



State Public Charter School Authority
Pinecrest Academy of Nevada, Sloan Canyon Campus
2021-2022 School Performance Plan:
A Roadmap to Success

Pinecrest Academy of Nevada, Sloan Canyon Campus 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 Lisa Satory for more information.

Principal: Lisa Satory

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School Designations:

Title I

CSI

TSI

ATSI

Zoom

Victory

School Information -

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 (2020-2021)

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1,473	0.34%	15.14%	25.93%	4.41%	37.27%	2.1%	14.8%	9.03%	1.83%	17.52%
District	53,223	0.42%	7.66%	35%	10.92%	34.67%	1.59%	8.74%	9.56%	7.8%	39.49%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Enrollment Data (2019-2020)

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	980	0.2%	15.82%	27.55%	6.63%	34.18%	2.96%	12.65%	8.57%	1.43%	26%
District	47,624	0.46%	7.69%	32.69%	10.51%	38%	1.65%	9.01%	9.43%	6.32%	33.85%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

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)
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Not available	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Not available	Not available
2021	School	ES 69.6% MS 42.8% HS N/A	ES 70.5 MS 45	ES % met AGP 62.5 MS % met AGP 38.6	ES 77.8% MS 68.2% HS N/A	ES 68.5 MS 49	ES % met AGP 76.3 MS % met AGP 65	5th/8th 45.3% HS 43%	Not available	Not available
	District	ES 41.2% MS 32.2% HS 28%			ES 52.4% MS 53.9% HS 57.7%			5th/8th 36.3% HS 34.2%	Not available	Not available

4 Year ACGR		
	Grad Rate 2019-2020	Grad Rate 2020-2021
School	N/A	N/A
District	77.79%	84.11%

School Climate Data (Spring 2019)			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A
District 70/100	366	349	337

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
Lisa Satory	Principal(s) <i>(required)</i>
Stephanie Russell, Jennifer Czarnecki, Edward Savarese, Nicole Moreno, Tina Lahr and Brittany Doran	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kayla Melton, Jennifer Loorz, Deborah Watson, Jordan Mathisen, Laura Becerra, Shira Wise, Maggie Cox	Teacher(s) <i>(required)</i>
Sarah Tempest	Paraprofessional(s) <i>(required)</i>
Kristin Martin, Jennifer Clark, Debbie Edwards, Kim Keys, Annette Christensen	Parent(s) <i>(required)</i>
Kennedy Middleton, Kenzy Alshinhab, Celeste Guardado, Tianna Sedario, Brandon Egbert, JJ Asiain	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Erin Horvath <i>(Read by Grade 3)</i> , Yesenia Fromhart <i>(Counselor)</i> , Toniann Giordano <i>(SPED)</i>	Specialized Instructional Support Personnel <i>(if appropriate)</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
Open House	9/29/2021, 5-7pm	1,000	Meet and understand the expectations set by teachers, Uniform Resale, Chromebook Deployment, Community Partners participated as vendors
Parent Impact Meeting	10/8/2021, 8:30-9:30am	99-101	Agenda discussed recent data results, current school policies, upcoming events in the community
Fall Festival	10/15/2021, 6-9pm	2,000	PTO organized and worked with whole staff, All Grade Levels participated with a Booth & Basket to Raffle, Community Partners participated as vendors (Wetzel Pretzels, Taco Truck, Kona's Ice, PTO, Truman Orthodontics, ATA Martial Arts, Coding.org etc..)

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	Proficiency in Math & ELA	Climate and Cognia Survey Data	Climate and Cognia Survey Data
Problem Statement	There is a significant lack of proficient students in Math in Elementary and Middle School.		
Critical Root Causes	Differentiation of learning. Continuous feedback was a struggle in a variety of subjects.		

