



Washoe County School District
**High Desert Montessori Charter
School**

2021-2022 School Performance Plan:
A Roadmap to Success

High Desert Montessori 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 Eric Perez, School Principal, for more information.

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Phone: 775-624-2800

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											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	380	0.79%	2.63%	30.79%	0.79%	58.16%	0.79%	6.05%	12%	7%	31%
District	61,642	1.26%	4.2%	41.77%	2.55%	42.59%	1.4%	6.22%	15%	18%	57%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12%	13%	73%

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)
2018	School	24%	69%	32%	39%	64%	47%	30%	N/A	36%
	District	43%	55%	43%	48%	55%	51%	37%	N/A	50%
2019	School	18%	48%	20%	38%	57%	44%	47%	330	29%
	District	43%	55%	42%	48%	55%	54%	36%	303	49%
2021	School	15%	66%	23%	38%	65%	48%	22%	314	N/A
	District	38%	72%	47%	44%	63%	47%	31%	295	N/A



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	M/A	N/A
District	84	86	85

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	389	368	356
District	359	345	334

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
Eric S. Perez	Principal(s) (required)
Tammie Stockton – Executive Director	Other School Leader(s)/Administrator(s) (required)
Robin Barry, Kaleigh Richards,	Teacher(s) (required)
Stephanie Turner – School Registrar	Paraprofessional(s) (required)
Jen Marcondes, Kelly Bodtke	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Kristi Kangas – School Mental Health Professional	Specialized Instructional Support Personnel (if appropriate)



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
The Lift-Off – School Open House Event	8/6/2021 12:00-4:00	200	Welcome and teacher individual meetings
Back to School Night	8/17, 8/19, 8/31 6:00-7:30pm	150	Classroom specific introduction and discussion of policies and procedures
Montessori Through My Eyes	9/22 6:00-7:30	100	Child-specific introduction to Montessori methods to teach individual lessons
Student-Led Fall Parent Conferences	10/18-10/22	400	Review of progress, goal setting, assessment review
Parent involvement in school-wide improvement committees <ul style="list-style-type: none"> • Safety • Green team • PTO 	Monthly throughout the year	20	Fundraising, environmental support, and overall school safety
Parent Education Workshops	11/9, 4/20	50	Montessori at home and how to support the child. Supporting academics with Montessori focus
Fall Festival	11/6	200	Community building and elementary fundraiser
New Parent Seminar	1/24 and 1/31	150	Orientation to Montessori, HDMS, and recruitment of new students. Mandatory for enrolment to HDMS.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences 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	Nevada CRT, MAP, Brigance	Climate Survey, Montessori Playbook Observation	Review of Montessori Practice Notebooks and District Curriculum Audit Materials
Problem Statement	The pass rate in SBAC Mathematics is 29 percentage points below the district score.		
Critical Root Causes	<ul style="list-style-type: none"> ● Practice in test-taking/SBAC formatting is not necessarily compatible with Montessori-focused pedagogy. ● Montessori focus on the concrete is often at odds with abstraction tested at younger grades. ● Inconsistency in the different modalities of instructional delivery based on pandemic climate. 		

Part B

Student Success	
School Goal: By the next SBAC test (2022), High Desert Montessori will reduce the pass rate gap in mathematics by 10 percentage points.	Aligned to Nevada's STIP Goal: Goal 3; All students will experience continued academic growth.
Improvement Strategy: -Introduce methods of Tier II and Tier III interventions that more closely align with SBAC and MAP formats. Evidence Level 1 - Strong -Add a focus on academic vocabulary that more closely aligns with testing vocabulary. Evidence Level - Strong	
Intended Outcomes: <ul style="list-style-type: none"> ● Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC. ● Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC. 	

**Action Steps:**

- Determine what resources are already available to the school and what needs to be purchased.
- Determine what financial resources are available.
- Identify the timeline for hiring resource teachers in time for new teacher orientation.
- Connect with the school HR department for recruitment and hiring support.
- Identify specific students needing support.
- Work with teachers and interventionists to schedule and monitor student growth.

Resources Needed:

- Budget for interventionist
- Recruitment and hiring plan
- Differentiated math, phonics, and literacy materials.

Challenges to Tackle:

- Finding financial resources given a limited budget
- Hiring a quality candidate on a short timeline
- Onboarding new staff member
- Teacher working relationship

Improvement Strategy:

-Add a focus on academic vocabulary that more closely aligns with testing vocabulary. **Evidence Level - Strong**

Intended Outcomes:

- Students working with classroom teachers and interventionists will receive an extra 1.5 hours (TIER II) and 2.5 hours (TIER III) of support on using intervention materials in the area of reading and English literacy. These students will show larger than avg. growth on MAP Scores and SBAC.
- Students working independently on technology-based remediation programs in mathematics. These students will show larger than avg. growth on MAP Scores and SBAC.

Action Steps:

- Determine what resources are already available to the school and what needs to be purchased.
- Determine what financial resources are available.
- Identify the timeline for hiring resource teachers in time for new teacher orientation.
- Connect with the school HR department for recruitment and hiring support.
- Identify specific students needing support.
- Work with teachers and interventionists to schedule and monitor student growth.



