Washoe County School District

Sierra Nevada Academy Charter

2024-2025 School Performance Plan

Classification: 2 Star School

Title I

Mission Statement

SNACS leads education innovation through Personalized Learning via PLAY, Choice, and exploration within our small school community.

Vision

SNACS Vision

Vision Summary

The SNACS mission drives the organization's focus, and the SNACS Vision shapes how we achieve the mission and implement the PLAY® school model with fidelity. The SNACS Core Values describe the core beliefs about children and families and the core values foundational to our daily work within the mission, vision, and PLAY® model. Research on the science of hope, learning, and child development is key to the core values and PLAY® model.

The PLAY® Model

In a more traditional education model, we often see large blocks of time spent in whole-group instruction. Consider a typical third-grade classroom, where the teacher provides direct instruction in the front of the classroom. The students may range in ability from first to fifth grade, and the teacher teaches to the majority of ability. The students with lower abilities don't understand the instructions, and students with higher abilities are bored.

The PLAY® model at SNACS has a different approach to instruction to maximize teacher instruction, student engagement, and achievement. All students have Personalized Learning Plans detailing their ability level across subjects and goals by quarter/trimester. Every classroom is designed like a discovery museum with multiple standards-based learning center experiences for students to learn in. Teachers design the PLAY® Interactive Choice Board (P-ICB) to display all available learning centers for students to work in. On the back end, teachers determine how many students can work within each learning center. Learning center activities are differentiated and individualized for learning. Students use the P-ICB to select which learning center they want to work in. Once students are working in centers, teachers pull small ability-based groups for direct instruction.

The model supports brain development, neuroplasty, executive functioning, metacognition, agency, self-regulation, etc.

SNACS Core Beliefs about Children and Families

All SNACS team members show up with integrity and commitment to the SNACS mission, PLAY model, students, and families.

All children have value and purpose.

All children contribute to a thriving school community.

All children can learn and succeed in school and life.

We don't give up on children.

All families want the best for their children.

All families contribute to a thriving community

All students and families have a voice and a choice.

SNACS Core Values

The SNACS core values are the fundamental principles that guide its behavior, culture, and identity. They also help to create a shared understanding of what's most important to SNACS and can serve as a reference point for decision-making.

SNACS's core values are deeply rooted in the charter school's goal to provide innovative educational opportunities, the science of hope, the science of learning, and child development learning theories for all school community members. SNACS Core Values:

Belonging

Every member of the SNACS school community belongs. All humans have a primal need to belong, as a basic need. Belonging is the feeling that we're part of a larger group that values, respects, and cares for us and to which we feel we have something to contribute.

Engagement

There are three types of engagement: relationship, behavioral, and cognitive. Relationship, behavioral, and cognitive engagement are a multifaceted construct. Behavior engagement is the easiest to observe. Cognitive engagement is intrinsic and leads to motivation to learn, whether assigned or not. Relationship engagement can move the levers of the other two types of engagement. There is an emotional response to school-based relationships and connectedness. Engagement directly increases achievement and attendance and decreases chronic absenteeism. Engagement is embedded in the PLAY model - students engage in meaningful and fun work.

Hope

At SNACS, the PLAY Model is grounded in the Science of Hope and requires strategy. Hope is intentional and requires strategic planning. Hope is a complex, multifaceted construct that calls for reflection and planning to affect change. The macrosystem influences the microsystem, which affects the human capacity for hope. Triangle - belonging and engagement build hope. All three are required to learn. Learned Hopeless - apathy, response to trauma. At SNACS, we practice Learned Hopefulness. The experiences you create today are how you describe your past tomorrow.

The hopeful believe their future will be better than their present. The essence of hope is the ability to understand the way things are now and imagine how the future could be. Through the Science of Hope at SNÅCS, we support a mindset and instill intentional practices that empower everyone to have the power to make it so. How we envision our future directly impacts how we live in the present. Brain research shows how we recall the past directly affects our thoughts about the future.

Hope is active, not passive. The Science of Hope involves Strategy. Planning involves seeking a new experience and planning forward. Neurons that fire together wire together. Brain neuroplasty is when the brain changes its wiring after new experiences. The experience is how you build neurons; neural pathways are how you use them.

The process of building hope at SNACS:

1.   Goals - PLPs - data-based small, incremental goals (builds metacognition)

2.   Pathway - PLAY-based learning experiences = engagement and achievement (builds neuroplasticity)

3.   Agency - choice (builds self-regulation, metacognition, executive functioning, neuroplasticity)

4.   Celebrations - celebrate wins everyday = increased belonging and engagement (builds neuroplasty)

5.   Feedback loops - What worked? What didn't't? What will we do differently? Repeat.

Time

The SNACS mission and model are designed to leverage time for increased student engagement and achievement. We believe sstudent outcomes don't change until adult behaviors change (AJ Crabill). Teachers plan for and spend time efficiently doing what matters most, which increases efficacy. Time is the most valuable commodity. What we choose to do with it matters. If we waste it, we don't get it back.

