Growth Percentile increased from 48% to 62%.
The Whole School (K-8) White subpopulation ELA Median Growth Percentile increased from 46% to 55%.
The Whole School (K-8) Math Percent at or above Proficiency increased from 9% in 24-25 to 18% in 25-26.
The Whole School (K-8) Math Median Growth Percentile increased from 40% to 57%.
The Whole School (K-8) IEP Special Population Math Median Growth Percentile increased from 33% to 53%.
The Whole School (K-8) EL Special Population Math Median Growth Percentile increased from 21% to 65%.
The Whole School (K-8) Chronically Absent Special Population Math Median Growth Percentile increased from 22% to 53%.
The Whole School (K-8) Chronic Absenteeism decreased from 29.8 to 15.5%.

Whole-School Supporting Evidence

K-8 data reinforce the school-level NSPF trend: ELA proficiency increased from 21% to 32%, ELA Median Growth Percentile increased from 50 to 54, Math proficiency increased from 9% to 18%, and Math Median Growth Percentile increased from 40 to 57. Hispanic students increased ELA Median Growth Percentile from 48 to 62, students with IEPs increased Math Median Growth Percentile from 33 to 53, English Learners increased Math Median Growth Percentile from 21 to 65, and chronically absent students increased Math Median Growth Percentile from 22 to 53. Whole-school chronic absenteeism decreased from 29.8% to 15.5%. These data support the conclusion that improvement is occurring across multiple grades and student groups while reinforcing the continued need to convert growth into proficiency.

Areas for Growth

Elementary NSPF

ELA Adequate Growth Percentile decreased from 35.2 to 34.8%.

ACCESS/WIDA Adequate Growth Percentile increased from 37.5 to 18.1%.

ELA Opportunity Gap (AGP Catch Up) decreased from 31 to 31.2%, stayed basically the same.

Areas for Growth / Weaknesses Summary
Elementary School must continue converting accelerated student growth into higher levels of proficiency and ensure that gains are sustained across content areas and student groups. Although SBAC pooled proficiency increased from 12.3% to 23.3%, overall proficiency remains low and continues to limit Academic Achievement points. ELA Adequate Growth Percentile remained essentially flat, moving from 35.2 to 34.8, and ELA Opportunity Gap performance changed minimally from 31.0% to 31.2%, indicating that ELA catch-up growth requires greater acceleration. ACCESS/WIDA Adequate Growth also remains an area for monitoring; however, changes to the WIDA assessment in 2025-26 affect direct year-to-year comparisons. Elementary remains in its second year of ATSI designation, reinforcing the need to accelerate outcomes for identified student groups. Priority actions should include rigorous standards-aligned Tier I instruction, targeted small-group intervention, frequent progress monitoring, stronger ELA catch-up growth, continued subgroup improvement, and maintenance of attendance gains so that stronger growth translates into proficiency and movement toward a 3-star rating.

Middle School NSPF

ELA Opportunity Gap (AGP Catch Up) decreased from 27.6 to 26.5%, a slight decrease

Areas for Growth / Weaknesses Summary

Middle School must sustain its strong growth trajectory while accelerating the conversion of growth into proficiency and adequate catch-up growth. Although pooled proficiency increased from 13.8% to 24.6%, Academic Achievement remains a significant area for improvement. Math Adequate Growth Percentile improved from 8.6% to 16.9% but remains low, while ELA Adequate Growth increased only modestly from 32.9% to 35.3%. Math Opportunity Gap AGP Catch-Up improved from 2.7% to 10% but continues to show a need for more students to make sufficient growth to reach proficiency. Chronic absenteeism improved substantially to 16.0%, yet continued reduction is necessary to maximize Engagement points and protect instructional time. The preliminary 2025-26 NSPF report also identifies a testing participation penalty; meeting or exceeding the 95% assessment participation requirement is therefore an immediate operational priority. WIDA/ACCESS results are not reportable for Middle School because the required n-size was not met and should not be interpreted as either a strength or weakness. Priority actions should focus on increasing proficiency, accelerating Math and ELA adequate growth, closing remaining opportunity gaps, reducing chronic absenteeism, and ensuring full assessment participation. With a preliminary index score of 44.4, targeted gains in these indicators provide a clear pathway to a 3-star rating.

