



## **SCHOOL PERFORMANCE PLAN**

### **Summary Statement**

Signature Preparatory Charter School opened its doors for the first time on August 19, 2019 and has been in operation since. Data points available to school administration, faculty, and staff include the following: gender, age, grade level, ethnicity, 504, GATE, IEP, and ELL status. No Free and Reduced Lunch (FRL) data was available. Signature Preparatory Charter School commenced collecting National School Lunch Program (NSLP) applications on July 1, 2021 and continues to encourage new enrollees to complete the application. 30 days prior to the first day of school, Signature Preparatory Charter School began to collect state mandated Brigance Assessment data on the 180 students enrolled in kindergarten. Additionally, within the first 20 days of instruction, grades Kindergarten through 8th grade began collecting benchmark Reading and Math data by administering the Houghton Mifflin Harcourt Growth Measure Assessments. Moreover, we gathered NWEA's MAP Reading Assessment data for grades Kindergarten through 3rd grade. Moreover, on the 60th day of school Signature Preparatory reviewed the Federal Report of Chronic Absenteeism within Infinite Campus Student Accounting Software.

### **NWEA MAP Data revealed the following:**

- K: 59% of students scored above the 40th percentile.
- 1: 59% of students scored above the 40th percentile.
- 2: 56% of students scored above the 40th percentile.
- 3: 66% of students scored above the 40th percentile.

### **HMH Growth Data Reading:**

- K: Data unavailable
- 1: 58% of students scored at or above proficiency.
- 2: 60% of students scored at or above proficiency.
- 3: 58% of students scored at or above proficiency.
- 4: 55% of students scored at or above proficiency.
- 5: 47% of students scored at or above proficiency.
- 6: 44% of students scored at or above proficiency.
- 7: 56% of students scored at or above proficiency.
- 8: 17% of students scored at or above proficiency.



# SIGNATURE PREPARATORY

## HMH Growth Data Mathematics:

K: Data unavailable

1: 64% of students scored at or above proficiency.

2: 70% of students scored at or above proficiency.

3: 69% of students scored at proficiency.

4: 49% of students scored at or above proficiency.

5: 45% of students scored at proficiency.

6: 47% of students scored at or above proficiency.

7: 51% of students scored at or above proficiency.

8: 22% of students scored at or above proficiency.

## Infinite Campus School Attendance Data from the first two months of classes revealed:

Percentage of students in attendance daily was 92.25% for grades, K-5 and 95.28% for grades, 6-8.

Goal 1		
Priority Need	Root Causes	Measurable Objectives
All students will increase proficiency in ELA from 49% (2021 Fall HMH ELA Growth Measure Baseline) to 60% by Spring 2022 as measured by HMH Growth Measure Assessment.	As all teachers work with Signature Prep and work to effectively implement HMH Into Reading and Into Literature curriculum, implementation consistency of effective Tier 1 and Tier 2 instructional practices should improve over time. Additionally, a cohesive alignment of student work and tasks to the rigor and depth of the NVACS and SBAC will be necessary	<p>Increase the percent of all students in the proficient and advanced designations according to the below:</p> <p>1: Increase from 58% (Fall) to 62% (Winter) to 66% (Spring).</p> <p>2: Increase from 60% (Fall) to 64% (Winter) to 68% (Spring).</p> <p>3: Increase from 58% (Fall) to 62% (Winter) to 66% (Spring).</p> <p>4: Increase from 55% (Fall) to 57.5% (Winter) to 60% (Spring).</p> <p>5: Increase from 47% (Fall) to 50% (Winter) to 54% (Spring).</p> <p>6: Increase from 44% (Fall) to 48% (Winter) to 54% (Spring).</p>



