



The Honors Academy of Literature
The Honors Academy of Literature
2021-2022 School Performance Plan:
A Roadmap to Success

The Honors Academy of Literature has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Andi Morency for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

Directions (delete prior to posting to school website): Update the tables below with information from the [Nevada Accountability Portal](#). This can be done after Event 1.

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	223	0%	.01%	26%	.02%	63%	0%	.07%	17%	.04%	13%
District	223	0%	.01%	26%	.02%	63%	0%	.07%	17%	.04%	13%
State	#	%	%	%	%	%	%	%	%	%	%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	E: 65.2 M: 33.3	E: 25 M: 48.5	E: 20.8 M: 48	E: 66.6 M: 57.3	E: 49 M: 59	E: 51 M: 68.6	E:28 M:53.3	E: 0 M: 0	E: 0 M: 0
	District	E: 52.8 M: 36.8	E: 25 M: 48.5	E:49.8 M: 44.4	E: 66.6 M: 57.3	E: 49 M: 59	E: 59.8 M: 69.4	E: 34.8 M: 44.8	E: 0 M: 0	E: 0 M: 0
2019	School	E: 47.8 M: 47.1	E: 30 M: 54	E: 11.7 M: 31.3	E: 67.1 M: 67.9	E: 59 M: 58	E: 70.5 M: 57.3	E: 28 M: 53.3	E: 9 M: 82	E: 9 M: 82
	District	E: 54.5 M: 42.6	E: 30 M: 54	E: 11.7 M: 31.3	E: 67.1 M: 67.9	E: 59 M: 58	E: 70.5 M: 57.3	E: 28 M: 53.3	E: 9 M: 82	E: 9 M: 82
2020	School	E: 47.9 M: 47.1	E: 30 M: 54	E: 11.7 M: 31.3	E: 67.1 M: 67.9	E: 59 M: 58	E: 70.5 M: 57.3	E: 28.5 M: 60.8	E: 9 M: 82	E: 9 M: 82



	District								
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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Dr. Andi Morency	Principal(s) (required)
N/A	Other School Leader(s)/Administrator(s) (required)
Daniel Fuller, Holly Neal, Chris Mitchell, Liliana Igmén, Julie Harpole	Teacher(s) (required)
Taylor O'Harra	Paraprofessional(s) (required)
Yolanda Robles-Wicks, Gena Adams, Jo Brittain, Misty Best, Kari Buccambuso, Becky Dorangricchia, Christina Kim, and Taalut Boisson	Parent(s) (required)
N/A	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
N/A	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Informational Event	09/10/2021	8	They are interested in being a part of the team.
Data Review which leads to analysis, notices, wonders, and target for SIP.	09/14/2021	12	<ul style="list-style-type: none">- The team we went over our norms.-The team discussed the data being presented is reflective of 2019/2020 school data and why.-FERPA restriction about why the data was consolidated to elementary and middle was explained.-Team was presented with the 2019-2020 data about ELA, Math, and Science-We discussed what we noticed about the data-We discussed what we didn't understand about the data to ensure that staff and parents were on the same level in understanding what the data represented. -Clarifying questions were answered to ensure everyone know what the data represented and how to read it.