The key to increasing student learning is to maximize the amount of academic learning time; that is, to utilize education time in ways that engage students actively in learning at appropriate levels of difficulty.

The PLAY model leverages time to improve teacher efficacy and efficiency. The classroom environment is designed like a discovery museum to increase engagement. Students are taught appropriate procedures to make choices so they are engaged in standards-based learning centers. Teachers have more time for small ability-based groups and individual instruction and intervention and conduct authentic assessments and observations.

Weekly professional development and PD time are designed to improve instruction and staff students for increased student outcomes.

Hard work and Continuous Improvement

SNACS community members are ALL IN! Those who want to keep the status quo benefit from it. At SNACS, we RETHINK time, focus, schedules and leverage personnel to optimize student engagement and achievement. We believe in iterations, not failure. Iterate, iterate, iterate. Efficiency and precision in the process over practice are imperative to continuous improvement. Students are at the center of everything we do. When we place students at the center of our work and decisions, they succeed. Adults within the school community work hard and continually improve and support our students to do the same. We lead by example. Where focus goes, energy flows.

Family and Community

Family and Community Engagement are essential to the school community. Family engagement = increased student engagement, achievement, attendance and decreased chronic attendance. Family engagement is based on 5 guiding principles:

1. Welcoming all Families

2. Communicating Effectively

3. Supporting Student Success

4. Speaking up for Every Child

5. Sharing the Power as Partners

6. Collaborating with the Community

The SNACS Volunteer Program provides the foundation for a thriving school community. Family volunteers and local organizations are partners in implementing our mission, vision,

and school model. Families volunteer at least ten hours per month in some capacity for SNACS. Volunteerism is catered to parents' interests, preferences, expertise, experience, and skills.

Community organizations support with resources for teachers, students, and families, present at EL days and other school events. These relationships are essential to a thriving school community.

Shared Success

Success is always available. When we celebrate wins, it yields more wins. Celebrate Wins = Success. At SNACS, we believe that if you do what you've always done, you'll get what you've always gotten. It's not what we do occasionally that shapes our lives. It's what we do consistently. The path to success is to take massive, determined action. Where focus goes, energy flows. At SNACS, we focus on building positivity in students.

S- Show up for yourself, coworkers, students, and families.

U - Understand why we are doing this work and who we work with/for.

C - Commit to doing the work, hard work, and continuous improvement.

C - Connect with others; we all belong at SNACS.

E - Engage in the school community - actively contribute - you get what you give.

S - Share in gratitude and what you learn.

S - Support others - as individuals and a collective group, we pivot and level up to build the SNACS community.

Learning Organization

SNACS is a Learning organization. SNACS provides a culture of continuous learning and knowledge creation at all levels. This type of organization recognizes the importance of adapting to change, acquiring new knowledge, and using insights to improve performance and achieve strategic goals.

SNACS' commitment to continuous learning and growth fosters a sense of purpose, belonging, engagement, and motivation among all school community members, leading to higher student engagement and achievement levels.

SNACS shared vision

SNACS' shared vision drives what knowledge is needed and what activities are encouraged to acquire and share that knowledge for increased student engagement and achievement.

Personal mastery

Personal Mastery is the foundation of organizational learning and is defined as "the discipline of personal growth and learning". It's about creating a desired future and moving towards it. All members of the SNACS community are iterating towards personal mastery.

Team learning

SNACS Team Learning provides effective teamwork in Professional and Student Learning Communities to support engagement and achievement. Team learning supports all community members toward synergy—when great minds think alike.

Meaningful learning

The SNACS mission and model make learning meaningful by enabling and promoting individual choice and self-directed learning. This can help all members of the SNACS community achieve personal value, purpose, and growth.

Knowledge sharing

The SNACS mission and model provide for the flow of information and ideas between all members of the SNACS community, which can help create a culture of collaboration and teamwork. It can also improve communication and decision-making, enhance learning and development, and strengthen relationships and trust.

Continuous learning

Continuous learning ensures that SNACS constantly adapts to the educational industry, technology changes, and federal/state requirements. This helps SNACS stay ahead of a constantly evolving education landscape.

Systems Thinking

The SNACS community is dynamic and full of energy and talent. Effective leaders anticipate how interconnected aspects of the school interact and affect each other. Systems thinking is a mindset that helps leaders and educators understand the complex education system more holistically.

The SNACS educational system is composed of many interdependent components that work together. Leadership continually analyzes how individual components operate and interact to strengthen systems and ensure the mission and model are implemented with fidelity to increase student engagement and achievement.

Systems thinking offers a valuable approach for teachers working to ensure dynamic classroom communities that drive student engagement and achievement.

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/sierra_nevada_academy_charter/2024

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2024

Student Success

Student Success Summary

The SNACS Team aggressively addressed Chronic Absenteeism through leadership, social work support, teachers, and attendance personnel, and as a result, both elementary and middle schools yielded improvement by 55% and 46%. Decreasing chronic attendance was the first step to increasing school engagement toward increased achievement.