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
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.**

Student Group	Challenge	Solution
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.
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	Critical Root Cause
1 ★	Despite the implementation of standards-aligned curriculum and targeted interventions, SNACS students continue to perform below state expectations in English Language Arts, Mathematics, and Science as measured by the Nevada School Performance Framework (NSPF) and Smarter Balanced (SBAC) assessments.	Addressing inconsistent implementation of rigorous grade-level instruction, limited instructional coherence across classrooms, and insufficient use of formative assessment to adjust instruction will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
2 ★	Academic proficiency and student growth remain inconsistent across grade levels and student groups, particularly among economically disadvantaged students, English Learners, students with disabilities, and historically underperforming subgroups.	Addressing inconsistent progress monitoring cycles, intervention systems not consistently aligned to student needs, and variable implementation of MTSS will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support will result in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
3 ★	Analysis of longitudinal performance data indicates that instructional implementation, progress monitoring, and intervention systems have not yet consistently accelerated learning at the level necessary to meet state accountability targets. As a result, student achievement remains below the levels required to improve the school's NSPF rating and ensure all students achieve grade-level proficiency.	Ensuring stronger instructional leadership and coaching, continuous progress monitoring and adjusting instruction, and decreasing chronic absenteeism that reduces instructional access must be addressed to support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

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. This work continued in the 2025-2026 school year.

SNACS celebrated 27 years of operation during 2025-2026 school year.

SNACS instructional staff implemented the first-ever PLAY Interactive Choice Boards with scaffolded levels of fidelity beginning 2024-2025 and continued in 2025-26 school years. The model and Interactive Choice Board received 5 EdTech Digest awards (2 in school leadership and 3 for the board).

95% of instructional faculty is returning for the 2026-2027 school year compared to 10% in 24-25 (purposeful transition under school turnaround efforts) and 85% in 25-26. 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 2026-2027 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.

SNACS Literacy Coordinator will support the Adult Learning Culture through continuous coaching cycles.

SNACS School Climate Survey Strengths

Staff understand the SNACS mission and how my role contributes to accelerating academic growth and student success for all learners.

Staff understand the core elements of the SNACS PLAY® model—personalized learning, student choice, exploration, and a small-school community—and how my role supports them.

Staff maintain high expectations for every student while providing the support students need to succeed.

Staff treated with dignity and respect by colleagues and school leaders.

Staff treat one another professionally regardless of role, title, experience, or position.

Staff feel that they belong and are a valued member of the SNACS community.

Staff report students are treated with dignity, fairness, and respect by adults throughout the organization.

Staff report school leaders make decisions that are aligned with the mission, school model, PMP, and improved student outcomes.

Staff report meetings and collaborative time are purposeful and focused on student and organizational needs.

Staff report they are engaged in my work and understand why my contribution matters to the school.

Staff report SNACS uses its small-school structure as a strength to know students and families well.

Staff report staff across roles contribute to a welcoming and responsive experience for students and families.

Staff report family engagement is treated as an important part of student success.

Staff report we celebrate meaningful progress while continuing to address areas that need improvement.

Areas for Growth

2026-2027 is year 3 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.

SNACS School Climate Survey Growth Areas

Not all staff report accountability is applied consistently across roles and departments.

Not all staff report they can always rely on colleagues to complete responsibilities that affect my work and student success.

Not all staff report school leaders communicate priorities and expectations clearly.

Not all staff report information I need to do my job effectively reaches me in a timely manner.

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.
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	

Student Group	Challenge	Solution
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	Critical Root Cause
1 ★	The instructional practices necessary to consistently improve student achievement in growth and proficiency have not been implemented with sufficient consistency or fidelity across the school.	Historical inconsistency in instructional expectations, limited calibration of instructional practices, and a stronger professional learning community must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.
2 ★	While significant organizational restructuring has strengthened leadership and staffing, educators require continued professional learning, coaching, collaboration, and accountability systems to ensure consistent implementation of high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, and data-driven decision making.	Inconsistent implementation of and feedback loops toward high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, literacy plans, and data-driven decisions with continuous instructional coaching, stronger collective efficacy and shared accountability must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.
3 ★	Strengthening adult learning systems is essential to increasing instructional effectiveness, accelerating student growth, and improving SBAC proficiency across all student groups.	Historical inconsistency in progress monitoring, understanding of the literacy and associated data, and data driven decision making that drives instruction and intervention indicates a need for a strong data-driven PLC focused on growth and achievement, continuous instructional coaching, and stronger collective efficacy and shared accountability will support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.

★ = Priority

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 to 3 in 25-26 (90%). 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 to 3 (94%) in 2025-2026.

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 student population to 3 in 25-26, which is 1% of the school population.