<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Budget for interventionist ● Recruitment and hiring plan ● Differentiated math, phonics, and literacy materials
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Finding financial needed for materials and staff ● Hiring a quality candidate on a short timeline ● Onboarding new staff member ● Teacher working relationship
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<ul style="list-style-type: none"> ● English Learners: Concurrent support through ELL intervention groups as directed by AB-219 <ul style="list-style-type: none"> ○ EL Learners at HDMS will receive additional support through research-based literacy supports including Phonics First and Leveled Literacy. ○ Math Supports for grades 3 through 8 will be delivered through NWEA MAP Accelerator’s Khan academy. ○ Concrete hands-on Montessori materials are used to solidify concepts and to reinforce English Language competency. ○ Review of ELL student progress revisited periodically through MTSS team. ● Foster/Homeless: None beyond the general plan. ● Free and Reduced Lunch: None beyond the general plan. ● Migrant: None beyond the general plan. ● Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during the intervention. ● Students with IEPs: Concurrent support through resource teacher.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Montessori Notebooks, Essential Elements, and Appraisal Instrument tools from NCMPS	Administrative Appraisal Tool from NCMPS, Behavior and administrative intervention data	MTSS Data, Attendance at professional development and training



Problem Statement	Teachers need intervention supports to supplement Montessori practices Teachers are spending too much time with behavioral issues that time away from instruction
Critical Root Causes	<ul style="list-style-type: none"> • Students relearning school routines affects academic achievement. • Need for a mathematics intervention program. • Lack of applicants for interventionist positions.

Part B

Adult Learning Culture	
<p>School Goal: Goal: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass-rate on SBAC and Science CRT tests by 10%</p>	<p>STIP Connection: Goal 2: All students have access to effective educators</p>
<p>Improvement Strategy: Teachers spend time with students to learn the routines of the school and grace and courtesy lessons appropriate to a Montessori environment. Evidence Level: Promising</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Students able to work within the expectations and routines of a Montessori environment will be better able to focus on learning, freeing the teacher to focus on academics rather than discipline • Students will be more successful in mastering concepts when they are able to work within the expectations of the class and school 	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Identify a School-wide SEL curriculum that fits with Montessori pedagogy and practice. • Train staff to implement SEL curriculum 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> • Identify materials that we currently have to teach a Montessori SEL curriculum • Montessori SEL curriculum available through outside vendors 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Financial resources to implement a new curriculum • Training staff to work with the new curriculum 	



<p>Improvement Strategy:</p> <ul style="list-style-type: none"> Institute a program of vertical teaming to identify areas of need for children moving from level to level. Evidence Level: Moderate
<p>Intended Outcomes: Teachers of lower grade children can better lay the groundwork for children graduating to higher-level classes; i.e. moving from lower elementary to upper elementary</p>
<p>Action Steps:</p> <ul style="list-style-type: none"> Plan time for teachers to meet in vertical teams Create a framework for discussion Track areas of focus that groups identify as critical needs
<p>Resources Needed:</p> <ul style="list-style-type: none"> None. all resources needed are in teacher Montessori notebooks and CCSS/NGSS Standards manuals.
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> Finding uninterrupted time for educators to work in vertical teams
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p> <ul style="list-style-type: none"> English Learners: None beyond the general plan. Foster/Homeless: None beyond the general plan. Free and Reduced Lunch: None beyond the general plan. Migrant: None beyond the general plan. Racial/Ethnic Minorities: None beyond the general plan. Students with IEPs: None beyond the general plan.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Attendance Data, Behavioral referrals, referrals, and requests for counseling services	PLC and Staff Training attendance. PLC and Staff training survey results	Attendance at community engagement events, Results of community survey



Problem Statement	Mental health and behavioral support are needed for students adjusting to a pandemic and post-pandemic experience.
Critical Root Causes	<ul style="list-style-type: none"> ● Lack of applicants for mental health and counseling professional positions. ● Huge increase in anxiety, depression, and other mental health issues with students and families. ● Need of a whole-school SEL curriculum ● Our school has never had a full-time mental health professional to support social-emotional learning. This fell to teachers to fill this need.

Part B

Connectedness	
School Goal: Students identified as needing behavior support by MTSS or PLC will be assigned to a group or individual support with the school counselor.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated
Improvement Strategy: School will hire a school counselor or mental health professional to address the mental health needs of our students. Evidence Level: Strong	
Intended Outcomes: Children identified with a need will receive individual or group counseling to help improve mental health to improve their ability to be successful in school and in life.	
Action Steps: <ul style="list-style-type: none"> ● Determine what financial resources are available. ● Identify the timeline for hiring resource teachers in time for new teacher orientation. ● Connect with the school HR department for recruitment and hiring support. ● Identify specific students needing support. ● Work with the new counselor to schedule and monitor student support programs. 	
Resources Needed: <ul style="list-style-type: none"> ● Budget for counselor/mental health professional ● Recruitment and hiring plan 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Finding financial needed for materials and staff ● Hiring a quality candidate on a short timeline 	



- Onboarding new staff member

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

- **English Learners:** Bilingual communication between the mental health professional and parents will require the hiring of a bilingual mental health professional or translation services offered by our parent involvement facilitator
- **Foster/Homeless:** Mental health professional will need to have the ability to offer community resources to help students in transition
- **Free and Reduced Lunch:** See foster/homeless above
- **Migrant:** See foster/homeless and English Learners above
- **Racial/Ethnic Minorities:** See foster/homeless and English Learners above
- **Students with IEPs:** Consultation with the school psychologist and IEP case manager to improve mental health outcomes for these students

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)
General Funding based on per-pupil funding from the State	YE22 estimated budget funding of \$2,797,346	Facilities; professional development, instructional materials, professional services, wages, and benefits for: 2 Administrators 5 Admin Assistants 18 classroom teachers 18 teaching assistants	
Special Education - State and Federal sources	\$208,147.82	1.75 FTE special education teachers 1 speech therapist .25 occupational therapist Part-time school psychologist Part-time school nurse	



ESSER II	\$46,328.40	1 Interventionist 2 - 0.25 interventionist assistants	
ESSER II / GEER II	\$69,365.21	1 Counselor	
ESSER III	\$156,044.14	1 Mental Health Professional 1 Reading Interventionist 2 - 0.25 interventionist assistants EBI Learning Loss - Academics materials	