SNACS Elementary was designated ATSI for three consecutive years based on requirements. The designation was removed after 2023 data yielded a 38% increase in the Elementary Index Score. Additional increases in elementary are noted in school values for MGP Math (31%) and ELA (24%), ELA Opportunity Gap (17%), and RBG3 (78%). However, despite increased growth for elementary school, much work must be done to continuously improve growth and proficiency across all areas to reach pre-COVID NSPF ratings of 3 and 4 stars. The most notable decrease for elementary school students was in school value for ACCESS/WIDA AGP scores, which decreased by 41%. The WIDA AGP has a direct impact on the school value since students identified under ACCESS/WIDA are also counted in AGP and Pooled Proficiency. Elementary Math and ELA AGP decreased by 28% and 10%, and the Pooled Proficiency decreased by 22%

SNACS MS school scores yielded a 1% decrease in the NSPF Total Index Score. The school value for MGP Math and ELA decreased by 25% and 6%. The school value of AGP Math had no change between 2022-23 and 2023-24 school years, while AGP ELA decreased by 14%. The school value for Math Opportunity Gap AGP decreased by 4% and OG ELA AGP increased by 17%. The Pooled Proficiency school value decreased by 30% which correlates with the dip in growth.

Interestingly, student scores and growth have not recovered to pre-COVID proficiency and growth levels. During the 2023-24 school year, SNACS implemented year one of the iReady program through targeted intervention and instruction focusing on reading/ELA implementation. However, data reveals staff primarily relied on the program itself to improve student proficiency versus direct instruction and intervention as the program requires. The program did yield positive growth and proficiency for SNACS students, but that doesn't't seem to correlate with SBAC and NSPF results.

Student Success Strengths

The SNACS Elementary Total Index Score was 11 points in 2022-2023 with a third-year ATSI designation, and it increased to 18 points in 2023-2024 with no designation.

The SNACS Elementary Median Growth Percentile in Math was 30 pts in 2022-2023 and increased to 43.5 in 2023-2024.

The SNACS Elementary Median Growth Percentile in ELA was 34 points in 2022-2023 and increased to 45 points in 2023-2024.

The SNACS Elementary Grade 3 Reading increased from a 4 in 2022-23 to a 19 in 2023-2024.

The SNACS Elementary ELA Opportunity Gap (AGP-catch-up) increased from 21.8 in 2022-23 to 23.8 in 2023-24.

The SNACS MS ELA Opportunity Gap (AGP catch-up) increased from 16 in 2022-23 to 19.3 in 2023-24.

SNACS Chronic Absenteeism (CA) data show that the elementary CA score decreased from 29.8 (0 points) in 22-23 and 16.5 (4 points) in 23-24, and the middle school score decreased from 26.2 (0 points) in 22-23 and 12.1 (6 points) in 23-24. SNACS received one incentive point for reducing CA on both elementary and middle school NSPF ratings.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.
Critical Root Cause: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.

Problem Statement 2 (Prioritized): The lack of highly qualified professional teachers directly impacts the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 3 (Prioritized): The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC.
Critical Root Cause: Lack of expectations, professional development, expectations, supervision, and feedback.

Problem Statement 4 (Prioritized): Student discipline and other interruptions impede classroom learning time.
Critical Root Cause: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.

Problem Statement 5: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.
Critical Root Cause: Lack of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 6: Students performance on SBAC proficiency are below grade level criteria.
Critical Root Cause: COVID Learning Loss - long-term effects of trauma associated with COVID affect student proficiency and performance.

Problem Statement 7 (Prioritized): Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth.
Critical Root Cause: Lack of expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.

Problem Statement 8 (Prioritized): Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF.
Critical Root Cause: COVID Learning Loss still contributes to gaps in learning; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Adult Learning Culture

Adult Learning Culture Summary

Adult learning culture is directly affected by organizational systems and leadership. The primary instructional leader was frequently absent during the 2023-2024 school year, directly affecting the school culture and climate. As a result, the faculty and staff did not understand and were not committed or accountable to the mission, vision, and school values. As a result, the board identified appropriate changes for the organizational systems, instructional leadership, and teaching staff to ensure rapid school improvement based on the WestEd Center for School Turnaround, Harvard, and the University of Georgetown research. The school is founded on the science of hope, learning, and developmental learning theories. These are embedded in the foundations of and in a shared vision for the daily life of the school culture and climate.

Student outcomes (connectedness and success) don't change until adult behaviors change (AJ Crabill, 2023). The school and adult learning culture is undergoing a complete transformation in organizational systems, structures, instructional leadership, and teaching faculty. This includes faculty/staff changes at every level of the organization, systems work to ensure commitment and accountability to the school mission, model, and improving student outcomes. Returning instructional faculty and newly hired faculty are committed to and understand the mission, model, vision, values, organizational systems, and structures toward improving student outcomes.