Total Suspensions decreased from 2022-23 to 2023-24 from 125 to 109 (13%) to 25 (77%) in 24-25 to 2 in 25-26 (92%), with in-school Suspensions from 10 to 4 (60%) to 1 (75%) in 24-25 to 0 in 25-26 (100%). Out-of-School Suspensions from 115 to 105 (8%) to 24 (77%) to 2 (91%). The Total Number of Suspended Students decreased from 70 to 60 (14%) to 15 (75%) to 2 (87%) in 25-26.

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.

Whole School Chronic Absenteeism (<90%) decreased from 27% in 2024-25 to 19% in 2025-26. When NSPF Rules are applied, whole school Chronic Absenteeism decreased from 26% in 2024-25 to 15% in 2025-26.

Areas for Growth

Year 3 during 2026-2027 = 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 26-27 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.

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	Critical Root Cause
1 ★	Student attendance, engagement, and sense of belonging have not consistently supported the levels of instructional access necessary to improve academic achievement in growth and proficiency as reflected on SBAC and the NSPF.	Inconsistent engagement strategies across classrooms, progress monitoring of data systems (attendance, credit attained, progress toward mastery), social-emotional supports, accountability systems with staff, and student ownership of learning must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
2 ★	Chronic absenteeism continues to reduce learning opportunities for a significant number of students, negatively affecting proficiency, growth, and student engagement indicators within the NSPF.	Family barriers affecting attendance, limited systematic monitoring of attendance interventions, familial lack of access to obtain doctor's notes when students are absent, and lack of value placed on school attendance must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
3 ★	While improvements in school climate and discipline have reduced exclusionary practices, stronger systems are needed to ensure students consistently attend school, actively engage in learning, and develop meaningful relationships with peers, staff, and families that promote academic success.	Inconsistent family-school partnerships, family barriers, accountability practices, family participation in instructional decisions and activities, and FACE activities and events must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Despite the implementation of standards-aligned curriculum and targeted interventions, SNACS students continue to perform below state expectations in English Language Arts, Mathematics, and Science as measured by the Nevada School Performance Framework (NSPF) and Smarter Balanced (SBAC) assessments.	Addressing inconsistent implementation of rigorous grade-level instruction, limited instructional coherence across classrooms, and insufficient use of formative assessment to adjust instruction will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
2 ★	Academic proficiency and student growth remain inconsistent across grade levels and student groups, particularly among economically disadvantaged students, English Learners, students with disabilities, and historically underperforming subgroups.	Addressing inconsistent progress monitoring cycles, intervention systems not consistently aligned to student needs, and variable implementation of MTSS will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support will result in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
3 ★	Analysis of longitudinal performance data indicates that instructional implementation, progress monitoring, and intervention systems have not yet consistently accelerated learning at the level necessary to meet state accountability targets. As a result, student achievement remains below the levels required to improve the school's NSPF rating and ensure all students achieve grade-level proficiency.	Ensuring stronger instructional leadership and coaching, continuous progress monitoring and adjusting instruction, and decreasing chronic absenteeism that reduces instructional access must be addressed to support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
4 ★	The instructional practices necessary to consistently improve student achievement in growth and proficiency have not been implemented with sufficient consistency or fidelity across the school.	Historical inconsistency in instructional expectations, limited calibration of instructional practices, and a stronger professional learning community must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.

5 ★	Student attendance, engagement, and sense of belonging have not consistently supported the levels of instructional access necessary to improve academic achievement in growth and proficiency as reflected on SBAC and the NSPF.	Inconsistent engagement strategies across classrooms, progress monitoring of data systems (attendance, credit attained, progress toward mastery), social-emotional supports, accountability systems with staff, and student ownership of learning must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
6 ★	Strengthening adult learning systems is essential to increasing instructional effectiveness, accelerating student growth, and improving SBAC proficiency across all student groups.	Historical inconsistency in progress monitoring, understanding of the literacy and associated data, and data driven decision making that drives instruction and intervention indicates a need for a strong data-driven PLC focused on growth and achievement, continuous instructional coaching, and stronger collective efficacy and shared accountability will support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.
7 ★	Chronic absenteeism continues to reduce learning opportunities for a significant number of students, negatively affecting proficiency, growth, and student engagement indicators within the NSPF.	Family barriers affecting attendance, limited systematic monitoring of attendance interventions, familial lack of access to obtain doctor's notes when students are absent, and lack of value placed on school attendance must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
8 ★	While improvements in school climate and discipline have reduced exclusionary practices, stronger systems are needed to ensure students consistently attend school, actively engage in learning, and develop meaningful relationships with peers, staff, and families that promote academic success.	Inconsistent family-school partnerships, family barriers, accountability practices, family participation in instructional decisions and activities, and FACE activities and events must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.

