

Washoe County School District

High Desert Montessori

2025-2026 School Improvement Plan

Classification: 1 Star School

ATSI

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 https://nevadareportcard.nv.gov/DI/nv/washoe/high_desert_montessori/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 12

Inquiry Areas 14

 Inquiry Area 1: Student Success 14

 Inquiry Area 2: Adult Learning Culture 15

 Inquiry Area 3: Connectedness 17

Community Outreach Activities 18

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- Positive Trends & Strengths:
 - Middle School's Remarkable Growth: The Middle School is on a fantastic trajectory, having successfully increased its Overall Star Rating from 2 to 3. This upward movement is reflected in a significant jump in the Star Rating Index Score from 35.0 to 51.6. This impressive progress is a testament to the hard work in key academic areas.
 - Strong Academic Progress: We are seeing encouraging growth in multiple academic areas. The Middle School has shown a remarkable improvement in Math and ELA Opportunity Gaps and has nearly doubled its SBAC Pooled Proficiency score from 8 to 15. At the Elementary School, there is a promising trend in SBAC Grade 3 Reading, which has improved from a score of 1 to 3.
 - Building on Foundational Success: The positive strides in SBAC scores at the Elementary School provide a strong foundation upon which to build. This shows that our core instruction is making a difference and that our students are gaining essential skills.

Student Success Areas for Growth

While celebrating our successes, there are clear opportunities for us to unite and focus our efforts.

- Elevate Elementary School's Star Rating: The Elementary School has a clear opportunity to reverse recent trends. We can learn from the strategies implemented at the Middle School that have led to significant gains in their Index Score and academic metrics. A collaborative effort to share best practices will be invaluable.
- Prioritize Student Attendance: A significant area for improvement in both Elementary and Middle School is chronic absenteeism, where scores have shown a decline. This presents a prime opportunity to launch a school-wide initiative focused on boosting daily attendance. By implementing creative and supportive strategies, we can ensure every student is present and engaged in their learning.
- Strengthen ELA Growth: The Middle School shows a promising trend in most areas, but ELA MGP scores have recently declined. This highlights an opportunity to fine-tune our ELA instruction to match the excellent growth we're seeing in math and other areas.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	HDMS has been designated an ATSI school for the FRL population in the elementary school, with significant challenges in growth, pooled proficiency, and chronic absenteeism.	Through the MTSS process, we are working to identify students with specific academic needs and designing interventions to help those students. We are working with families to reduce the problem of absenteeism through better monitoring and checkins with families, and working with outside agencies to provide resources to FRL families.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): SBAC scores are not growing as fast as we would hope across subgroups

Critical Root Cause: SBAC tests do not align with Montessori Pedagogy

Problem Statement 2 (Prioritized): School focus on literacy shows great growth in reading but writing is not improving at the same rate. Students are struggling with the writing process specifically within different writing genres. Students are coming into 1st grade with letter and literacy decoding, but encoding into the writing process is lacking

Critical Root Cause: Students do not have access to examples of grade-level writing that meets standards. We do not have a cohesive, vertically aligned curriculum map and Montessori pedagogy can be inconsistent across training centers.

Problem Statement 3 (Prioritized): Students are low-performing in mathematics, specifically when applying mathematical concepts and procedures.

Critical Root Cause: Students struggle with comprehending real-world mathematical problems (Word Problems) and applying concepts and procedures.

Problem Statement 4: Chronic Absenteeism is a problem at High Desert Montessori Charter School

Critical Root Cause: Cultural and familial hurdles make school less of a priority than it has been in the past.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Most teaching faculty members are Montessori Trained, or in the process of Montessori Training, as well as holding a Nevada state teaching license in their specialty area. The teachers who are not trained or are completing their training are enrolled in training or will be enrolled by the end of this school year.

Our school is committed to meeting the needs of all of our students within the Nevada academic content standards without sacrificing our Montessori ideals.

Adult Learning Culture Areas for Growth

High Desert Montessori faculty and staff are highly trained and versed in Montessori pedagogy and philosophy. They are excellent at finding ways to tie our philosophy to the needs and requirements of a public school. With some staff turnover, supporting new teachers through Montessori coaching and support will be necessary.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	More staff need to be trained in ELL but training opportunities are limited and time is a factor with other Montessori priorities	Montessori pedagogy inherently addresses ELL, but we are actively searching for ELL PD opportunities through sources like NASA.
Foster/Homeless		
Free and Reduced Lunch	Identifying ways to target the specific needs of FRL students is difficult with the need to respect privacy	Lesson study and the MTSS process helps teachers to better address the needs of all students, including those with FRL status.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students, specifically in the elementary did not perform well in state standardized tests in the area of science and scores in reading and math are lower than expected

Critical Root Cause: Montessori pedagogy and philosophy do not easily align with Common Core and Next Generation science standards

Problem Statement 2 (Prioritized): Montessori curriculum delivery is inconsistent across the staff at High Desert Montessori and levels

Critical Root Cause: The level of training and specific training institutions are different among staff members at all levels.