Adult Learning Culture Strengths

Returning instructional faculty (approximately 10%) are taking on new leadership roles to support the mission, vision, model, values, organizational systems, and structures that aim to improve student outcomes.

Approximately 90% of the instructional faculty are new to SNACS and are excited to support the mission, vision, model, values, organizational systems, and structures that aim to improve student outcomes.

The school calendar has been approved to allocate weekly time to support a professional learning community across all levels in improving student outcomes.

Professional Development systems are designed to support improving student outcomes.

Approximately 95% of support staff are returning. Systems work is in process to identify gaps, and redundancies and to increase the effectiveness of work designed to support students, families, and staff.

A social worker returned for the 24-25 school year to provide SEL intervention and support for students towards increasing student outcomes. The SW provides supports to families as needed to increase student outcomes.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and

play- and the associated core values.
Critical Root Cause: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.

Problem Statement 2 (Prioritized): The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC.
Critical Root Cause: Lack of expectations, professional development, expectations, supervision, and feedback.

Problem Statement 3: The faculty and staff are unclear on creating standards-based, curricular-based learning centers for choice.
Critical Root Cause: Lack of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 4: The faculty and staff are unclear on implementing choice.
Critical Root Cause: Lack of expectations, professional development, implementation, supervision, and feedback.

Problem Statement 5 (Prioritized): Faculty and staff did not have allocated time to work in professional learning communities focused on improving student outcomes.
Critical Root Cause: Lack of time available for teachers and staff to plan and work together toward improving student outcomes.

Problem Statement 6 (Prioritized): The lack of highly qualified professional teachers directly impacts the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Connectedness

Connectedness Summary

Connectedness is the foundation for learning. Families and students choose to attend SNACS, which naturally instills connectedness to the school community. At SNACS, the mission and model are built on the premise of connectedness through the Science of Hope. The Science of Hope requires three critical learning elements: Belonging, Engagement, and Hope. At SNACS, the Mission and PLAY Model is grounded in these core values in theory and practice. Through the Science of Hope at SNÅCS, we support a mindset and instill intentional practices that empower everyone to have the power to make it so. How we envision our future directly impacts how we live in the present. Brain research shows how we recall the past directly affects our thoughts about the future. All faculty and staff were trained before students started for the 2024-2025 school year.

Personalized Learning Plans are established using data and the active participation of teachers, students, and families. Goals are established and monitored at least three times per year to ensure growth. Parent-teacher conferences are held a minimum of three times per year.

SNACS provides a Positive Behavior and Intervention Support (PBIS) system at all organizational levels. Instructional leaders and teachers provide individual, small, and whole-group reward systems to promote a sense of belonging and increased engagement.

Parent/family volunteers are expected to volunteer at the school in some capacity for at least 10 hours per month to increase student engagement.

Partnerships with local organizations support increased student engagement.

The SNACS Team aggressively addressed Chronic Absenteeism through leadership, social work support, teachers, and attendance personnel, and as a result, both elementary and middle schools yielded improvement by 55% and 46%. Decreasing chronic attendance was the first step to increasing school engagement toward increased achievement.

SNACS Discipline data received from WCSD yielded a decrease from 2022-23 to 2023-24 by 24% in Major Discipline Incidents, and 13% in the Total Students Involved in a Major Discipline Incident, and 11% in the Total Number of Students Involved in a Major Incident. There was a 13% decrease in Total Suspensions, a 60% decrease in In-school Suspensions, and a 9% in Out-of-School Suspensions.

The Dean and Social Worker were trained in Restorative Justice Practices mid-year 2023-2024, which yielded appropriate practices to minimize repeat offenses and increase positive student outcomes. However, discipline events and incidents remain a concern and portray a lack of connectedness or skills necessary to make positive choices. More training in Restorative Justice (RJ) Practices, including classroom-level RJ circles, will support a continued downward trend in the number of incidents and increase in student engagement data.

Connectedness Strengths

Total Major Discipline Incidents decreased from 2022-23 to 2023-24 from 109 to 83 (24%), and the total students involved from 135 to 117 (13%). The Total Number of Individual Students who had a Major Discipline Event decreased from 70 to 62 (11%).

Total Suspensions decreased from 2022-23 to 2023-24 from 125 to 109 (13%), with in-School Suspensions from 10 to 4 (60%) and Out-of-School Suspensions from 115 to 105 (8%). The Total Number of Suspended Students decreased from 70 to 60 (14%).

SNACS Chronic Absenteeism (CA) data show that the elementary CA score decreased from 29.8 (0 points) in 22-23 and 16.5 (4 points) in 23-24, and the middle school score decreased from 26.2 (0 points) in 22-23 and 12.1 (6 points) in 23-24. SNACS received one incentive point for reducing CA on both elementary and middle school NSPF ratings.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.
Critical Root Cause: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.

Problem Statement 2 (Prioritized): Student discipline and other interruptions impede classroom learning time.
Critical Root Cause: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.

