State Public Charter School Authority

Honors Academy of Literature Middle School

Classification: 4 Star School

Title I

2025-2026 School Improvement Plan

District Approval Date:
March 25, 2025

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Mission Statement

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Science, hands on learning with high student engagement.
- Social Studies, hands on learning with museum exhibition creations.

Areas for Growth

- More time with grade level literature and informational texts in grades 6,7,8.
- Math: Increase consistency of math vocabulary across grade levels to help generalize concepts
- MAP data was not taken in the Winter for 6-8

Equity Resource Supports

Student Group	Challenge	Solution
English Learners		
Foster/Homeless	The stress of homelessness can lead to mental health challenges, including anxiety, depression, and trauma. These emotional burdens can make it difficult for students to focus in class, participate, or engage with their peers. They can also face food shortage and transportation challenges. They can also experience a technology divide.	At HAL, we provide specific counselor support, food assistance, and transportation
Free and Reduced Lunch		
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		
Students with IEPs	Our students with IEPs may have a wide range of disabilities—cognitive, physical, emotional, or behavioral. This diversity can make it difficult for teachers to address each student's unique needs in a general education classroom.	We have a full time designated, highly qualified special education teacher. In addition, our administrators are trained in special education.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	First year implementing new curriculum as a result we uncertain of the outcomes of Math in Claim 1	In the 24/25 school year we identified the need to have cross curricular content

★ = Priority

Adult Learning Culture

Areas of Strength

- Teachers planning time has increased from 2 hours a week to 3 hours a week for planning. Two of the hours are individual prep time, one of the hours is PLC planning.
- Professional development has revolved around Mathematics SBAC Claim 1 as a result of previous SBAC data.
- Weekly meetings with ALL teaching staff.

Areas for Growth

- Accountability of curriculum implementation and ownership of student data.
- Increase attendance for school professional development.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The need to create an administrative system to increase student data accountability as well as curriculum implementation.	Teachers feel comfortable within their grade bands that at times things get missed.

★ = Priority

Connectedness

Areas of Strength

- Parents feel connected with platforms to connect with teachers.
- Parents feel connected with contacting office/admin for support.

Areas for Growth

In meetings and continued work with parents, they have requested to keep what we are doing. it is working and they request no changes. We added an additional feature that allows parents to sign up and receive text message for the whole school or a specific grade band.

Based on RSVP and/or sign in sheets, our school family content nights and data nights demonstrate low attendance. Fewer than 50% of families attend events that are designed to build competency in school home connections for supporting learning (i.e. literacy night, data night, social studies night, science fair, math night). Based on survey, there was no real solution to this problem. This resulted in us moving forward to sharing out this information via our weekly newsletter under, a from the principal heading.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1	Due to not finding a viable solutions to holding "content nights" in person within the school, we needed to change the manner in which connection information could be shared at a larger scale.	Schedule conflict, in the parental survey we were unable to find a time or day of the week in where a majority of parents were available for a in person "night"

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	The need to create an administrative system to increase student data accountability as well as curriculum implementation.	Teachers feel comfortable within their grade bands that at times things get missed.
2 ★	First year implementing new curriculum as a result we uncertain of the outcomes of Math in Claim 1	In the 24/25 school year we identified the need to have cross curricular content

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [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)**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Coaching Logs**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2025-2026 academic year, elementary grades (6-8) 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

Improvement Strategy 1

Staff internalized the curriculum assessments and IXL and use frequent data to monitor progress

- https://datawise.gse.harvard.edu/
-https://www.wested.org/services/professional-development/
-https://www.ixl.com/ESSA

Resources and Funding Needed: General Education General Funds,

Status Checks

October	January	May
In progress	In progress	

SMART Goal 2

By the end of the 2025-2026 academic year, 80% of grades (6-8) students in 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.

Formative Measures: 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

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.

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

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

Position Responsible: Vice Principal and Special Education Teacher

Resources Needed: Specific PD time will be dedicated to the training and resources will be allocated to goal setting nights.

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Resources and Funding Needed: SPL Teacher/ Staff IDEA-B,

Status Checks

October	January	May
In progress	In progress	

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	First year implementing new curriculum as a result we uncertain of the outcomes of Math in Claim 1	In the 24/25 school year we identified the need to have cross curricular content

Inquiry Area 2

Adult Learning

SMART Goal 1

By the end of the 2025-2026 academic year, 100% of teachers have consistent coaching in which they examine data bi-weekly and how to
respond to data in their daily lessons

Improvement Strategy 1

Create a calendar for coaching meetings and agenda's that support data analysis.

-http://www.bridgeequityed.org/

Resources and Funding Needed: Administration General Funds,

Status Checks

October	January	May
Implemented	Implemented	Implemented

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of the 2025-2026 school year, we will increase family participation in school events and communications by 25% through monthly newsletters, goal setting nights, and targeted outreach efforts to foster a stronger partnership between families and the school community.