Problem Statement 3 (Prioritized): Lack of clear understanding of academic expectations for advancement to the next level (primary to lower el, lower el to upper el, etc.)

Critical Root Cause: Focus for PLC and vertical teams on this important subject has been lacking

Connectedness

Connectedness Areas of Strength

High Desert Montessori has a strong social/emotional focus through Montessori education. We also have a strong Mental health professional (school counselor) on staff with experience in social-emotional learning to help children and families in need. Our school has a strong culture of community to support families, faculty, and students.

We maintain a strong level of parent communication, using transparent classroom, our school's newsletter, social media presence, and text blasts to get the information out to parents about events, activities, and student progress.

Connectedness Areas for Growth

High Desert Montessori is committed to connecting with our families. We understand that our community is the most important resource we have. Moving forward, we will encourage parent volunteerism within classrooms and at community events. We will also be looking at maximizing the scheduling of events to make it easier for families to attend. We will be adding translation services at parent outreach events. HDMS will be increasing parent education opportunities.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Bilingual communication with families who do not speak English is difficult	We have been able to utilize bilingual staff, as well as technological tools including AI to bridge this gap.
Foster/Homeless	N/A	
Free and Reduced Lunch	Parents needing resources outside the school to help meet the needs of their children.	We have made partnerships with the family resource center and children's cabinet to address those family's needs.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Many parents still do not know how to support their children both in school and at home.

Critical Root Cause: Parents are not provided with consistent information and resources to help their child at home

Problem Statement 2 (Prioritized): Confusion exists about what is expected of students at our school and how home can support the student

Critical Root Cause: Students and parents are not provided with clear expectations of what a Montessori curriculum entails

Priority Problem Statements

Problem Statement 1: SBAC scores are not growing as fast as we would hope across subgroups

Critical Root Cause 1: SBAC tests do not align with Montessori Pedagogy

Problem Statement 1 Areas: Student Success

Problem Statement 2: School focus on literacy shows great growth in reading but writing is not improving at the same rate. Students are struggling with the writing process specifically within different writing genres. Students are coming into 1st grade with letter and literacy decoding, but encoding into the writing process is lacking

Critical Root Cause 2: Students do not have access to examples of grade-level writing that meets standards. We do not have a cohesive, vertically aligned curriculum map and Montessori pedagogy can be inconsistent across training centers.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Students are low-performing in mathematics, specifically when applying mathematical concepts and procedures.

Critical Root Cause 3: Students struggle with comprehending real-world mathematical problems (Word Problems) and applying concepts and procedures.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Many parents still do not know how to support their children both in school and at home.

Critical Root Cause 4: Parents are not provided with consistent information and resources to help their child at home

Problem Statement 4 Areas: Connectedness

Problem Statement 5: Confusion exists about what is expected of students at our school and how home can support the student

Critical Root Cause 5: Students and parents are not provided with clear expectations of what a Montessori curriculum entails

Problem Statement 5 Areas: Connectedness

Problem Statement 6: Students, specifically in the elementary did not perform well in state standardized tests in the area of science and scores in reading and math are lower than expected

Critical Root Cause 6: Montessori pedagogy and philosophy do not easily align with Common Core and Next Generation science standards

Problem Statement 6 Areas: Adult Learning Culture

Problem Statement 7: Montessori curriculum delivery is inconsistent across the staff at High Desert Montessori and levels

Critical Root Cause 7: The level of training and specific training institutions are different among staff members at all levels.

Problem Statement 7 Areas: Adult Learning Culture

Problem Statement 8: Lack of clear understanding of academic expectations for advancement to the next level (primary to lower el, lower el to upper el, etc.)

Critical Root Cause 8: Focus for PLC and vertical teams on this important subject has been lacking

Problem Statement 8 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio

Connectedness

- Attendance
- Behavior

- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: For the SBAC testing season 2025-26, HDMS will increase the Adequate Growth Percentage (AGP) by at least 3% for all students in both Math and ELA.

Student achievement on SBAC and WIDA will improve by 3% AGP for all grade levels and sub-groups.

Aligns with District Goal

Formative Measures: i-Ready scores for the Fall and Winter will allow the school to predict SBAC scores and adjust curriculum and intervention strategies accordingly.