Part B

Student Success	
School Goal: By the next math SBAC student proficiency in Elementary will increase by 5% (74.6%) and Middle School proficiency will increase by 5% (47.8%).	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth. <ul style="list-style-type: none">● Equity: Increase access to STEM learning.● Access to Quality: Support schools to exit designation status.● Success: Close pre-K-8 opportunity gaps.● Inclusivity: Increase percentage of students attending 3-, 4-, or 5-star schools.● Community: Promote civic engagement.● Transparency: Streamline reporting requirements.
Improvement Strategy: Targeting iReady instruction to a specific learning pathway and a classroom based pathway. Teachers working in PLC's and on professional development days building proficiency in differentiation of content, process and product.	
Evidence Level: 1-Strong: Proficiency Data is going to come right from the Math SBAC.	
Intended Outcomes: Increase in math proficiency in Elementary School.	
Action Steps: <ul style="list-style-type: none">● In Elementary students would conference weekly with the teacher on specific learning goals and targeted standards● Implementing advisory period in Secondary to pull students in small groups, conference one on one with students and work on targeted standards● Targeting iReady instruction to not only the personalized learning pathway but also including target standards aligned with grade level instruction● Incentives for students to complete iReady instruction and meet their targeted learning goals● The administration team develops time for meaningful PLC's● The administration team develops time for meaningful professional development training on iReady, iReady benchmark data and SBAC data	
Resources Needed: <ul style="list-style-type: none">● Professional Development opportunities● Differentiated math curriculum materials, pacing guide● iReady/SBAC data reports	
Challenges to Tackle: <ul style="list-style-type: none">● Training new staff members that enter the school year after initial training● Adequate time for trainings and PLC's● Adequate time for weekly conferencing	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	

English Learners: Data reports are communicated in Spanish & in English. Track data across racial groups to measure if any disparities exist during intervention.

Foster/Homeless: We provide technology and services from our Safe School Professionals.

Free and Reduced Lunch: Track data across racial groups to measure if any disparities exist during intervention.

Migrant: We provide technology and services from our Safe School Professionals.

Racial/Ethnic Minorities: Track data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Track data across racial groups to measure if any disparities exist during intervention. Accommodations provided per IEP.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Cognia Survey Data	Cognia Survey Data	Cognia Survey Data
Problem Statement	There is a significant number of teachers whose learning goals are not different for each student in their class/course and a great number of teachers are not basing their classroom decisions off of the strategic direction of the school.		
Critical Root Causes	Teachers may have been unable to attend training (SpringBoard, Infinite Campus, Blended Learning, Planbook, Google Classroom, Go Guardian) in person which led to them being in a digital format. The environment of the classroom/PLC was sometimes virtual, hybrid or in person which was a challenging task to overcome mid-pandemic. Teachers were meeting through a digital format in a shortened amount of time.		

Part B

Adult Learning Culture	
School Goal: By the next Cognia teacher survey, teachers will increase different learning goals in their class/course by 5% (57%) and increase	STIP Connection: Goal 2: All students have access to effective educators. <ul style="list-style-type: none"> Equity: Ensure effective educators in low-performing schools.

<p>their classroom decisions based on the strategic direction of the school by 5% (58%).</p>	<ul style="list-style-type: none"> ● Access to Quality: Provide quality professional learning. ● Success: Decrease licensed educational personnel vacancies. ● Inclusivity: Serve students in the Least Restrictive Environment. ● Community: Increase candidates in the educator pipeline. ● Transparency: Engage in effective communication.
<p>Improvement Strategy: Provide professional development training opportunities in different formats.</p> <p>Evidence Level (2-Moderate): Professional development training will be provided throughout the year.</p>	
<p>Intended Outcomes: Increase professional development training for staff.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Survey staff on needs for professional development training ● Administration schedules professional development trainings for the year based on staff need in a variety of formats ● After professional development training survey staff for feedback 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Time for professional development meetings ● Schedule educated trainers 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Limited professional development days/opportunities ● Lack of time ● Trainer availability 	
<p>Improvement Strategy: Meaningful PLC meetings using a research based model.</p> <p>Evidence Level (2-Moderate): PLC Agendas and Attendance</p>	
<p>Intended Outcomes: Increase time in PLC meetings to be meaningful.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Establish a format for conducting PLC's ● Administrators model PLC format before releasing to Team Leads ● Weekly agenda and attendance recorded 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Time for teachers and administrators to meet 	

