

State Public Charter School Authority
NV Rise Academy Charter School Elementary School
2023-2024 Formative Review with Notes

Classification: 1 Star School

Distinction Designations:
Title I

Mission Statement

Through rigorous academics, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college, and ensures each student has access to life's fullest opportunities.

Vision

The academic achievement gap has persisted in our country, in Nevada, and in Clark County for far too long.

The ramifications of this gap limit not only academic success, but the opportunities for life success for thousands of our students.

Schools across the country are proving that it is possible to close the gap and change the trajectory for long-term success and achievement regardless of zip code or other demographic determinants.

Nevada Rise intends to be such a school and envisions all students achieving at high levels, matriculating into high-achieving middle and high schools, graduating college, and proving what is possible for **ALL** students in Las Vegas.

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Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: Increase the percentage of all students proficient in Mathematics from 22.4% to 38%, and ELA from 32% to 47%, as measured by SBAC in May 2024.

- Evaluation Data Sources:** *MAP benchmarks
 *IXL assessment data
 *Curricular assessments
 * Weekly school updates on Myeducationdata
 * Truancy Diversion program results
 * Weekly communication with families
 STIP Goal 3

Improvement Strategy 1 Details	Formative Reviews						
<p>Improvement Strategy 1: To fill learning gaps, Nevada Rise will utilize iXL daily in each classroom for ELA and math.</p> <p>English Learners * Challenge: Many ELL scholars have number sense; however, they lack knowledge of English terms/phrases that indicate operations. Given this, 60% of ELL scholars were emergent in math on the 21-22' SBAC assessment. * Support: Increase tutoring specifically for ELL scholars with a focus on math terms.</p> <p>Foster/Homeless: * Challenge: Scholars in this population may not have a stable place to complete assignments/practice math skills, especially with programs requiring technology. * Support: Encourage families to commit to tutoring to ensure these scholars have access to a stable environment for homework and internet.</p> <p>Free and Reduced Lunch: * Challenge: 100% CEP * Support: 100% CEP</p> <p>Migrant: * Challenge: Missed instructional time widens the educational gap. Scholars miss crucial foundational math skills. * Support: Increase intervention during school hours and provide resources to families to support stability.</p> <p>Racial/Ethnic Groups: * Challenge: 65.7% of Black/African American scholars were emergent in 21-22'.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Feb</td> <td style="padding-left: 10px;"> <p style="text-align: center;">February Lessons Learned</p> <p>Teachers are utilizing iXL daily, students are also logging in from home.</p> <p style="text-align: center;">February Next Steps/Need</p> <p>Continued usage for remainder of school year, reflection on outcomes/data at end of year. Compare iXL to other, similar programs to determine effectiveness.</p> </td> </tr> <tr> <td style="text-align: center;">May</td> <td style="padding-left: 10px;"> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p> </td> </tr> <tr> <td style="text-align: center;">May</td> <td style="padding-left: 10px;"> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p> </td> </tr> </table>	Feb	<p style="text-align: center;">February Lessons Learned</p> <p>Teachers are utilizing iXL daily, students are also logging in from home.</p> <p style="text-align: center;">February Next Steps/Need</p> <p>Continued usage for remainder of school year, reflection on outcomes/data at end of year. Compare iXL to other, similar programs to determine effectiveness.</p>	May	<p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>	May	<p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>
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* Support: Increased family support through targeted Family University Nights as well as invitation-based SBAC tutoring.
Students with IEPs:
* Challenge: Several scholars with IEPs miss SBAC assessments due to families choosing to have them be absent.
* Support: APR #3 Reaching out to each individual family with a scholar that has an IEP to discuss the importance of participation in the SBAC assessment.

Action Step's Expected Result/Impact: * Organizing tutoring after school/on Fridays.
* Additional time added to intervention block within the schedule for grades 3 -5.
* Professional development provided by Savaas to all math teachers and interventionists
* Professional development provided by instructional coach to all ELA teachers and interventionists
Professional development standard: Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
Position Responsible: Instructional Coach


Identify All That Apply:
FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups
- **Evidence Level:**
Has Rationale
Problem Statements/Critical Root Causes: Student Success 1

Inquiry Area 2: Adult Learning Culture

School Goal 1: Reduce mid-year teacher turnover from approximately 18% in 2022 to less than 10% in 2024, resulting in increased positive academic/behavior outcomes for scholars.