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Introduce methods of Tier II and Tier III interventions that more closely align with SBAC formats using i-Ready and test-taking strategies</td><td>Principal, Assistant Principal, Interventionist</td><td>SY 2025-26</td></tr></table> Position Responsible: Principal, Assistant Principal, Interventionist Evidence Level Level 2: Moderate: MTSS Problem Statements/Critical Root Cause: Student Success 1, 2, 3				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Introduce methods of Tier II and Tier III interventions that more closely align with SBAC formats using i-Ready and test-taking strategies	Principal, Assistant Principal, Interventionist	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Introduce methods of Tier II and Tier III interventions that more closely align with SBAC formats using i-Ready and test-taking strategies	Principal, Assistant Principal, Interventionist	SY 2025-26							
				Nov	Feb	May								
In progress	No review	No review												

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: SBAC scores are not growing as fast as we would hope across subgroups Critical Root Cause: SBAC tests do not align with Montessori Pedagogy Problem Statement 2: School focus on literacy shows great growth in reading but writing is not improving at the same rate. Students are struggling with the writing process specifically within different writing genres. Students are coming into 1st grade with letter and literacy decoding, but encoding into the writing process is lacking Critical Root Cause: Students do not have access to examples of grade-level writing that meets standards. We do not have a cohesive, vertically aligned curriculum map and Montessori pedagogy can be inconsistent across training centers. Problem Statement 3: Students are low-performing in mathematics, specifically when applying mathematical concepts and procedures. Critical Root Cause: Students struggle with comprehending real-world mathematical problems (Word Problems) and applying concepts and procedures.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers will identify holes in their practice and Montessori pedagogy that will increase the pass rate on SBAC and Science CRT tests by 3% AGP across all grades and subgroups.

Aligns with District Goal

Formative Measures: School-wide focus on Grace and Courtesy lessons as developed by the American Montessori Society and the Association Montessori International.

Implement intervention and instruction in Numeracy and Fractional Reasoning through Numeracy Consultants.net.

Implement interventions through the science of reading with school-wide professional development in its implementation.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL and PLC's				Status Check		
				Nov	Feb	May
				In progress	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create a rotating Grace and Courtesy schoolwide focus with expectations for writing and reflection in classes. School Counselor creates groups and individual counseling sessions. School Counselor will develop and implement a school-wide SEL program that is aligned with Montessori ideals. Train the trainer model of instruction in numeracy and fractional reasoning with the school academic coach attending training.	Principal, Assistant Principal, Counselor, Communications Coordinator				
Position Responsible: Principal, Assistant Principal, Counselor, Communications Coordinator Evidence Level Level 2: Moderate: PLC SEL Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2, 3						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Students, specifically in the elementary did not perform well in state standardized tests in the area of science and scores in reading and math are lower than expected Critical Root Cause: Montessori pedagogy and philosophy do not easily align with Common Core and Next Generation science standards Problem Statement 2: Montessori curriculum delivery is inconsistent across the staff at High Desert Montessori and levels Critical Root Cause: The level of training and specific training institutions are different among staff members at all levels.

Adult Learning Culture
Problem Statement 3: Lack of clear understanding of academic expectations for advancement to the next level (primary to lower el, lower el to upper el, etc.) Critical Root Cause: Focus for PLC and vertical teams on this important subject has been lacking

Inquiry Area 3: Connectedness

SMART Goal 1: Increase parent awareness through community events and parent education nights

Increase advertising for these events to maximize parent attendance. Results are to be measured through attendance tracking of event participation. We will establish a baseline at the first event and will aim to have an increase of 7%-10% for each additional event.

Aligns with District Goal

Formative Measures: as measured through exit survey data and attendance

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: Family Engagement <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Increase advertising for these events to maximize parent attendance.</td><td>PIF</td><td>SY 25-26</td></tr></table> Position Responsible: PIF Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1, 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Increase advertising for these events to maximize parent attendance.	PIF	SY 25-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Increase advertising for these events to maximize parent attendance.	PIF	SY 25-26							
				Nov	Feb	May								
Implemented	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Many parents still do not know how to support their children both in school and at home. Critical Root Cause: Parents are not provided with consistent information and resources to help their child at home Problem Statement 2: Confusion exists about what is expected of students at our school and how home can support the student Critical Root Cause: Students and parents are not provided with clear expectations of what a Montessori curriculum entails

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Event	8/14/25	
2nd Cup of Coffee	8/22/25, 10/3/25, 12/12/25, 1/23/26, 3/6/2026, 5/15/26	
Family Reading Night with NNLC	8/26/25, 9/9/25, 10/14/25, 11/18/25, 12/9/25, 1/13/26, 2/10/26, 3/10/26, 4/14/26, 5/12/26	
JEDI Committee	9/18/25, 11/20/25, 1/29/26, 3/12/26, 5/21/26	
Parent Conferences	10/20/25-10/24/25, 3/16/26-3/20/26	
HDMS World Expo	12/17/25	
Montessori Through My Eyes	4/9/2026	
Upper EL Family Dance	4/24/26	
Primary to Elementary Transition Seminar	5/14/26	