		<p>Elementary:</p> <ul style="list-style-type: none">-The data is representative of a pandemic. We need to take that into consideration as we evaluate the data-Our students are all back in person this year, they will have more support-With the younger kiddos, I wonder how much the lack of independence impacted their ability to access the material.-Some distance learners may have been at home alone with no family support. If all the kids were here in school, they would have had access to their teachers but that may not have been the case in the pandemic for those distance kiddos.-We also need to think about our single parent households, the students that possibly didn't have transportation, and how many did have access to the necessary technology / resources if they were distant learners. <p>-Noticed that we faired out well in ELA and Science</p> <p>-Noticed that math was an area of concern.</p> <p>-Taking into consideration distant learners, math is the hardest to teach from home</p> <p>-More math will not hurt anyone, is there any way to incorporate math as a daily morning routine?</p> <p>-My kids tell me about the MindYeti that is done as a morning routine, is</p>
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		<p>there something like MathYeti, program, and or game that can be incorporated into the morning routines on specific days?</p> <ul style="list-style-type: none">-NOT extra math, no one liked extra math-What can we do to get our kids to enjoy math more? I think we should focus on math as it is an area of concern based on the ELA/Science information.-Altitude learning is a nice way to stay involved in what the kids are doing.-We need to increase our kids confidence that they can do math-We should contact the University, maybe we can get some university students to come down and tutor our kids? Can that be done? Answer: as long as we follow our reopening plan and we get volunteers, yes.-Sustainability of that may be hit or miss.-Can we hire a math interventionist? Answer: we would need to look at the budget to see if we have any allowance.-I would like for us to share out information about all the things I can do at home with my child that is math related. Can the school send out a list of programs, games, etc? answer: yes-We should do more than that, can we do a family game night here at the school, a math club, a math day in where we have a math jeopardy day in
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		<p>where the PTO can run math games for the teachers? Answer, yes staying in accordance with our reopening plan.</p> <ul style="list-style-type: none">-Could we think about doing a math elective, yes-We also need to increase our kids stamina in taking these tests-I think we need to help them be better test takers, what is the act of testing, what do we do when we feel anxious, relaxation skills, meditation, how do we keep our stamina going, how do we give them more practice, so they know what to do and what to expect?-We need to hype up / motivate our kiddos when we are starting testing.-When testing is going to begin, the PTO can support by brining in snacks that are proven to increase focus during testing.-PTO can provide a celebration upon completion of everyone testing, outside, maybe everyone get an ice cream cone or something??-Before testing begins, share with parents what the test is like, the differences between what the MAP test looks like and the SBAC test. Give us information as to how we can best support our kids.-Is there mock tests that parents can have access to, to understand the difference better?- Going back to the motivation part, can we celebrate the kids once we get the test results back from what they do
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		<p>this year? It is important that if we want to increase their confidence, that we go back and celebrate the work they did. That way they can see the full circle, we finished testing (yeah, celebration) here are the test results, this is where you all grew (celebration) -the PTO can assist with the jeopardy. What if before testing, the PTO will create a jeopardy review game for the kids, the teachers can provide us with a couple of questions. 75% math, and the rest science/ela. Then we will run these in the classrooms and give our small rewards for all the kids participation.</p> <p>-All agreed we can focus on increasing our math scores in elementary</p> <p>MIDDLE:</p> <p>-Scores reflect a much more balanced throughout the content.</p> <p>-Math was our lowest again</p> <p>-Our middle scholars are more independent than our elementary scholars. They probably did not need as much parental support.</p> <p>-They probably also have more confidence with technology and navigating</p> <p>-If we do some sort of activities within the school the week prior to breaks, some sort of academic style games in where we get some questions from the teachers and we do a review style game in where the stakes are low, but</p>
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			<p>they are working on thinking about and reviewing the content learned. If we do that then we will have the opportunity to reach those students, we typically don't and everyone will benefit from the review.</p> <ul style="list-style-type: none">-We will need to ensure that we make equitable groups-Maybe we mix up 6-8th and there are mixed age level teams that will have to support each other in answering the questions. It would allow for team building and sharing of knowledge
continued data review, continued talk about possible targets	10/01/2021	11	<p>Recap of previous meeting. Reviewed the data once again, decided to continue to support with math for elementary as well as middle school scholars.</p> <ul style="list-style-type: none">-How do we provide them more support in math, at our event nights, we do tend to see the same people which means we are missing the same people.-Does sending resources home help parents to does it just give you all more paper to look at?-Helps, would like more information as to how to read scores from MAP/SBAC to understand the scores better. And



			what we can do at home to continue support our child/ren. Discussion about targets
Review of work and plan	10/22/21	7	Discussed the progress, overall work, and conclusion of plan.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	09/10/2021	09/10/2021	09/14/2021
Problem Statement	Our scholars are underperforming in mathematics		
Critical Root Causes	Pandemic, distance learners (younger) dependent on parents who may have not been available, younger scholars are less independent and need teacher support, math is taught differently than what parents feel comfortable to support/teach at home. Learning loss due to pandemic.		

Part B

Student Success	
School Goal: By the next state math exam, increase the proficiency by 5% with our 3-8 th scholars.	Aligned to Nevada's STIP Goal: Insert after Event 3 Ex. Goal 3
Improvement Strategy: To increase the amount instruction with paraprofessional push-in support to math classes grades 3-8	
Evidence Level: 3-Promising: Rational: It is going to allow for consistent collaboration between general education teacher and paraprofessional to target math needs.	



Intended Outcomes: Scholars who receive additional weekly math support should increase math proficiency as a result, which in turn, should increase their proficiency at the end of the year.
Action Steps: <i>Ex.</i> <ul style="list-style-type: none">● <i>Create a schedule</i>● <i>Ensure equity in times for all teachers</i>● <i>Ensure collaboration time between gen ed and paraprofessional</i>● Utilize progress monitoring tools● Safeguard math push-in support time
Resources Needed: <ul style="list-style-type: none">● Training on Evidence Based Practices (EBP) to support Gen Ed teachers
Challenges to Tackle: <ul style="list-style-type: none">● Securing the paraprofessionals time within each grade band● Adjusting to working with a multitude of teachers● What if the needs are increased in one class versus another, how to justify while ensuring equitable practices
Improvement Strategy:
Evidence Level
Intended Outcomes:
Action Steps: <ul style="list-style-type: none">●
Resources Needed: <ul style="list-style-type: none">●
Challenges to Tackle: <ul style="list-style-type: none">●