- Framework for PLC's
- Agenda prepared weekly prior to the meeting

Challenges to Tackle:

- Shift of mindset for teachers of how to conduct PLC's
- Time for PLC's

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

English Learners: Provide translators and information in Spanish for those in need. Technology is provided as needed.

Foster/Homeless: Discuss diversity and equity throughout training/PLC's. Technology is provided as needed.

Free and Reduced Lunch: Discuss diversity and equity throughout training/PLC's. Technology is provided as needed.

Migrant: Discuss diversity and equity throughout training/PLC's. Technology is provided as needed.

Racial/Ethnic Minorities: Discuss diversity and equity throughout training/PLC's. Technology is provided as needed.

Students with IEPs: Provide accommodations as noted in IEPs.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Climate Survey Data	Climate Survey Data	Climate Survey Data
Problem Statement	There is a significant amount of families/caregivers who don't feel social emotional academic resources have been communicated and provided leading to a lack of a sense of belonging in school.		
Critical Root Causes	Social Emotional Curriculum wasn't in place yet. Specialist teachers in Elementary were limited to what/when they could teach. Teachers lacked training on social emotional resources and how to help students with mental health. Due to the pandemic, some students who needed to see a counselor were quarantined or virtual. Families feel differently about certain hot topics.		

Part B

Connectedness	
<p>School Goal: By the next climate survey, there will be a 7% increase of families/caregivers that will find social emotional academic resources have been communicated (25%) and provided (27%) to students.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p> <ul style="list-style-type: none">● Equity: Address disproportionate discipline.● Access to Quality: Implement Multi-Tiered System of Supports● Success: Improve school safety.● Inclusivity: Improve school climate.● Community: Expand access to behavioral health professionals.● Transparency: Cultivate a public-friendly Department.
<p>Improvement Strategy: Providing social emotional academic resources to students and families. Providing contact information to students and families for the different resources available on site.</p>	
<p>Evidence Level (2-Moderate): Resources will be provided and communicated to students and families.</p>	
<p>Intended Outcomes: Social emotional academic development resources have been provided to families/caregivers. Social emotional academic development resources have been communicated to families/caregivers.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Update the website contact information● Provide a flowchart of who to contact for issues/concerns● Implementation of SEL curriculum● Rollout of SEL curriculum● Send out updates/supports for Bullying/Mental Health/Suicide	
<p>Resources Needed:</p> <ul style="list-style-type: none">● Safe School Professionals/Counselors● SEL Curriculum	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Funding for Safe School Professionals/Counselors● Access to SEL curriculum● Timeliness of communication● Communicating how to navigate through different platforms	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	

English Learners: Providing communication in Spanish and in English. Provide translators and information in Spanish for those in need. Technology is provided as needed.

Foster/Homeless: Provide technology/basic needs as needed.

Free and Reduced Lunch: Technology/basic needs are provided as needed. Specific resources to this population communicated by the safe school professional.

Migrant: Discuss diversity and equity throughout social emotional curriculum. Technology/basic needs are provided as needed. Specific resources to this population communicated by the safe school professional.

Racial/Ethnic Minorities: Discuss diversity and equity throughout social emotional curriculum. Technology/basic needs are provided as needed.