Problem Statement 3 (Prioritized): Some students do not have a sense of belonging, engagement, and hope necessary for learning.
Critical Root Cause: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.

Problem Statement 4 (Prioritized): The lack of highly qualified professional teachers directly impacts the school culture and climate.
Critical Root Cause: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 5 (Prioritized): Family and communication engagement efforts need to better support increased student engagement and achievement.
Critical Root Cause: not all parents participate in FACE activities and events.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision-making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	SNACS Leadership engaged with all staff as a whole group during the week of August 5-10 to discuss needs assessments and SPP goals. The SNACS SPP committee met to analyze SBAC and related school-level data on August 5- 15th and analyzed the NSPF on September 4- 24th. SNACS Leadership met with identified parent representatives from August 15 to September 20 to discuss the SPP data specific to discipline and improvement strategies. SNACS Board met to review data and SPP goals on 7/24/24 and 8/28/24.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Consensus on challenges and need for improvement
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	SNACS has held monthly family engagement nights tailored to special topics to support increased positive student outcomes. The family volunteer program at SNACS needs to be implemented to pre-COVID levels. SNACS may offer more opportunities to engage families of identified students needing additional support or for underrepresented groups.

Stakeholder Engagement Strengths

Parent-teacher conferences at 100% participation rate.

Monthly family engagement meetings are held and attended by families with 20-30% participation, depending on the topic.

Special events (Harvest festival, spring fling, author's debut) attended by families with 80-90% participation.

Priority Problem Statements

Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.

Critical Root Cause 1: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC.

Critical Root Cause 2: Lack of expectations, professional development, expectations, supervision, and feedback.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: Some students do not have a sense of belonging, engagement, and hope necessary for learning.

Critical Root Cause 3: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Student discipline and other interruptions impede classroom learning time.

Critical Root Cause 4: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.

Problem Statement 4 Areas: Student Success - Connectedness

Problem Statement 5: Faculty and staff did not have allocated time to work in professional learning communities focused on improving student outcomes.

Critical Root Cause 5: Lack of time available for teachers and staff to plan and work together toward improving student outcomes.

Problem Statement 5 Areas: Adult Learning Culture

Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate.

Critical Root Cause 6: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Problem Statement 6 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 7: Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth.

Critical Root Cause 7: Lack of expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.

Problem Statement 7 Areas: Student Success

Problem Statement 8: Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF.

Critical Root Cause 8: COVID Learning Loss still contributes to gaps in learning; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Problem Statement 8 Areas: Student Success

Problem Statement 9: Family and communication engagement efforts need to better support increased student engagement and achievement.

Critical Root Cause 9: not all parents participate in FACE activities and events.

Problem Statement 9 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
    - NSPF, SBAC, WIDA
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL
- STEM/STEAM
- Section 504 data
- Homeless data
- Foster

- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: SNACS Adult Learning Culture (ADL) Goal: To transform the SNACS ALC by catalyzing and organizing the coordinated work of the staff to implement the school mission and model with fidelity and reliability toward rapidly improving the school across all levels of the organization with high-yield professional development, professional learning community, collaboration, and data-driven strategies designed to improve intended student outcomes.
> **Aligns with District Priority**

Annual Performance Objective 1: 100% of SNACS staff will fully implement the SNACS mission, vision, and model, integrating the PLAY Interactive Choice Boards with standards-based learning centers using iReady, Savaas ELA, Achievement First Mathematics, PLTW Science (K-5), and Open Science (6-8).

> **Evaluation Data Sources:** Leadership provides for effective professional development at all levels; staff participates in effective weekly PLC work as evidenced by teachers and support staff providing effective curriculum maps, lesson and intervention plans; classroom management, RJ, and PBIS plans; leadership conducts observations/evaluations with effective feedback for student growth and achievement and decreased major discipline events and suspensions.

Summative Evaluation: Continue

Next Year's Recommendation: Continue as a priority

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
Leadership ensures systems, structures, and opportunities for PLCs around common goals, engineering a culture of mutual respect, shared responsibility, and focused attention on student learning.	**Jan**	**Apr**	**June**
Time for an effective PLC is established on the school calendar, and topics are scheduled to align with school goals and related PD activities. PD plan includes the school mission, vision, model, core values, curriculum, and assessments. Leadership provides PD for a dramatic culture shift toward implementing the school mission and model with fidelity, high academic expectations, and concerted staff and student effort for strong community cohesion with an academic press. PD for PowerSchool curriculum mapping and lesson plans within the school model and for intervention and MTSS groups. PD for creating standards-based learning centers using all school curricula, including iReady, Savaas ELA, Mathematics, PLTW, and Open Source Science. PD for creating and using the Interactive Choice Board Learning Management System with fidelity. PD for Progressive discipline, PBIS, SEL, and MTSS programs to support student engagement and achievement. PD on Restorative Justices Practices to decrease Major Incidents and Out-of-School Suspensions. PD for high-stake assessments, data-driven instruction to improve student outcomes. PD to increase attendance and decrease chronic absenteeism. PLC time for "staffing students." PD for FACE. PD for intervention, support, and scaffolding to meet the needs of ELL and ensure equitable access to academic content and the development of academic English. Systems			

Plan to retain, attract, and hire highly qualified personnel committed to the SNACS mission, vision, and model, providing personalized (differentiated and individualized) learning through PLAY and choice for at-risk students.

