

State Public Charter School Authority
Honors Academy of Literature Elementary School
2025-2026 Status Checks with Notes

District Approval Date: March 25, 2025 **Public Presentation Date:** March 25, 2025

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:
http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/honors_academy_of_literature/2023/nspf/elem

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Inquiry Areas

Inquiry Area 1: Student Success:

SMART Goal 1: By the end of the 2025-2026 academic year, elementary grades (3-5) will increase the percent of students identified as "at/Near" or "above" on SBAC Mathematics Claim 1 by no less than 10% by implementing targeted math instruction, professional development, increased resources, and support programs to enable students to reach the desired proficiency level

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Staff has internalized the curriculum assessments and IXL and use frequent data to monitor progress.</p> <p>- https://datawise.gse.harvard.edu/ - https://www.wested.org/services/professional-development/ - https://www.ixl.com/ESSA</p>	<p>Oct: In progress</p> <p>October Lessons Learned Staff have been using resources in IXL to determine targeted strand instruction to support with small groups and intervention. 85% students completed the IXL diagnostic within the first four weeks of school.</p> <p>October Next Steps/Need Complete IXL diagnostic and monitor for 10 points of growth every month.</p> <p>Jan: In progress</p> <p>January Lessons Learned Staff continue to use resources in IXL to determine targeted strand instruction to support with small groups and intervention 94% of students have been upkept in their IXL diagnostic since initial placement in September.</p> <p>January Next Steps/Need Continue to complete IXL diagnostic and monitor for 10 points growth every month</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 1: Student Success:

SMART Goal 2: By the end of the 2026 school year, 80% of grades 3-5 students in the special education program will improve their overall math scores by at least 15%, as measured by trimester assessments, with individualized instruction and progress monitoring provided to support their development.

Aligns with District Goal

Formative Measures: A. APR Indicators 3B and 3D -- Proficiency rate for children with IEPs against grade-level academic achievement standards and Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. B. Weekly tracking of mastery of standards C. exit tickets D. IXL weekly reports. These will be collected and discussed at PLC meetings and weekly meetings with administration.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Increased use of visual aids and manipulatives to increase capacity for students to generalize math vocabulary and concepts. These will be monitored through PLC review, classroom walk throughs, and triad instructional improvement.</p> <p>Individualized Learning Goals: Tailor the math improvement goals to each student's level and needs, ensuring they're working at an appropriate pace and on achievable skills. These goals will be housed in a central database and monitored by teachers and administration</p> <p>Action Steps: Expand shared responsibility and instructional delivery to the HAL community (Parker, David C.; Nelson, Peter M.; Zaslofsky, Anne F.; Kanive, Rebecca; Foegen, Anne; Kaiser, Patrick; Heisted, David Journal of Research on Educational Effectiveness, v12 n3 p391-412 2019). Teachers will receive support and training in use of visual aides and manipulatives, how to establish specific student goals, and how to respond quickly and effectively to data</p> <p>Position Responsible: Vice Principal and Special Education Teacher</p> <p>Resources Needed: Specific PD time will need to be dedicated to the training and resources will be allocated to goal setting nights.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: IXL and MAP</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Continue to build capacity in teachers using learning concepts maps to plan instruction. Follow-Up professional development</p> <p>October Next Steps/Need Administration to continue to monitor implementation and support teachers as needed.</p> <p>Jan: In progress</p> <p>January Lessons Learned Professional development has been held on October 17th as well as November 21 to support increasing teacher capacity in implementing learning concept maps.</p> <p>January Next Steps/Need Administration to continue to monitor implementation and support teachers as needed.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 1: Student Success:

SMART Goal 3: For the 25-26 school year, decrease chronic absenteeism by 5% by implementing a proactive student engagement program, tracking attendance weekly, and providing targeted interventions for students with frequent absences. This goal will be achieved by collaborating with families, offering support services, and creating incentives for improved attendance.

Aligns with District Goal

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 academic year, 100% of teachers have consistent feedback on instructional strategies based on classroom observation and peer collaboration.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Create a calendar for coaching meetings and agenda's that support data analysis.</p> <p>-http://www.bridgeequityed.org/</p>	<p>Oct: Implemented</p> <p>October Lessons Learned All teaching staff has weekly coaching meeting set.</p> <p>October Next Steps/Need All teaching staff has weekly coaching meeting set.</p> <p>Jan: Implemented</p> <p>January Lessons Learned All teaching staff has weekly coaching meeting set.</p> <p>January Next Steps/Need All teaching staff has weekly coaching meeting set.</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 3: Connectedness:

SMART Goal 1: For the 25-26 school year, increase family engagement in school activities by 20% by expanding opportunities for both virtual and in-person events, sending regular communication updates, and creating a family to family mentor program. This goal will be measured through attendance records and feedback surveys to ensure meaningful participation from families.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Develop and implement formal two way communication plan that builds trust and a culture of shared responsibility.</p> <p>-https://www.acf.hhs.gov -https://www.gse.harvard.edu/ideas/usable-knowledge/23/03/case-strong-family-and-community-engagement-schools</p> <p>Action Steps: Adopt How's School Going Include opportunities for families to engage in open houses.</p> <p>Position Responsible: Admin</p> <p>Resources Needed: How's School Going adoption cost is \$8,000 and to maintain will cost \$10,000 annually</p> <p>Schoolwide and Targeted Assistance Title I Elements: 4.1</p> <p>Evidence Level 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.</p>	<p>Oct: Implemented</p> <p>October Lessons Learned Contracted with How's School Going and all families are enrolled.</p> <p>October Next Steps/Need Continue to develop capacity in working with the program and onboarding families.</p> <p>Jan: Implemented</p> <p>January Lessons Learned Contracted with How's School Going and all families are enrolled.</p> <p>January Next Steps/Need Continue to develop capacity in working with the program and onboarding families.</p> <p>May: Implemented</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>