# SIGNATURE PREPARATORY

		<p>7: Increase from 56% (Fall) to 59% (Winter) to 62% (Spring).</p> <p>8: Increase from 17% (Fall) to 25% (Winter) to 30% (Spring).</p>
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Action Plan		Monitoring Plan		
Action Step	Resources / Amount Needed for Implementation	List Artifacts / Evidence of Progress	List Timeline, Benchmarks, and Person Responsible	Monitoring Status
Professional Development	List Resources	Continuation from last year	NCCAT S Indicators	NCCAT S Indicators
Provide PD for literacy programs for successful implementation of effective instructional practices.	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)  Into Reading/Into Literature (National Charter School Start Up Grant)	Frontline Professional Development Database, sign in sheets, classroom observations, PLC process training sign-in sheets data collection tool, PLC Agenda/Minutes.	Administration will develop PD calendar & provide aligned PD.	N/A
Provide PD for effective implementation of Professional Learning Community model for analyzing student ELA/Reading data for planning effective and relevant instruction.	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)  PLC Training (National Charter School Start Up Grant)	Frontline Professional Development Database, sign in sheets, classroom observations, PLC process training sign-in sheets data collection tool, PLC Agenda/Minutes.	August 2019-May 2020: Classroom teachers will complete weekly PLC focused on common grade level assessment data and administer required progress monitoring assessments	N/A
Family Engagement	List Resources	Continuation from last year	NCCAT S Indicators	NCCAT S Indicators
Implement Academic Parent	Classroom Teachers	Frontline Professional		N/A



# SIGNATURE PREPARATORY

<p>Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences. Spring APTT would be a culmination of goal setting binder review led by students with their parents.</p>	<p>(Operational Budget)</p> <p>ELL Strategist (Operational Budget)</p> <p>Into Reading/Into Literature Growth Measures Assessments (National Charter School Start Up Grant)</p> <p>Take home activities for parents to implement (Operational Budget).</p>	<p>Development Database, sign in sheets, APTT observations, APTT Grade Level and Individual Student Reading Data, Family Goal Setting Sheets, APTT PowerPoint Presentations.</p>	<p>October 2021 March 2022</p>	
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<b>Goal 2</b>		
<b>Priority Need</b>	<b>Root Causes</b>	<b>Measurable Objectives</b>
<p>All students will increase proficiency in Mathematics from 52% (2021 Fall HMH Math Growth Measure Baseline) to 60% by Spring 2020 as measured by HMH Growth Measure Assessment.</p>	<p>As all teachers are new to Signature Prep and new to the HMH Into Math curriculum, there will be Inconsistent implementation of effective Tier 1 and Tier 2 instructional practices. Additionally, a cohesive alignment of student work and tasks to the rigor and depth of the NVACS and SBAC will be necessary</p>	<p>Increase the percent of all students in the proficient and advanced designations according to the below:</p> <p>1: Increase from 64% (Fall) to 67% (Winter) to 70% (Spring).</p> <p>2: Increase from 70% (Fall) to 73% (Winter) to 76% (Spring).</p> <p>3: Increase from 69% (Fall) to 72% (Winter) to 75% (Spring).</p> <p>4: Increase from 49% (Fall) to 53% (Winter) to 57% (Spring).</p> <p>5: Increase from 45% (Fall) to 48% (Winter) to 52% (Spring).</p> <p>6/7/8: Increase from 30% (Fall) to 38% (Winter) to 45% (Spring).</p>



# SIGNATURE PREPARATORY

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Action Plan		Monitoring Plan		
Action Step	Resources / Amount Needed for Implementation	List Artifacts / Evidence of Progress	List Timeline, Benchmarks, and Person Responsible	Monitoring Status
Professional Development	List Resources	Continuation from last year	NCCAT S Indicators	NCCAT S Indicators
Provide PD for mathematics programs for successful implementation of effective instructional practices.	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)  Into Math (National Charter School Start Up Grant)	Frontline Professional Development Database, sign in sheets, classroom observations, PLC process training sign-in sheets data collection tool, PLC Agenda/Minutes	Administration will develop PD calendar & provide aligned PD.	N/A
Provide PD for effective implementation of Professional Learning Community model for analyzing student Math data for planning effective and relevant instruction.	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)  PLC Training (National Charter School Start Up Grant)	Frontline Professional Development Database, sign in sheets, classroom observations, PLC process training sign-in sheets data collection tool, PLC Agenda/Minutes	August 2021-May 2022: Classroom teachers will complete weekly PLC focused on common grade level assessment data and administer required progress monitoring assessments.	N/A
Family Engagement	List Resources	Continuation from last year	NCCAT S Indicators	NCCAT S Indicators
Implement Academic Parent Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences.	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)	Frontline Professional Development Database, sign in sheets, APTT observations, APTT Grade Level and Individual Student Reading	October 2021 March 2022	N/A