Leadership re-interviews all returning and prospective staff using interview questions that target the school's mission, vision, and model and ensure growth for students designated at risk.

Leadership and HR Manager implement a plan for recruiting, onboarding, and retaining highly qualified staff committed to the school's mission, vision, model, and core values and working with students deemed at-risk.

Leadership ensures systems, structures, and opportunities for PLCs around common goals, engineering a culture of mutual respect, shared responsibility, and focused attention on student learning.

Leadership seeks a certified ELAD/TESL-certified teacher/EL paraprofessionals to provide teachers and students with intervention, support, and scaffolding to ensure equitable access to curriculum and assessments.

> **Formative Measures:** PD plan includes school mission, vision, model, curriculum, and assessments with fidelity; PowerSchool curriculum maps and lesson plans; supervision and feedback on implementation; observations and evaluations; Post-PD assessment surveys to ensure all understand and adhere to school mission, vision, model, curriculum, and assessments with fidelity; ICB LMS learning center audits by class to ensure all areas are provided for; Post-PD assessment surveys to ensure all understand and adhere to school mission, vision, model, curriculum and assessments with fidelity; curriculum maps and lesson plans; supervision and feedback on implementation; observations and evaluations; ICB LMS Audits on teacher, student, and center data; PLC participation rates; PLCs focused on improving student outcomes in increased growth and proficiency achievement, decreased minor behavior incidents and major discipline incidents.
>
> **Position Responsible:** Leadership Team, teachers
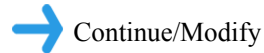>
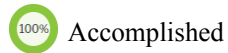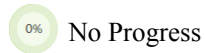> **Student Groups This Strategy Targets:**
> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
> - **Evidence Level:**
> Moderate
>
> **Problem Statements/Critical Root Causes:** Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 5, 6 - Connectedness 1, 4

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 2: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously
Problem Statement 3: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Lack of expectations, professional development, expectations, supervision, and feedback.

Adult Learning Culture
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 2: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Lack of expectations, professional development, expectations, supervision, and feedback.
Problem Statement 5: Faculty and staff did not have allocated time to work in professional learning communities focused on improving student outcomes. **Critical Root Cause**: Lack of time available for teachers and staff to plan and work together toward improving student outcomes.
Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Connectedness
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 4: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Goal 2: SNACS Connectedness Goal - To build a culture and climate aligned with SNACS core values and intentional practices to support students' sense of belonging, engagement, and hope for learning to occur and improve intended student outcomes.

    Aligns with District Priority

Annual Performance Objective 1: Leadership, teachers, and support staff will support students and families to increase student engagement and attendance and decrease chronic attendance by 5%.

    Evaluation Data Sources: Weekly attendance and chronic attendance data, student attendance plans, etc.

    Summative Evaluation: Continue

    Next Year's Recommendation: Continue with goals

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement	**Status Check**		
The Attendance Coordinator will run weekly attendance and chronic attendance reports. Leadership will post weekly attendance and chronic absenteeism graphs based on grade level.	**Jan**	**Apr**	**June**
The FACE Coordinator provides FACE efforts to ensure a cohesive program, promote a strong culture within the school community, and increase student behavioral and academic outcomes. FACE Coordinator develops a plan for FACE events to target increased attendance, engagement, and achievement -monthly meetings with student SEL, engagement, and achievement focus. FACE Coordinator coordinates family volunteer activities at SNACS and during SNACS events to support increased family and student engagement. FACE quarterly events to support increased engagement and achievement. FACE Coordinator will publish a digital monthly newsletter to provide parents with educational information, upcoming events, and volunteer needs via email, website, and social media. Leadership, FACE Coordinator., SW, teachers ensure calls home, F2F meetings, and text communication support families in understanding students' strengths, accomplishments, and areas for improvement to increase engagement. SW provides for and connects families with wrap-around services and resource support as needed to support family and student engagement. Leadership and teachers will develop positive reinforcement and incentive systems for increased attendance and decreased chronic absenteeism. PTC 3 times per year to engage 100% of families, providing PLPs to share strengths, engagement, and achievement data. Student Engagement Students are challenged and supported to aim higher, work harder, and realize the satisfaction of accomplishment, reflecting a positive school climate with a supportive and fulfilling environment, learning conditions that meet the needs of all learners, and a culture that values trust, respect, and high expectations. Personalized Learning Plans (PLPs) designed with the Science of Hope will be developed collaboratively with teachers, students, and families with quantitative and qualitative data-driven goals by quarter/trimester. Leaders/Teachers Leadership Team and Teachers will plan for Expeditionary Learning (EL) Days and Educational Field Trips to increase the sense of belonging and engagement. School-wide and classroom-level PBIS data decreased chronic absenteeism data and decreased major discipline events and suspensions.			

