State Public Charter School Authority

Honors Academy of Literature Elementary School

2026-2027 Status Checks with Notes

District Approval Date: March 6, 2026 **Public Presentation Date:** November 30, 2026

Mission Statement

The Honors Academy of Literature

Our mission is to offer a differentiated curriculum that supports education equity through consistent learning and growth; to enliven a love of learning and educational discovery through the exploration of Children's Literature; and to provide all students a foundation for excellence in education upon which to build success in future learning.

Vision

The Honors Academy of Literature will be a unique learning environment throughout the school where reading and writing are valued, authentically practiced, discussed, shared, and encouraged daily. Teachers and students will use reading, writing, and studying children's literature as a vehicle to increase engagement and intrinsic motivation toward learning and achievement.We will move beyond a balanced approach to literacy to a balanced approach to education incorporating performance-based progress monitoring assessments and instruction with a rich learning environment that encourages critical thinking and asks students to take responsibility for their own learning

Our commitment to providing an outstanding education and fostering a nurturing learning environment remains steadfast. Our vision for the upcoming term is focused on continuous improvement, inclusivity, and student-centered learning. We aim to build on the successful design elements and programs that have defined our school while addressing areas where enhancements are needed to ensure equitable outcomes for all students.

1. Literature-Centric Curriculum: Our school's foundation lies in a literacy-centric curriculum that immerses students in diverse literary works across content areas, promoting critical thinking, empathy, and a love for reading and writing. This approach will continue to be the cornerstone of our academic vision.

2. Project-Based Learning (PBL): PBL has been an effective teaching strategy at the Honors Academy of Literature, fostering deeper understanding and practical application of knowledge. We will maintain and enhance PBL initiatives across all grades and subject areas.

3. Collaborative Teaching: Our educators have experienced the benefits of collaborative teaching, where they work together to plan, execute, and assess lessons. This will continue as we believe it enhances teacher creativity and overall student engagement.

4. Social-Emotional Learning (SEL): The well-being of our students is of utmost importance. We will maintain our SEL programs, focusing on emotional intelligence, conflict resolution, and creating a supportive school culture.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at:
https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/honors_academy_of_literature/2025

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Inquiry Areas

Inquiry Area 1: Student Success:

SMART Goal 1: By spring 2027, the percentage of elementary students scoring "at/near" or "above" proficiency in Math SBAC Claim 1 will increase from approximately 43% to at least 60%, as measured by SBAC results and interim assessment data, through strengthened Tier 1 instruction, targeted interventions, and alignment to state math standards.

Aligns with District Goal

Formative Measures: Common grade-level formative assessments aligned to SBAC Claim 1 standards

Track % of students demonstrating mastery by standard

Disaggregate by SPED, ELL, FRL

Data reviewed during PLC meetings

Success Indicator:

5-8% increase in mastery per trimester in priority standards

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Identify and prioritize essential Claim 1 standards by grade level Develop common formative assessments aligned to priority standards Provide professional learning on explicit instruction and mathematical discourse Conduct regular math-focused walkthroughs with feedback **Action Steps:** 1. Identify Priority Claim 1 Standards 2. Universal Screening 3. Implement a systematic small-group math intervention 4. Progress Monitor **Position Responsible:** Principal, Classroom Teacher/Interventionist **Resources Needed:** Standards, Screening /Data Tracker, Intervention materials, progress monitoring probes **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Evidence Level** Level 1: Strong: Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Weekly teacher meeting, data review and collaborations are being conducted to ensure work toward identification and development. **October Next Steps/Need** Continue with above and making necessary changes and adjustments as per the data. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success:

SMART Goal 2: By spring 2027, proficiency rates for SPED, ELL, and FRL student groups in foundational academic skills will increase by at least 10 percentage points, as measured by SBAC and local benchmark assessments, through consistent implementation of accommodations, targeted interventions, and collaborative progress monitoring between general education and support staff.

Aligns with District Goal

Formative Measures: Subgroup Data (Updated Every 6 Weeks):

Track proficiency and growth by subgroup
Focus on foundational skill mastery
Reviewed during leadership data meetings

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Enhance collaboration between general education, SPED, and intervention staff to ensure equitable access to grade-level instruction with appropriate scaffolds and progress monitoring **Action Steps:** Implement quarterly collaborative case reviews Monitor accommodation implementation through walkthroughs Provide professional learning on differentiation and language supports Disaggregate data regularly to adjust interventions for subgroups Citations: https://ies.ed.gov/ncee/WWC/Study/90794 https://ies.ed.gov/ncee/WWC/PracticeGuide/29 https://ies.ed.gov/ncee/WWC/PracticeGuide/26 **Position Responsible:** Administration, Teacher of Special Education, Interventionist **Resources Needed:** Meeting protocol, student work samples, checklists, PD modules, planning time, intervention scope/sequences **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** Implemented **October Lessons Learned** Having individual meetings with staff has enhanced understanding and support for our scholars who are receiving services via an IEP **October Next Steps/Need** Consider revisiting it quarterly. **Jan:** Implemented **January Lessons Learned** **January Next Steps/Need** **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success:

SMART Goal 3: By spring 2027, proficiency rates for SPED student groups in foundational academic skills will increase by at least 10 percentage points, as measured by SBAC and local benchmark assessments, through consistent implementation of accommodations, targeted interventions, and collaborative progress monitoring between general education and support staff.