9 ★

While significant organizational restructuring has strengthened leadership and staffing, educators require continued professional learning, coaching, collaboration, and accountability systems to ensure consistent implementation of high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, and data-driven decision making.

Inconsistent implementation of and feedback loops toward high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, literacy plans, and data-driven decisions with continuous instructional coaching, stronger collective efficacy and shared accountability must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.

10 ★

State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.

The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

PLPs, staff climate surveys, FE surveys

Adult Learning Culture

- [x] **Administrator evaluation**

- [x] **Communications data**
- [x] **Lesson Plans**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**
- [x] **Other**

staff climate surveys, family engagement surveys

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Completion rates and/or graduation rates data**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**

- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Violence and/or violence prevention records**
- [x] **Volunteer opportunities, attendance, and participation**
- [x] **Other**

IC discipline data, staff climate surveys, family engagement surveys

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: To ensure English Learners develop the academic language proficiency necessary to successfully access grade-level content and achieve academic success, SNACS will implement a comprehensive English Learner instructional program that integrates WIDA English Language Development Standards, standards-aligned core instruction, targeted language development, and data-driven interventions within the PLAY(r) instructional framework.

Formative Measures: Leadership, teachers, specialists, and support staff will provide rigorous, language-rich instruction, differentiated supports, and frequent progress monitoring to accelerate English language acquisition while increasing academic proficiency and growth in English Language Arts and Mathematics. Through this work, SNACS will improve English Learner outcomes, reduce achievement gaps, meet Nevada AB335 requirements, strengthen WIDA ACCESS performance, and contribute to improved Nevada School Performance Framework (NSPF) performance toward becoming a 3-Star school.

Improvement Strategy 1

MTSS/English Language Development

Increase the percentage of English Learners meeting or exceeding their WIDA ACCESS Adequate Growth Percentile (AGP) target from the current baseline to at least 50%.
Increase the number of English Learners on track to exit EL status.
Increase overall ACCESS Composite proficiency levels.
Academic Achievement

Increase English Learner proficiency on SBAC by:

Increasing ELA proficiency.
Increasing Mathematics proficiency.
Increasing participation in rigorous grade-level instruction.
Student Growth

Increase the percentage of English Learners meeting:

Median Student Growth Percentile expectations.
Adequate Growth Percentile (Catch-Up and Keep-Up).
Closing Opportunity Gaps

Reduce proficiency gaps between English Learners and non-English Learners by improving:

Academic Achievement
Student Growth
ACCESS outcomes
Classroom performance
Intervention success

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Deliver High-Quality Designated and Integrated English Language Development Teachers will: Implement Lexia Langugage Implement WIDA English Language Development Standards within daily instruction. Explicitly teach academic vocabulary. Integrate structured speaking, listening, reading, and writing opportunities across all content areas. Provide language objectives alongside content objectives in every lesson. Strategy 2 Strengthen Tier I Instruction for English Learners Teachers will: Differentiate instruction using students' English proficiency levels. Utilize scaffolds including visuals, sentence frames, modeling, graphic organizers, and collaborative learning structures. Ensure English Learners have full access to grade-level standards. Strategy 3 Increase Data-Driven Progress Monitoring Leadership and teachers will: Review WIDA ACCESS data. Analyze i-Ready and classroom assessment data. Monitor EL growth every 4-6 weeks. Adjust interventions based on student progress. Strategy 4 Strengthen MTSS for English Learners Provide: Targeted Tier II language intervention. Intensive Tier III intervention when appropriate. Small-group language instruction. Personalized Learning Plans for English Learners not making expected progress. Strategy 5 Increase Teacher Capacity Professional learning will include: WIDA Standards Academic language development Language objectives Sheltered Instruction strategies Scaffolding complex text Differentiation for multilingual learners	Leadership, Teachers, Support Staff	Weekly monitoring Aug-May	

	Culturally responsive instructional practices Instructional coaching will monitor implementation throughout the year. Strategy 6 Increase Family Partnerships SNACS will: Provide translated communication when appropriate. Conduct multilingual family conferences. Share WIDA ACCESS results with families. Provide strategies families can use at home to support language development. Strategy 7 Integrate PLAY(r) with Language Development Teachers will: Use Interactive Choice Boards to provide multiple language-rich learning pathways. Increase student discourse through collaborative learning. Incorporate structured peer interactions that promote language production. Utilize small-group instruction to target language development. Evidence of Success The effectiveness of these strategies will be measured through: WIDA ACCESS Percentage meeting AGP Composite proficiency levels Number of students exiting EL status SBAC Increased ELA proficiency Increased Mathematics proficiency			