Leadership ensures a schoolwide PBIS and tiered model MTSS to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act to students' sense of belonging and engagement.

The Playground Plan and phase 1 implementation will support students' sense of belonging and engagement.

Leadership/Teachers will work with community agencies and provide extracurricular activities - clubs/sports to increase student engagement.

SW/ counseling

Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

The school-based counselor and social worker will provide instructional and support services, including SEL, conflict resolution, bullying, violence, and suicide prevention programs. Counselling/SW intervention and support services manual, caseload progress notes, implementation of SEL, conflict resolution, bullying, violence, and suicide prevention programs implementation documentation

Formative Measures: Weekly data checks, posting to Workplace community by classroom; Parent sign-in sheets at FACE events, IC attendance, ICB LMS engagement, and iReady growth data, Title 1 FE Plan; Parent sign-in sheets volunteering, IC attendance, ICB engagement, and iReady growth data; Digital metrics to determine newsletter clicks and website traffic; PLP goals attained, learning centers and project completion, student pride in accomplishments including growth and achievement; EL Days and Educational Field Trip participation data, decreased chronic absenteeism data, decreased major discipline events and suspensions; Playground installation, usage data, decreased major discipline events and suspensions; Counselling/SW intervention and support services manual, caseload progress notes, implementation of SEL, conflict resolution, bullying, violence, and suicide prevention programs implementation documentation;

Position Responsible: Leadership Team, Teachers, Attendance Coordinator; FACE Coordinator, Social Worker, Counselors, Digital Management Asst.
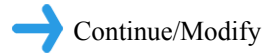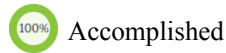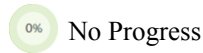
Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - **Evidence Level:**
Strong

Problem Statements/Critical Root Causes: Student Success 1, 2, 4 - Adult Learning Culture 1, 6 - Connectedness 1, 2, 3, 4, 5

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.   **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 2: The lack of highly qualified professional teachers directly impacts the school culture and climate.   **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Student Success
Problem Statement 4: Student discipline and other interruptions impede classroom learning time.   **Critical Root Cause**: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.

Adult Learning Culture
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.   **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate.   **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Connectedness
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values.   **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 2: Student discipline and other interruptions impede classroom learning time.   **Critical Root Cause**: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.
Problem Statement 3: Some students do not have a sense of belonging, engagement, and hope necessary for learning.   **Critical Root Cause**: Lack of practices that support positive relationships with trusted adults and peers; clear PBIS, progressive discipline, RJ; lack of motivation; COVID learning loss and trauma effect positive sense of self; Family time available to attend school FACE events; lack of interest/motivation; socioeconomic and social condition factors.
Problem Statement 4: The lack of highly qualified professional teachers directly impacts the school culture and climate.   **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously
Problem Statement 5: Family and communication engagement efforts need to better support increased student engagement and achievement.   **Critical Root Cause**: not all parents participate in FACE activities and events.

Goal 3: Student Success Goal - To ensure the SNACS mission and model is implemented with fidelity using the Interactive Choice Boards with high expectations and support for students' academic accomplishments with strong standards-based instruction, data-based planning, differentiation and individualization, research-based pedagogical approaches, and effective classroom management for increased student outcomes in growth and achievement as reflected on mandatory assessments and the NSPF.

Aligns with District Priority

Annual Performance Objective 1: The SNACS Team will provide instruction to support students in increasing their growth toward or within proficiency in English Language Arts and Mathematics by 10%, as reflected in the Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) scores on the NSPF, by implementing the ELA, Math, MTSS, and intervention strategies, and our school model with fidelity.

Evaluation Data Sources: iReady growth scores as assessed 3x per year, MAP growth scores for grades K-3, 3x yr, KEA kindergarten growth scores 2x year, WIDA growth 2x year, curriculum maps and lesson planning, curriculum formative and summative assessments, SBAC growth and proficiency scores 1 x year, and NSPF scores 1x year.

Summative Evaluation: Continue

Next Year's Recommendation: Continue with goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady	**Status Check**		
iReady and Leadership will develop an implementation plan to ensure student growth in ELA and Mathematics.	**Jan**	**Apr**	**June**
Leadership and teachers will ensure the iReady Program is implemented with fidelity in ELA and Mathematics, ensuring small group direct instruction and MTSS intervention are provided and students are engaged in completing associated activities. Teachers will implement the school model with iReady curriculum in ELA/Math using standards-based learning centers and small-group instruction. Teachers will provide targeted small-group MTSS intervention instruction during after school and intersessions using iReady and SAVVAS.			