Evaluation Data Sources: Teacher survey results depict staff satisfaction with professional development offerings
Professional development resulting in teacher increase on coaching rubric
STIP Goal 2

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: Utilize alternative routes to teaching programs to support the efforts of recruitment and retention.</p> <p>English Learners * Challenge: Increase the proficiency in language/ reading for scholar population. * Support: Ensure there is at least one bilingual teacher on each grade level. Training on ELL supports.</p> <p>Foster/Homeless: * Challenge: Provide consistent academic and behavior support through connection with scholars and families. * Support: Review parent and family engagement with all staff members. Teachers commit to checking in with families.</p> <p>Free and Reduced Lunch: * Challenge: 100% CEP * Support: 100% CEP</p> <p>Migrant: * Challenge: Decrease the number of migrant scholars leaving Nevada Rise. * Support: Support families with resources needed to stay as well as retain teachers.</p> <p>Racial/Ethnic Groups: * Challenge: Ensure teachers are representative of the scholars being served. * Support: Audit hiring practices to ensure diversity is considered during the hiring process.</p> <p>Students with IEPs: * Challenge: Decrease the turnover of special education directors to ensure consistency in department leadership. * Support: Provide professional development to support special education teaching efforts and leadership coaching to enhance the leadership capacity of the director. Addressing this will help the special education department correctly/appropriately identify scholars.</p> <p>Action Step's Expected Result/Impact: * Teachers start and finish the school year --- teachers still there at each trimester. * Advancements on Nevada Rise coaching rubric * Scholar outcomes on MAP assessments. * Scholar outcomes on curriculum benchmark assessments. * Decrease in negative scholar behavior.</p> <p>Position Responsible: Principal</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<p>Feb</p>  <p>February Lessons Learned All credentialed staff have remained from the beginning of the year. Teachers are quickly implementing ideas from PD and school-wide initiative.</p> <p>February Next Steps/Need Survey staff in March and May to assess quality and implementation of PD and coaching. Reflect, plan for next steps.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>



No Progress



Accomplished



Continue/Modify



Discontinue


Inquiry Area 2: Adult Learning Culture

School Goal 2: Reduce mid-year teacher turnover from approximately 18% in 2022 to less than 10% in 2024 resulting in increased positive academic/behavior outcomes for scholars.

Inquiry Area 3: Connectedness

School Goal 1: Decrease the percent of all students who were chronically absent from 45.6% in 2023 to 30% by May 2024, as reported by the Nevada School Performance Framework (NSPF).

Evaluation Data Sources: * Weekly school attendance updates on Myeducationdata
* Truancy Diversion program results
* Weekly communication with families
STIP Goal 1

Improvement Strategy 1 Details	Formative Reviews
<p>Improvement Strategy 1: Implementation of the MTSS program to motivate students to attend and engage in school.</p> <p>English Learners * Challenge: Decrease the effects of misinformation/miscommunication about school days due to language barriers. * Support: Ensure each grade level has a bilingual staff member that can communicate with a family especially after that scholar is on day two of being absent.</p> <p>Foster/Homeless: * Challenge: Decrease the number of scholars whose attendance may be affected by inconsistent shelter. * Support: Converse with families about school being a safe haven and stability for their child(ren). Social worker to provide housing resources.</p> <p>Free and Reduced Lunch: * Challenge: 100% CEP * Support: 100% CEP</p> <p>Migrant: * Challenge: Increase family awareness of the academic/behavioral consequences of transiency. * Support: Social worker to discuss with families and provide support to increase stability.</p> <p>Racial/Ethnic Groups: * Challenge: Reducing the number of days missed per trimester for this subgroup of scholars. * Support: Attendance conferences every four to six weeks as a means of connecting with families and pushing the importance attending school each day on time. Social worker to provide resources as necessary.</p> <p>Students with IEPs: * Challenge: Increase daily/ all day attendance for scholars that have disabilities through increasing family engagement. * Support: Provide courageous conversation training to the special education director and teachers to ensure they can have supportive, effective communication with families that drive attendance. * APR #8: Parent Involvement: Percent of parents with a child receiving special education who report that the schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>Action Step's Expected Result/Impact: Scholars feel safe at school, directly affecting attendance. Position Responsible: Executive Director</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Feb</p>  <p>February Lessons Learned Currently, absenteeism is under 10%. Mr. Brecht has worked closely with families to support attendance and provision of doctor's notes and continues to brainstorm ways to support families in getting scholars to school on time each day.</p> <p>February Next Steps/Need Continue to work with truancy diversion and directly with families to promote good attendance.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>



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