Position Responsible: Leadership, Teachers, Support Staff

Resources Needed: ELL Certified Teacher to support intervention and instruction, Lexia Language Curriculum, Breakfast supplies for meeting, PBIS rewards

Evidence Level

Level 2: Moderate:
MTSS

Problem Statements: Student Success 4

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
4	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Student Success Goal:
SNACS will ensure the consistent implementation of rigorous, standards-aligned instruction through the PLAY(r) instructional framework, Interactive Choice Boards, Multi-Tiered System of Supports (MTSS), data-driven instructional planning, and evidence-based intervention practices by:

Student Proficiency
Increase overall ELA proficiency (Levels 3-4) from 32% to at least 38% (+6 percentage points).
Increase overall Mathematics proficiency from 18% to at least 25% (+7 percentage points).
Reduce the percentage of students performing at Achievement Level 1 in both content areas.

Adequate Growth
Increase the percentage of students meeting Nevada's Catch-Up and Keep-Up growth expectations by:
Increasing ELA students meeting AGP from approximately 26% to 35%.
Increasing Mathematics students meeting AGP from approximately 17% to 25%.

Formative Measures: Teachers will utilize frequent formative assessment, collaborative data cycles, differentiated instruction, and targeted academic supports to increase both proficiency and growth for all students, with a particular focus on historically underperforming student groups using:
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

MTSS/i-Ready

Implement a coherent, standards-aligned instructional system that ensures every student receives rigorous Tier I instruction, timely intervention through MTSS, and data-driven personalized learning that accelerates proficiency, growth, and achievement for all students.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Rigorous Standards-driven Tier I Instruction - Implement the PLAY instructional framework with fidelity in every classroom. - Ensure all lessons are aligned to Nevada Academic Content Standards. - Implement all SNACS curriculum - Clearly communicate learning targets and success criteria. - Increase opportunities for student discourse, productive struggle, and higher-order thinking. 2. Implement Data-Driven Instruction - Conduct weekly PLC data meetings. - Analyze formative, i-Ready, and benchmark data. - Adjust instruction based on student evidence. Monitor classroom assessment practices. 3. Strengthen MTSS - Implement clearly defined Tier II and Tier III intervention cycles. - Use universal screening and diagnostic data to identify students. - Progress monitor intervention students every 2-3 weeks. - Exit students based on established criteria. 4. Increase Academic Rigor - Align all instruction to grade-level standards. - Increase Depth of Knowledge (DOK) Level 2-4 tasks. - Incorporate academic language in every lesson. - Utilize high-quality instructional materials consistently. 5. Monitor Student Growth - Review classroom, grade-level, and schoolwide growth monthly. - Monitor MGP, AGP, benchmark, and proficiency trends. - Adjust intervention plans based on student response. Evidence of Success - Increased SBAC proficiency - Increased Median Student Growth Percentile - Increased Adequate Growth Percentile - Improved Closing Opportunity Gaps - Increased classroom walkthrough scores - Increased instructional fidelity	Leadership, teachers, support staff	SBAC data received July-September. Data analyzed and plan revised by October. Progress monitoring weekly through May.	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	iReady iReady and Leadership ensures implementation plan for 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 Lexia English, Savvas ELA bilingual 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	Leadership, teachers, support staff	SBAC data received July-September. Data analyzed and plan revised by October. Progress monitoring weekly through May.	

	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, Open Up 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 Open Up 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. Teachers will implement the K-5 Inquired and 6-8th: Educurious Social Studies Curriculum (aligned w/ELA-driven standards) with fidelity using standards-based learning centers and small group instruction			

Position Responsible: 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 2: Moderate:
MTSS