ELL
Leadership, teachers, and support staff will support English Language Learners to increase their English Language Proficiency scores by 25% on the WIDA/ACCESS assessment on the Adequate Growth Percentile scores on the NSPF to exit EL services within 5 years by implementing ELA curricula, MTSS, intervention strategies, and the school model with fidelity.
Provide weekly support via breakfast meetings targeting specific criteria for ELL students toward growth and proficiency to exit EL services within 5 years.

RBG3
Leadership and teachers will increase third-grade RBG3 three reading proficiency performance by 15%, meeting the standard (Level 3 or 4) in English Language Arts on the Grade 3 ELA assessment (SBAC + NAA) by implementing ELA curricula, MTSS, intervention strategies, and the school model with fidelity.
Teachers will implement the school model using the SAVVAS ELA K-3 curricula for standards-based learning centers, small-group instruction, and MTSS intervention.
Teachers will support literacy in all standards-based learning centers during choice time as aligned with the school mission, vision, and model.

School Mission and Model Instruction

Teachers will implement the school mission and model with fidelity, using the Interactive Choice Board Learning Management System for student-driven choice within the classroom while conducting small-ability instruction and MTSS intervention groups.

Teachers will implement standards-based learning centers with fidelity using all school curricula, including iReady, Savaas ELA, Mathematics, PLTW, and Open Source Science.

Teachers will implement choice throughout the majority of the daily schedule, incorporating must do's and can do's where students choose where and when they spend their time on each.

SNACS faculty and staff will implement the mission and model with fidelity using a strong classroom management system and positive behavior and intervention support system to ensure all students are provided opportunities for increased time on academic and SEL tasks with minimal interruptions to learning.

Curriculum and Instruction

The SNACS Team will provide instruction to support students in increasing their proficiency in English Language Arts, Mathematics, and Science by 10%, as reflected on the SBAC proficiency scores, by implementing the ELA, Math, and Science curricula, MTSS, and intervention strategies, and our school model with fidelity.

Teachers will implement the SAVVAS ELA K-8 curricula with fidelity using standards-based learning centers, small group instruction, and MTSS Intervention.

Teachers will implement the Achievement First K-8 curricula with fidelity using standards-based learning centers, small group instruction, and MTSS Intervention.

Teachers will implement the PLTW Curriculum (K-5) and Open Source Science (6-8) with fidelity using standards-based learning centers and small group instruction.

> **Formative Measures:** iReady daily data; iReady ELA/Math growth scores as assessed 3x per year, MAP growth scores, PowerSchool curriculum maps and lesson plans targeting small groups/individual students; WIDA/ACCESS assessment, KEA kindergarten growth scores 2x year, curriculum formative and summative assessments, SBAC growth and proficiency scores, and NSPF scores, EL Lesson Plans/curriculum map, weekly attendance, MTSS intervention data (small and individual group participation during school and supplemental after school/intersessions); ICB LMS center bank and reports, class observations and evaluations
>
> **Position Responsible:** Instructional leadership, teachers, support staff
>
> **Student Groups This Strategy Targets:**
> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
> - **Evidence Level:**
> Promising
> **Problem Statements/Critical Root Causes:** Student Success 1, 2, 3, 4, 7, 8 - Adult Learning Culture 1, 2, 6 - Connectedness 1, 2, 4

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.

Student Success
Problem Statement 2: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously
Problem Statement 3: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Lack of expectations, professional development, expectations, supervision, and feedback.
Problem Statement 4: Student discipline and other interruptions impede classroom learning time. **Critical Root Cause**: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.
Problem Statement 7: Student growth on ACCESS/WIDA affects Pooled Proficiency, MGP, AGP, and Opportunity GAP growth. **Critical Root Cause**: Lack of expectations and professional development for targeted intervention for students identified as ELL, supervision, and feedback.
Problem Statement 8: Student growth is portrayed on iReady assessments; however, that is not translated to SBAC growth as reflected on the NSPF. **Critical Root Cause**: COVID Learning Loss still contributes to gaps in learning; iReady MTSS not as effective in addressing gaps as required by SBAC growth metrics on NSPF.

Adult Learning Culture
Problem Statement 1: The faculty, staff, and students are unclear about SNACS' mission, vision, and model-providing for personalized learning through choice and play- and the associated core values. **Critical Root Cause**: There were no clear expectations, professional development, implementation, or feedback based on the mission, vision, model, and core values.
Problem Statement 2: The faculty and staff do not understand the correlation between the SNACS model, curricula, and SBAC. **Critical Root Cause**: Lack of expectations, professional development, expectations, supervision, and feedback.
Problem Statement 6: The lack of highly qualified professional teachers directly impacts the school culture and climate. **Critical Root Cause**: lack of folks entering the profession, lack of funding to support the profession equivalent to salaries in other professions, teacher retention, burnout, and lack of motivation to improve continuously

Connectedness
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Problem Statement 2: Student discipline and other interruptions impede classroom learning time. **Critical Root Cause**: Lack of clear expectations for Restorative Justice and PBIS, professional development, implementation, supervision, and feedback.
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