Aligns with District Goal

Formative Measures: Subgroup Data (Updated Every 6 Weeks):

Track proficiency and growth by subgroup
Focus on foundational skill mastery
Reviewed during leadership data meetings

SPP Indicator 3B

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Enhance collaboration between general education, SPED, and intervention staff to ensure equitable access to grade-level instruction with appropriate scaffolds and progress monitoring **Action Steps:** Implement quarterly collaborative case reviews Monitor accommodation implementation through walkthroughs Provide professional learning on differentiation and language supports Disaggregate data regularly to adjust interventions for subgroups Citations: https://ies.ed.gov/ncee/WWC/Study/90794 https://ies.ed.gov/ncee/WWC/PracticeGuide/29 https://ies.ed.gov/ncee/WWC/PracticeGuide/26 **Position Responsible:** Administration, Teacher of Special Education, Interventionist **Resources Needed:** Meeting protocol, student work samples, checklists, PD modules, planning time, intervention scope/sequences **Evidence Level** Level 1: Strong: Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** Implemented **October Lessons Learned** Weekly SpEd PLC meetings with the addition of individual SpEd Teacher meetings are conducted to ensure consistency. **October Next Steps/Need** Continue to protect time for these meetings to occur with consistency. **Jan:** Implemented **January Lessons Learned** **January Next Steps/Need** **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2027, 100% of elementary teaching staff will participate in structured data-analysis cycles and job-embedded professional learning focused on foundational math instruction, with evidence of implementation observed in at least 85% of classroom walkthroughs, resulting in increased consistency of instructional practices across grade levels.

Aligns with District Goal

Formative Measures: PLC Implementation Tracker

Documentation of:
Data reviewed
Instructional adjustments made
Students identified for support
Collected monthly

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Establish consistent Professional Learning Community (PLC) cycles focused on analyzing student data, identifying instructional adjustments, and monitoring impact. **Action Steps:** Implement a monthly PLC data protocol Train staff in unpacking standards and analyzing student work Provide coaching support focused on foundational math instruction Monitor implementation through walkthroughs and feedback loops **Position Responsible:** Principal, PLC leads **Resources Needed:** PLC protocol, norms, shared tracker, walk through tool, feedback templates, debrief protocols, summary template, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Evidence Level** Level 1: Strong: Level 4: Demonstrate Rationale: **Problem Statements/Critical Root Cause:** Student Success 2 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Walkthrough's are being scheduled along with the weekly review of data-analysis to ensure walkthrough's represent the work being focused on. **October Next Steps/Need** Continue until walkthrough's have been conducted with all necessary staff. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness:

SMART Goal 1: By the end of the 2026-2027 school year, the percentage of students identified as chronically absent will decrease by at least 15%, as measured by attendance records, through proactive attendance monitoring, early intervention systems, and strategies that strengthen student connectedness and engagement in school

Aligns with District Goal

Formative Measures: Track students at:

5% absence

8% absence

10%+ absence

Flag students before they reach chronic level

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Create a tiered system for monitoring attendance, strengthening student belonging, and intervening early when attendance patterns emerge. **Action Steps:** Implement an early warning attendance dashboard Assign staff check-ins for students approaching chronic absence Incorporate relationship-building routines into classroom practices Communicate clear attendance expectations with families **Position Responsible:** Administration Oversight, Front Office Registrar, **Resources Needed:** IC, weekly meeting protocols, template for plans/letters, incentives, advisory routines **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1 **Evidence Level** Level 1: Strong: Level 4: Demonstrate Rationale: How's School Going hasn't been researched independently however it increases a tool for family engagement has shown strong evidence for improving outcomes. **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** Implemented **October Lessons Learned** Weekly review of absence data is occurring and plans along with communication are happening based on the absent data. **October Next Steps/Need** Continue **Jan:** Implemented **January Lessons Learned** **January Next Steps/Need** **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness:

SMART Goal 2: By the end of the 2026-2027 school year, increase staff connectedness and engagement by creating consistent opportunities for staff voice, feedback, and collaboration, resulting in increased participation in the annual staff survey.

Aligns with District Goal

Formative Measures: Staff participation rates in feedback opportunities; quarterly staff pulse-check ins; documentation of leadership responses to staff feedback; participation rates in collaborative and staff recognition activities; and progress toward the annual staff survey participation target.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Create a baseline of staff survey participation and work up from there **Action Steps:** Establish a baseline for staff survey participation. Increase participation by 10 percentage points from the baseline. Establish regular opportunities for staff to provide feedback and share ideas. Communicate how staff feedback is being used to make school-level decisions. **Position Responsible:** Administration Oversight **Resources Needed:** Time, structures, communication tools, and leadership follow-through. **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Evidence Level** Level 3: Promising: **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Incorporate in agenda for weekly teacher meetings to ensure importance of participation for feedback and collaboration. **October Next Steps/Need** continue **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**