Students with IEPs: Provide accommodations as noted in IEPs.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
CSP ESSER	\$754,750.89	<ul style="list-style-type: none"> ● Safe School Professional ● CTE/Dual Enrollment Coordinator ● Reflective Practice Sub ● Build out for Middle/High School ● Textbooks ● Teacher Computer ● iPads ● Chromebooks ● Touch Panels ● Document Cameras ● Computer Carts ● Web Based Programs (E-Prep, Renaissance Learning, ESGI, Mind Research, Nearpod) 	<p>Goal 1 (STIP Goal 3) By the next math SBAC student proficiency in Elementary will increase by 5% (74.6%) and Middle School proficiency will increase by 5% (47.8%).</p>
SPED Part B	\$132,952.09	<ul style="list-style-type: none"> ● Salaries and Benefits of SPED Teachers 	<p>Goal 1 (STIP Goal 3) By the next math SBAC student proficiency in Elementary will increase by 5% (74.6%) and Middle School proficiency</p>

			will increase by 5% (47.8%).
Title II	\$42,384.40	<ul style="list-style-type: none"> ● Reflective Practice Substitute 	<p>Goal 1 (STIP Goal 3)</p> <p>By the next math SBAC student proficiency in Elementary will increase by 5% (74.6%) and Middle School proficiency will increase by 5% (47.8%).</p>
CTE Allocation Funding (State Funded)	\$29,501.28	<ul style="list-style-type: none"> ● CTE Coordinator Salary and Benefits 	<p>Goal 2 (STIP Goal 2)</p> <p>By the next Cognia teacher survey, teachers will increase different learning goals in their class/course by 5% (57%) and increase their classroom decisions based on the strategic direction of the school by 5% (58%).</p>
CTE Federal Perkins Local Funding	\$6,085.25	<ul style="list-style-type: none"> ● Partial portion of CTE Coordinator Salary 	<p>Goal 2 (STIP Goal 2)</p> <p>By the next Cognia teacher survey, teachers will increase different learning goals in their class/course by 5% (57%) and increase their classroom decisions based on the strategic direction of the school by 5% (58%).</p>
CTE State Competitive Funding	\$378,795	<ul style="list-style-type: none"> ● Salary and Benefits for CTE Educators (Cyber Security, Cyber Media and Information, Health Science, EMT) ● Supplies/Equipment for Cyber Security, EMT, Cyber Media/ Technology Information, Community Health ● Professional Development Trainings 	<p>Goal 2 (STIP Goal 2)</p> <p>By the next Cognia teacher survey, teachers will increase different learning goals in their class/course by 5% (57%) and increase their classroom decisions based on the strategic direction of the school by 5% (58%).</p>
ESSER 2	\$538,614.44	<ul style="list-style-type: none"> ● Salaries & Benefits for: Dean, Safe School Professional, Two Interventionists, Counselor, SPED Teacher ● Computer Setup ● PPE ● Emergency Kits ● Second Step K-5 curriculum ● Teacher Laptops ● Second Step K-8 curriculum ● Turn it in License 	<p>Goal 3 (STIP Goal 6)</p> <p>By the next climate survey, there will be a 7% increase of families/caregivers that will find social emotional academic resources have been communicated (25%) and provided (27%) to students.</p>

		<ul style="list-style-type: none"> ● Padlet License ● Distribiqu License 	
ESSER 2	\$538,614.44	<ul style="list-style-type: none"> ● Salaries & Benefits for: Dean, Safe School Professional, Two Interventionists, Counselor, SPED Teacher ● Computer Setup ● PPE ● Emergency Kits ● Second Step K-5 curriculum ● Teacher Laptops ● Second Step K-8 curriculum ● Turn it in License ● Padlet License ● Distribiqu License 	<p>Goal 3 (STIP Goal 6)</p> <p>By the next climate survey, there will be a 7% increase of families/caregivers that will find social emotional academic resources have been communicated (25%) and provided (27%) to students.</p>
McKinney-Vento Funds	\$2,075.48	<ul style="list-style-type: none"> ● Student Supplies ● PPE 	<p>Goal 3 (STIP Goal 6)</p> <p>By the next climate survey, there will be a 7% increase of families/caregivers that will find social emotional academic resources have been communicated (25%) and provided (27%) to students.</p>