# SIGNATURE PREPARATORY

Spring APTT would be a culmination of goal setting binder review led by students with their parents.	Into Math Growth Measures Assessments (National Charter School Start Up Grant)  Take home activities for parents to implement (Operational Budget).	Data, Family Goal Setting Sheets, APTT PowerPoint Presentations.		
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Goal 3		
Priority Need	Root Causes	Measurable Objectives
Increase the percentage of student attendance from 92.25% (K-5) to 95% and 95.28% (6-8) to 98% as measured by Infinite Campus and Nevada State Performance Framework.	A significant quantity of the students on the Federal Chronically Absent correlate to (1) NRS 392.4566 Habitual Discipline Problems, (2) absent due to significant health care needs, or (3) no reason.	From first 60 days 92.25% (K-5) and 95.28% (6- 8) to 93.5% (K-5) and 96.5% by instructional day 120 and 95% (K-5) and 98% (6-8) by instructional day 180.

Action Plan		Monitoring Plan		
Action Step	Resources / Amount Needed for Implementation	List Artifacts / Evidence of Progress	List Timeline, Benchmarks, and Person Responsible	Monitoring Status
Professional Development	List Resources	Continuation from last year	NCCAT S Indicators	NCCAT S Indicators
All staff professional learning on MTSS/PBIS for PBIS team. Site-led PBIS training for all staff on strategies to address behavior	Classroom Teachers (Operational Budget)  ELL Strategist (Operational Budget)	Frontline Professional Development Database, sign in sheets, Citation Trackers, Infinite Campus Behavior Sheets, PBIS Procedural	August 2021-May 2022: MTSS/PBIS Team will participate in monthly committee meetings to analyze data, set course for	N/A



# SIGNATURE PREPARATORY

proactively, and data analysis. PBIS Tier 1 team will use data to revise and improve school wide PBIS.	Infinite Campus (Operational Budget)	Posters, PBIS Rubrics, PBIS Tier I Behaviors lesson plans.	staff/faculty PD, and recommend changes to strategies.	
<b>Family Engagement</b>	<b>List Resources</b>	<b>Continuation from last year</b>	<b>NCCAT S Indicators</b>	<b>NCCAT S Indicators</b>
School Administration will communicate with families via home visits, conferences, emails and assist in providing needed wraparound services for students in need of academic, behavioral or attendance improvement.	School Principal (Operational Budget) School Assistant Principal (Operational Budget) School Dean (Operational Budget) Special Education Facilitator (Operational Budget) School Psychologist via AIM (Operational Budget) Infinite Campus (National Charter School Start Up Grant)	Continued communication to parents and stakeholders through the means and faculty provided in continuation and improvement of wraparound services for students.	N/A	N/A

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used	Applicable Goals
Operational Budget	\$5,654,383	Salaries, utilities, general supplies, and miscellaneous third-party services (school psychologist) to support educational	Goals: 1, 2, 3



# SIGNATURE PREPARATORY

		outcomes and meet priority needs.	
Operating Grants and Contributions	\$1,434,541	Acquisition of textbooks, Infinite Campus, Chromebooks, Chromebook carts, professional development to support educational outcomes, priority needs, and data reporting as necessary.	Goals: 1, 2, 3

## Appendix A – Professional Development Plan

PD Plan
<p>Goal 1:</p> <p>Provide PD for literacy programs for successful implementation of effective instructional practices.</p> <p>Provide PD for effective implementation of Professional Learning Community model for analyzing student ELA/Reading data for planning effective and relevant instruction.</p> <p>Implement Academic Parent Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences. Spring APTT would be a culmination of goal setting binder review led by students with their parents.</p>
<p>Goal 2:</p> <p>Provide PD for mathematics programs for successful implementation of effective instructional practices.</p> <p>Provide PD for effective implementation of Professional Learning Community model for analyzing student Math data for planning effective and relevant instruction.</p> <p>Implement Academic Parent Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences. Spring APTT would be a culmination of goal setting binder review led by students with their parents.</p>
<p>Goal 3:</p> <p>All staff professional learning on MTSS/PBIS for PBIS team via a site- led PBIS training for all staff on strategies to address behavior proactively, and data analysis. PBIS Tier 1 team will use data to revise and improve school-wide PBIS implementation.</p>