Improvement Strategy 1

Develop and implement formal two way communication plan that builds trust and a culture of shared responsibility.

-https://www.acf.hhs.gov
-https://www.gse.harvard.edu/ideas/usable-knowledge/23/03/case-strong-family-and-community-engagement-schools

Resources and Funding Needed: Administrator General Funds,

Status Checks

October	January	May
Implemented	Implemented	Implemented

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

At HAL, our comprehensive needs assessment is based on the DATA WISE program developed at Harvard. It involves gathering and analyzing data on academic performance, student demographics, resources, and community factors to identify areas requiring improvement. This process helps prioritize needs and develop action plans that specifically target problems of practice.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Families, staff, and community stakeholders participated in surveys, focus groups, and meetings. These results were made transparent and used to develop priorities.

2.2 Regular monitoring and revision

We review the plan quarterly and in accordance with the prescribed timeline. Regular updates are provided to stakeholders.

2.3 Available to parents and community in an understandable format and language

The plan is available via regular communication channels-- e.g. website and newsletter. In addition, due the small size of our school, communication between stakeholders regarding the plan happens regularly and organically.

2.4 Opportunities for all children to meet State standards

Our title I program focused foundationally on attendance, specifically the reduction of chronic absenteeism. As an in person school, attendance impacts all other programs -- academic, SEL, and intervention.

2.5 Increased learning time and well-rounded education

As part of our family engagement and outreach, students, particularly those identified as at risk, are recruited for clubs and extracurricular activities.

2.6 Address needs of all students, particularly at-risk

To engage at-risk students through title I, our plan implements personalized learning strategies that address their unique needs, providing consistent support through mentorship and tailored resources. Our small school model allows us to

foster a positive and inclusive classroom environment that encourages participation, builds self-confidence, and emphasizes the relevance of learning to their lives and future opportunities.

3.1 Annually evaluate the schoolwide plan

To review our school performance plan, we analyze key performance indicators such as student academic outcomes, attendance rates, and teacher effectiveness, ensuring alignment with the school's goals and priorities. We regularly gather feedback from stakeholders, including teachers, students, and parents, to identify areas for improvement and refine strategies for achieving better results.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

To develop and distribute school policy, we communicate through various channels such as emails, school websites, and our newsletter, making it accessible to all stakeholders. Additionally, we provide regular opportunities for staff, students, and parents to ask questions and offer feedback to ensure full understanding and compliance.

4.2 Offer flexible number of parent involvement meetings

At HAL, we organize goal setting nights every trimester in the evening In concert with these, we provide opportunities to learn about school initiatives and offer chances to provide input. We also schedule meetings during the day and remotely. If a parent is unable to attend at these times, we also provide opportunities through our family engagement program to schedule individual and small group meetings at the parent's convenience.

Plan Notes

Plan Notes

03/18/2025: This special ed goal is problematic in its current form. It focuses on service delivery rather than measurable student outcomes. Goals for special education should be student-centered and focus on improving specific skills or outcomes, such as academic performance. Please revise this goal to meet expectations and provide an APR indicator aligned with the goal.

03/18/2025: Please complete all parts of Improvement Strategies, including Action Steps, Position Responsible, Resources Needed, Evidence Level, and Problem Statements/Critica Root Cause. The plan will be rejected if any of these parts is incomplete.

Resolved: Fund Source Budgets Tab: Remove the word "amount" and replace it with "0" or a different projected number.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Focus Group	10/15/24	Families feel close, would like to include others
Family Focus Group	11/05/24	Families would like more focus on behaviors, after school programs, and tutoring
Family Focus Group	12/5/2024	Families are struggling to make ends meet and it is impacting ability to support their students
Family Focus Group	02/25/24	Families are interested in more social connection
Home Visits	Multiple	Families have belief in their students but struggle to find their place in school systems.

Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	General Education	--	$0.00
2	1	1	Administration	--	$0.00
3	1	1	Administrator	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,997,449.92
				+/- Difference	**$1,997,449.92**

AB 495

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	SPL Teacher/ Staff	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$44,339.60
				+/- Difference	**$44,339.60**

IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education EXN

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Special Education ESY

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title I, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$34,571.99
				+/- Difference	**$34,571.99**

Title I, 1003(a)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title II, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,106.49
				+/- Difference	**$7,106.49**

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title III - Immigrant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

NV Ready! State Pre-K

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

McKinney-Vento

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Project Aware

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER (Includes Final One Third)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER Late Liquidation

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP ESSER CTE

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

ARP Homeless

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

BSCA Stronger Connections

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

CRSSA ESSER II

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Transportation Grant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Other (Specify source name within the strategy)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00