

# Nevada State Public Charter School Authority

## Honors Academy of Literature

### School Performance Plan: A Roadmap to Success

*Honors Academy of Literature has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.*

**Principal:** Andrea Morency

**School Website:** [www.academyoflit.org](http://www.academyoflit.org)

**Email:** [ms.lily@academyoflit.org](mailto:ms.lily@academyoflit.org)

**Phone:** 775-737-4084

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on 12/20/2022*

## School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Andrea Morency	<b>Principal(s)</b> (required)
Liliana Igmen	<b>Other School Administrator(s)</b> (required)
Daniel Fuller, Trish Gertsma	<b>Teacher(s)</b> (required)
None on Staff	<b>Paraprofessional(s)</b> (required)
Becky Dorangricchia, Gena Adams, Yolanda Robles-Wicks, Holly Neal-Love, Jo Brittain	<b>Parent(s)</b> (required)
Benjamin Wood, Mario Gomez-Lopez	<b>Student(s)</b> (required for secondary schools)
N/A	<b>Tribes/Tribal Orgs</b> (if present in community)
N/A	<b>Specialized Instructional Support Personnel</b> (if appropriate)

## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [http://nevadareportcard.nv.gov/DI/nv/state\\_public\\_charter\\_school\\_authority/honors\\_academy\\_of\\_literature/2022](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/honors_academy_of_literature/2022)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• ELA data shows increased proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Math, Scholars are less proficient.</li> </ul>
<p><b>Problem Statement:</b> Our scholars are not projected to be on track based on our updated MAP data.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• We still seeing an impact from CoVid. Last year we had increased absences which could be a reason why the scholars are continuing to demonstrate gapes within their math abilities.</li> </ul>	

Student Success	
<p><b>School Goal:</b> Increase the percent of all students proficient in Math from 25% by 15% yearly for the next 5 years, as measured by SBAC and MAP.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>• <i>MAP because we conduct MAP three times a year.</i></li> <li>• <i>For the current year, the additional data from IXL.</i></li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p>X STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



**Improvement Strategy:** *We are actively teaching the scholars how to monitor their own math learning based on the recommendations via the IXL program. Our middle school scholars are getting additional support online with a licensed educator via the EdPuzzle platform.*

**Evidence Level:** Too early to report.

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *We have already implemented IXL*
- *We are implementing EdPuzzle this week*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *At this time none are needed*

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Reluctance to participate at home.*
- *Potential Solution: Increased family communication of the benefits*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *We currently use DSA funds unless we can find a grant.*

**Lead:** *Who is responsible for implementing this strategy? Staff with administrator oversight*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: We currently do not anticipate any inequities as our ELL population is less than 1%*
- *Support: N/A*

**Foster/Homeless:**

- *Challenge: We currently do not anticipate any inequities as our Foster/Homeless population is less than 1%*
- *Support: N/A*

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



**Free and Reduced Lunch:**

- Challenge: *Our school does not have any students that belong to this student group*
- Support: *N/A*

**Migrant:**

- Challenge: *Our school does not have any students that belong to this student group*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: *We do not anticipate any inequities because our curriculum is evidence based and distributed equally amongst all scholars.*
- Support: *N/A*

**Students with IEPs:**

- Challenge: *Generally need more support and instruction to gain access to the material.*
- Support: *Student’s with IEPs are given the required interventions necessary targeted at their individualized needs. They are given their classroom accommodations to ensure success within the school.*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Educators use different modes of learning such as hands on, digital math work, small group, and whole group instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>More cohesive instruction between grade levels.</i></li> </ul>
<p><b>Problem Statement:</b> As a school we would like to focus on finding a more structured math curriculum that can be used K-8. Based on our SBAC/MAP data, our scholars are showing deficits in Claim 1. This focus group would work on taking a closer look at this data and determining a course of action to support the instruction in identified SBAC/MAP deficits.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>With different math curriculums being used it is difficult to close said gaps because each curriculum teaches concepts and skills in different ways.</i></li> </ul>	



## Adult Learning Culture

**School Goal:** *Increase overall percent of teachers using cohesive math curriculum from 0% to 30% as measured by teacher curriculum maps and lesson plans.*

**Formative Measures:**

- Check in points to see where we are for this cohort.