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 2, 3, 4

Status Checks

In progress

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Despite the implementation of standards-aligned curriculum and targeted interventions, SNACS students continue to perform below state expectations in English Language Arts, Mathematics, and Science as measured by the Nevada School Performance Framework (NSPF) and Smarter Balanced (SBAC) assessments.	Addressing inconsistent implementation of rigorous grade-level instruction, limited instructional coherence across classrooms, and insufficient use of formative assessment to adjust instruction will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
2	Academic proficiency and student growth remain inconsistent across grade levels and student groups, particularly among economically disadvantaged students, English Learners, students with disabilities, and historically underperforming subgroups.	Addressing inconsistent progress monitoring cycles, intervention systems not consistently aligned to student needs, and variable implementation of MTSS will support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support will result in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.
3	Analysis of longitudinal performance data indicates that instructional implementation, progress monitoring, and intervention systems have not yet consistently accelerated learning at the level necessary to meet state accountability targets. As a result, student achievement remains below the levels required to improve the school's NSPF rating and ensure all students achieve grade-level proficiency.	Ensuring stronger instructional leadership and coaching, continuous progress monitoring and adjusting instruction, and decreasing chronic absenteeism that reduces instructional access must be addressed to support every student in receiving high-quality grade-level instruction, timely intervention, and personalized support that results in increased SBAC proficiency, accelerated student growth, and improved NSPF performance.

4	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

To cultivate a high-performing Adult Learning Culture that accelerates student achievement and supports SNACS' progression toward a 3-Star Nevada School Performance Framework (NSPF) rating, all staff will engage in continuous professional learning, collaborative inquiry, instructional coaching, and data-driven decision making to ensure the consistent implementation of rigorous, standards-aligned instruction aligned with the SNACS mission, PLAY(r) instructional framework, and charter restart priorities.

100% of teachers will consistently implement the SNACS Mission, Vision, PLAY(r) instructional framework, and Interactive Choice Boards with fidelity as measured through classroom walkthroughs, instructional observations, and coaching cycles.
100% of classrooms will demonstrate standards-aligned learning targets, success criteria, differentiated instruction, and embedded formative assessment during instructional observations.
100% of teachers will consistently implement the SNACS curriculum including: iReady, Savaas ELA, Open Up Mathematics (K-8) and , PLTW Science (K-5), and Open Science (6-8) and Inquired (K-5) and Educurious 6-8

Formative Measures: Leadership, teachers, and support staff will work collaboratively through Professional Learning Communities (PLCs), instructional coaching cycles, MTSS problem-solving teams, and structured data review processes to strengthen instructional effectiveness, increase student proficiency and growth, close achievement gaps, and improve instructional fidelity across every classroom evidenced by:
Staff climate surveys, 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

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning - based on staff climate surveys, school mission and model implementation data, observations and anecdotal feedback All certified staff will participate in ongoing professional learning focused on: Nevada Academic Content Standards High-quality Tier I instruction MTSS implementation Data-driven instructional planning	Leadership Team, teachers	PD and PLC schedule for the year by July 15. PD for staff on August 4-8. 5 additional PD	

		Formative assessment practices Small-group instruction Student discourse and academic engagement Culturally responsive instructional practices PLAY(r) instructional framework implementation Professional learning will be job-embedded and supported through: Weekly PLC meetings Instructional coaching cycles Peer observations Lesson study Data analysis protocols Data-Driven Instruction Teachers will: Participate in collaborative data cycles following each benchmark assessment. Utilize formative assessment data weekly to adjust instruction. Progress monitor intervention groups every two to three weeks. Analyze student work to identify misconceptions and instructional next steps. Use Interactive Choice Board and i-Ready data to personalize instruction and intervention. Leadership Capacity School leaders will: Conduct regular instructional walkthroughs with actionable feedback. Facilitate PLCs focused on student outcomes. Monitor implementation of the School Improvement Plan. Support instructional coaching aligned to identified teacher needs. Review schoolwide data monthly to guide continuous improvement. Student Outcome Measures As instructional capacity increases: Overall SBAC proficiency in ELA and Mathematics will improve. Median Student Growth Percentile (MGP) will remain above the state median. Adequate Growth Percentile (AGP) rates will increase. Closing Opportunity Gaps indicators will improve. Instructional consistency across classrooms will increase as measured by walkthrough data. Success Criteria By the end of the 2026-2027 school year: 100% of teachers will demonstrate proficient implementation of the PLAY(r) instructional		Days, Weekly Staff meetings, weekly PLCs throughout the year through June 2.		

	framework and standards-based instructional expectations. 100% of teachers will participate in collaborative PLCs, coaching cycles, and data review meetings. Classroom walkthrough data will demonstrate increased instructional consistency and implementation fidelity across grade levels. Teachers will consistently use assessment data to plan instruction, monitor interventions, and accelerate student learning. Student outcomes will demonstrate measurable improvements in: SBAC proficiency Student Growth Percentile (MGP) Adequate Growth Percentile (AGP) Closing Opportunity Gaps Overall NSPF index points			

Position Responsible: Leadership Team, teachers

Resources Needed: Staff climate survey results, 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: Adult Learning Culture 1, 2, 3

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The instructional practices necessary to consistently improve student achievement in growth and proficiency have not been implemented with sufficient consistency or fidelity across the school.	Historical inconsistency in instructional expectations, limited calibration of instructional practices, and a stronger professional learning community must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.