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: We use our <i>WIDA training and scores to understand where our scholars can perform and what to expect based on their WIDA level for class work/performance.</i>
Foster/Homeless: Liaison to attend all state trainings to relay information to necessary staff members.
Free and Reduced Lunch: Track FRL based on the forms to determine need.
Migrant: Liaison to attend all state trainings to relay information to necessary staff members
Racial/Ethnic Minorities: Liaison to attend all state trainings to relay information to necessary staff members
Students with IEPs: Special education coordinator and instructional aide to monitor and ensure IEPs are being implemented as written.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	9/10, 10/01	9/10, 10/01	9/10, 10/01
Problem Statement	To give our teachers more professional development on effective math teaching strategies.		
Critical Root Causes	Feel stronger teaching ELA than math, their PD focus has been on another core content area other than math, pandemic toll on teachers trying to support their scholars needs (those in class, online, back-forth) and sometimes that meant you focused on their social emotional needs more than their academics, it was trauma-based teaching and still is.		



Part B

Adult Learning Culture	
School Goal: Productive Math Struggle teacher lead professional development all year for staff.	STIP Connection:
Improvement Strategy: If we give our teachers more time to develop and expand their math tool kit, this should, in turn, support their confidence and ability to develop and implement effective lesson plans to reach the diverse needs of the students.	
Evidence Level: <i>Strong: If we give our teacher what they need, the outcome will be stronger.</i>	
Intended Outcomes: To give our teachers the time and space to reflect and learn more about effective math practices so that translates to their scholars.	
Action Steps: <ul style="list-style-type: none">● <i>Productive Math Struggle Training</i>● <i>Develop a productive math struggle cohort within the school</i>● <i>Develop a schedule for cohort to meet</i>● <i>Develop and create math PDs</i>● <i>Provide math PDs to staff</i>● <i>Seek more relevant trainings as determined by PDs</i>	
Resources Needed: <ul style="list-style-type: none">● Time to attend additional off-site PDs● Funding to attend PDs● Funding to provide the instructional resources to all staff	
Challenges to Tackle: <ul style="list-style-type: none">● Change in teaching philosophy and implementation may result in challenges by families (as it is new)● Challenge to educate the community about this new philosophy● Changing scholar's mindset to accept new philosophy (style of teaching)	



Improvement Strategy:
Evidence Level
Intended Outcomes:
Action Steps:
Resources Needed:
Challenges to Tackle:
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: We use our <i>WIDA training and scores to understand where our scholars can perform and what to expect based on their WIDA level for class work/performance.</i></p> <p>Foster/Homeless: Liaison to attend all state trainings to relay information to necessary staff members.</p> <p>Free and Reduced Lunch: Track FRL based on the forms to determine need.</p> <p>Migrant: Liaison to attend all state trainings to relay information to necessary staff members</p> <p>Racial/Ethnic Minorities: Liaison to attend all state trainings to relay information to necessary staff members</p> <p>Students with IEPs: Special education coordinator and instructional aide to monitor and ensure IEPs are being implemented as written.</p>



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	9/10, 10/01	9/10, 10/01	9/10, 10/01
Problem Statement	Parents would like more information to understand how to support their child/ren based on their MAP/SBAC score data		
Critical Root Causes	School concern about overwhelming parents with an abundance of information.		

Part B

Connectedness	
School Goal: School will work alongside PTO organization in order to establish an increased understanding of parents needs and request for the school to improve upon.	STIP Connection:
Improvement Strategy: Designated staff member/s will attend monthly PTO meetings with the purpose of gathering information of what parents need.	
Evidence Level: 1- Strong: With continuous and consistent meetings with our parents, it will deepen our understanding of what our parents need during the stages of the school year and how to best support them.	
Intended Outcomes: With knowledge of parents' needs, the school can better accommodate the needs of our parents, scholars, and community.	
Action Steps: <ul style="list-style-type: none"> Designated staff member to join the PTO meetings of the school. 	



- *The designated staff member would need to attend monthly meetings.*
- *Designated spot for school staff member in the agenda of PTO meetings to hear parent/s needs.*
- *Designated staff member to relay the information to school staff and create the necessary action to meet parent needs.*
- *Designated staff member to take poll of student/s concerns and needs.*

Resources Needed:

- We would need more parent/s to attend PTO meetings.
- We would need to get more parent/s to feel comfortable to voice their concerns and needs.
- We need to post on Altitude Learning Platform an anonymous poll for scholars to fill out.

Challenges to Tackle:

- How do we get more parents to attend meetings?
- How do we make them feel more comfortable?
- How do we get the scholars to fill out the poll?

Improvement Strategy:

Evidence Level

Intended Outcomes:

Action Steps:

-

Resources Needed:

-

Challenges to Tackle:

-

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

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Free and Reduced Lunch: Track FRL based on the forms to determine need.

Migrant: Liaison to attend all state trainings to relay information to necessary staff members

Racial/Ethnic Minorities: Liaison to attend all state trainings to relay information to necessary staff members

Students with IEPs: Special education coordinator and instructional aide to monitor and ensure IEPs are being implemented as written.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>