**Aligned to Nevada's STIP Goal:**

- STIP Goal 1     STIP Goal 2  
 STIP Goal 3     STIP Goal 4  
 STIP Goal 5

**Improvement Strategy:** *We have shared the math proficiency data with the staff. We have determined that this is a need and are actively working on solutions.*

**Evidence Level:** Early to report at this time

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Creating a team
- Creating a schedule
- Creating a deadline

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Time to research
- Math implementation specialist to support the process
- Research based evidence to support the program

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Teacher buy-in may be difficult to obtain*
- *Potential Solution: By providing all the research and data to come to a consensus of the need and which program would benefit our school the most.*

**Lead:** *Who is responsible for implementing this strategy? Staff and those who choose to participate in cohort.*



**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *DSA funding or grants if applicable/found.*

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: We currently do not anticipate any inequities as our ELL population is less than 1%*
- *Support: N/A*

**Foster/Homeless:**

- *Challenge: We currently do not anticipate any inequities as our Foster/Homeless population is less than 1%*
- *Support: N/A*

**Free and Reduced Lunch:**

- *Challenge: Our school does not have any students that belong to this student group*
- *Support: Our school does not have any students that belong to this student group*

**Migrant:**

- *Challenge: Our school does not have any students that belong to this student group*
- *Support: Our school does not have any students that belong to this student group*



**Racial/Ethnic Groups:**

- Challenge: *Our school does not have any students that belong to this student group*
- Support: *Our school does not have any students that belong to this student group*

**Students with IEPs:**

- Challenge: *Our school does not have any students that belong to this student group*
- Support: *Our school does not have any students that belong to this student group*

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● <i>Parents know they can contact the teachers through slack at any time.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>At this time parents would like for what has been working in the previous plan to continue</i></li> </ul>
<p><b>Problem Statement:</b> Our research from the 20/21 SY demonstrates desired outcomes. Parents felt connected and with a means of getting questions that arose answered. It is the request of our parents that we do not change what is working. Parents would like our current communication platforms to continue as they have proven to be effective with being connected.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>● <i>There is currently not a problem, our connection platforms are working</i></li> </ul>	

Connectedness	
<p><b>School Goal:</b> To continue with 90% collaboration and attendance of PTO meetings along with continued monitoring of Slack, Facebook, blast emails, weekly newsletter as measured by agenda and attendance records.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>● Parent participation in said communication forms</li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p style="text-align: center;"><input checked="" type="checkbox"/> STIP Goal 5</p>





**Improvement Strategy:** *Continue current communication platforms*

**Evidence Level:** *Less parents are unaware of how to communicate with staff and the events going on the school.*

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Continued participation in meetings*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *None, as this is currently working*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: None, as this is currently working, and we do not want to change it.*
- *Potential Solution: N/A*

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Unknown at this time*

**Lead:** *Who is responsible for implementing this strategy?*  
*Lily Igmen*

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: N/A Represented in our parent groups*
- *Support: N/A*

**Foster/Homeless:**

- *Challenge: N/A Represented in our parent groups*
- *Support: N/A*

**Free and Reduced Lunch:**

- *Challenge: : Our school does not have any students that belong to this student group*
- *Support: N/A*



**Migrant:**

- Challenge: : *Our school does not have any students that belong to this student group.*
- Support: *N/A*

**Racial/Ethnic Groups:**

- Challenge: *N/A Represented in our parent groups*
- Support: *N/A.*

**Students with IEPs:**

- Challenge: *N/A Represented in our parent groups*
- Support: *N/A.*

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
<i>Fall Festival for our Karma box donations of non perishable items</i>	<i>10/26/22</i>	<ul style="list-style-type: none"><li>● <i>Scholars were reminded about those who are in need within the community</i></li></ul>