2	While significant organizational restructuring has strengthened leadership and staffing, educators require continued professional learning, coaching, collaboration, and accountability systems to ensure consistent implementation of high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, and data-driven decision making.	Inconsistent implementation of and feedback loops toward high-quality instruction aligned to the PLAY(r) model, Nevada Academic Content Standards, MTSS, literacy plans, and data-driven decisions with continuous instructional coaching, stronger collective efficacy and shared accountability must be addressed to support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.
3	Strengthening adult learning systems is essential to increasing instructional effectiveness, accelerating student growth, and improving SBAC proficiency across all student groups.	Historical inconsistency in progress monitoring, understanding of the literacy and associated data, and data driven decision making that drives instruction and intervention indicates a need for a strong data-driven PLC focused on growth and achievement, continuous instructional coaching, and stronger collective efficacy and shared accountability will support all educators to consistently implement rigorous, standards-aligned instruction, utilize student data to drive instructional decisions, collaborate through PLCs, and engage in continuous professional learning that results in measurable improvements in student proficiency and growth.

Inquiry Area 3

Connectedness

SMART Goal 1

To create a safe, engaging, and inclusive learning environment that reflects the Sierra Nevada Academy Charter School mission, PLAY(r) philosophy, and core values, SNACS will strengthen student connectedness through positive relationships, meaningful student engagement, family partnerships, restorative practices, and consistent implementation of Multi-Tiered Systems of Support (MTSS) as evidenced by:

Reduce chronic absenteeism by at least 20%.
Achieve an Average Daily Attendance of 95% or greater.
Increase student participation in school engagement activities and family partnerships.
Decrease in the number of discipline incidents (class referrals, ISS, & Suspensions) by 10%.
Improve student perceptions of belonging, safety, and engagement.
Demonstrate measurable improvement in SBAC Achievement, Growth, and Closing Opportunity Gaps indicators, contributing to increased NSPF points and progress toward achieving a 3-Star Nevada School Performance Framework rating.

Formative Measures: Leadership, teachers, support staff, students, and families will work collaboratively to improve student attendance, reduce chronic absenteeism, increase student engagement, and strengthen school connectedness through proactive communication, individualized attendance supports, social-emotional learning, and positive behavior systems that maximize instructional time and student success evidenced by weekly attendance and chronic attendance data, student attendance contracts, positive rewards for students and families for attendance, behavior contracts as needed, decreased discipline incidents, etc.

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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 and Attendance Coordinators will monitor CA and ensure attendance letters, PBIS, and attendance contracts are utilized to effectively increase attendance and decrease absences. The FACE Coordinator provides FACE efforts to ensure a cohesive program, promote a strong culture within the school community, 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	

		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 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 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,		chronic absenteeism weekly through June 2.		

	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: Connectedness 2, 3

Status Checks

In progress

November **February** **May**

Improvement Strategy 2

PBIS
SNACS faculty will ensure a school culture where every student experiences belonging, engagement, and hope through strong relationships, consistent attendance, positive behavior supports, family partnerships, and meaningful learning experiences that maximize instructional time and improve academic achievement.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	1. Improve Attendance - Implement an Early Warning Attendance System. - Conduct weekly attendance reviews. - Develop individualized attendance plans. - Celebrate improved attendance. 2. Strengthen Student Engagement - Expand student leadership opportunities. - Increase student voice and choice through PLAY(r). - Utilize Interactive Choice Boards daily. - Provide enrichment opportunities connected to learning. 3. Build Positive Relationships - Implement restorative circles. - Utilize advisory/community meetings. - Increase teacher-student conferencing. - Implement mentoring for identified students. 4. Expand Family Partnerships - Conduct regular academic conferences. - Increase two-way communication. - Provide family workshops. - Celebrate student success with families. 5. Maintain Positive School Climate - Implement PBIS with fidelity. - Recognize positive behaviors consistently. - Reduce exclusionary discipline. - Monitor subgroup discipline monthly for disproportionate trends Evidence of Success - Chronic absenteeism below 13% - Increased Average Daily Attendance - Increased student engagement survey results - Reduced office referrals - Reduced suspensions - Increased family participation - Increased SBAC proficiency - Increased NSPF Student Engagement points	Leadership, teachers, staff	Weekly throughout the school year.	

Position Responsible: Leadership, teachers, support staff

Resources Needed: PD, PBIS awards/supplies

Evidence Level

Level 2: Moderate:
PBIS

Problem Statements: Connectedness 1, 2, 3

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Student attendance, engagement, and sense of belonging have not consistently supported the levels of instructional access necessary to improve academic achievement in growth and proficiency as reflected on SBAC and the NSPF.	Inconsistent engagement strategies across classrooms, progress monitoring of data systems (attendance, credit attained, progress toward mastery), social-emotional supports, accountability systems with staff, and student ownership of learning must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
2	Chronic absenteeism continues to reduce learning opportunities for a significant number of students, negatively affecting proficiency, growth, and student engagement indicators within the NSPF.	Family barriers affecting attendance, limited systematic monitoring of attendance interventions, familial lack of access to obtain doctor's notes when students are absent, and lack of value placed on school attendance must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.
3	While improvements in school climate and discipline have reduced exclusionary practices, stronger systems are needed to ensure students consistently attend school, actively engage in learning, and develop meaningful relationships with peers, staff, and families that promote academic success.	Inconsistent family-school partnerships, family barriers, accountability practices, family participation in instructional decisions and activities, and FACE activities and events must be addressed to ensure students attend school regularly, experience a strong sense of belonging, actively engage in rigorous learning, and demonstrate improved attendance, behavior, and academic outcomes.

Schoolwide and Targeted Assistance Title I Element Summary

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

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.

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
Back to School Bash	8/7/26	Bingo boards where each board orientates students/ families to key people and things around the school - prizes earned for completion (prep all things for each station so they are ready to go, have more prizes); Great turn out and timing of the event was well-received
Family Math Night	9/9/26	
Literacy and Art Night (Eric Carle)	9/14/2026	
Harvest Festival	10/2026 TBD	
Nevada Farm and Ranch Days	10/2026 TBD	
SNACS NSPF Growth Celebration	TBD	
Family Library Trip (buses provided)	TBD	was schedule week of 8/24, but canceled due to wild fires and school closure, need to reschedule
SNACSgiving	11/2026	
Family STEM Night	1/27/26	
Science Fair	TBD	
Author's Debut	TBD	
Student Art Auction Night	TBD	
Spring Fling	TBD	
Field Day	TBD	
Reading Week Literacy Celebration	TBD	
Week of the Young Celebration	TBD	
Family Prom	TBD	
ACES night	TBD	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

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. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

READ BY GRADE 3 LOCAL LITERACY PLAN FOR 2026-2027/2027-2028 SCHOOL YEARS

LOCAL PROGRAM CONTACT SECTION			
School District or Charter Organization		Date:	
Number of Sites Being Served:		Grade Spans:	
Read by Grade 3 Program Lead Information			
Name:		Title:	
Phone Number:		Email Address:	

List the names and titles of the members of your Local Literacy Plan Team:	
Name:	**Title:**
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?	

I. Identification, Intervention, and Intensive Instruction

Statutory Requirement *NRS 388.157.1 (a***:)** The Local Literacy Plan must include a program to provide intervention and intensive instruction for pupils identified as deficient in reading.

Student Identification

How does the Local Education Agency (LEA) identify elementary students who are deficient in reading?

Intervention Program Design & Delivery

How does the LEA provide targeted, evidence-based reading interventions aligned to student needs?
Frequency and duration of small-group or intensive instruction:

Describe how reading interventions are provided for the following: Phonological/Phonemic Awareness, Decoding and Word Reading, Reading Fluency, Vocabulary Development, Reading Comprehension.

II. Assessment Procedures

Statutory Requirement *NRS 388.157.1(b)***:** Procedures for assessing reading proficiency using valid, reliable, State Board–approved assessments.

Assessment training and administration procedures.

Grade Level	State Approved Assessment Tool
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	

III. English Learner (EL) Literacy Program

Statutory Requirement *NRS 388.157.1(c)*: A specific program to improve the reading proficiency of pupils who are English learners.

What is the LEA's plan to improve reading proficiency among students who are English learners?

IV. Literacy Specialists & Teacher Collaboration

Statutory Requirement *(NRS 388.157.1(d)*: Procedures to facilitate collaboration between licensed literacy specialists and classroom teachers.

What procedures does the **LEA use to ensure collaboration between licensed literacy specialists and classroom teachers?**