# SIGNATURE PREPARATORY

## Appendix B – Family Engagement Plan

PD Plan
<p>Goal 1:</p> <p>Implement Academic Parent Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences. Spring APTT would be a culmination of goal setting binder review led by students with their parents.</p>
<p>Goal 2:</p> <p>Implement Academic Parent Teacher Team (APTT) Meetings 2 times per year in replacement of traditional parent-teacher conferences. Spring APTT would be a culmination of goal setting binder review led by students with their parents.</p>
<p>Goal 3:</p> <p>School Administration will communicate with families via home visits, conferences, emails and assist in providing needed wraparound services for students in need of academic, behavioral or attendance improvement.</p>

## Appendix C – Monitoring/Evaluation Priority Need/Goal 1,2,3

Priority Need	Measurable Objective	Status	Comments
All students will increase proficiency in ELA from 49% (2021 Fall HMH ELA Growth Measure Baseline) to 60% by Spring 2020 as measured by HMH Growth Measure Assessment.	<p>Increase the percent of all students in the proficient and advanced designations according to the below:</p> <p>1: Increase from 58% (Fall) to 62% (Winter) to 66% (Spring).</p> <p>2: Increase from 60% (Fall) to 64% (Winter) to 68% (Spring).</p> <p>3: Increase from 58% (Fall) to 62% (Winter) to 66% (Spring).</p> <p>4: Increase from 55% (Fall) to 58% (Winter) to 61% (Spring).</p>	In progress	



# SIGNATURE PREPARATORY

	<p>5: Increase from 47% (Fall) to 51% (Winter) to 55% (Spring).</p> <p>6: Increase from 44% (Fall) to 49% (Winter) to 53% (Spring).</p> <p>7: Increase from 56% (Fall) to 60% (Winter) to 64% (Spring).</p> <p>8: Increase from 17% (Fall) to 27% (Winter) to 35% (Spring).</p>		
<p>All students will increase proficiency in Mathematics from 52% (2021 Fall HMH Math Growth Measure Baseline) to 60% by Spring 2020 as measured by HMH Growth Measure Assessment.</p>	<p>Increase the percent of all students in the proficient and advanced designations according to the below:</p> <p>1: Increase from 64% (Fall) to 69% (Winter) to 74% (Spring).</p> <p>2: Increase from 70% (Fall) to 75% (Winter) to 80% (Spring).</p> <p>3: Increase from 69% (Fall) to 73% (Winter) to 77% (Spring).</p> <p>4: Increase from 49% (Fall) to 53% (Winter) to 57% (Spring).</p> <p>5: Increase from 45% (Fall) to 50% (Winter) to 55% (Spring).</p> <p>6/7/8: Increase from 40% (Fall) to 46% (Winter) to 52% (Spring)</p>	<p>In progress</p>	



**Priority Need/Goal 1: Reading/ELA**

<b>Monitoring/Evaluation</b>	<b>Mid-Year</b>	<b>End Year</b>	<b>Status</b>
<b>Progress</b>	Greater than 75% of all teachers at all grade levels and content areas providing for a rigorous, NVACs Aligned Tier I Reading/ELA instruction.  Greater than 75% of all grade levels are analyzing common formative assessments and planning interventions/reteaching according to Professional Learning Community model.	All teachers at all grade levels and content areas providing for a rigorous, NVACs Aligned Tier I Reading/ELA instruction.  All grade levels analyzing common formative assessments and planning interventions/reteaching according to Professional Learning Community model.	In progress
<b>Barriers</b>	Time and funding	Time and funding	In progress
<b>Next Steps</b>	Continue to monitor and provide support, additional professional development	Continue to monitor and provide support, additional professional development	In progress

**Priority Need/Goal 2: Mathematics**

<b>Monitoring/Evaluation</b>	<b>Mid-Year</b>	<b>End Year</b>	<b>Status</b>
<b>Progress</b>	Greater than 75% of all teachers at all grade levels and content areas providing for a rigorous, NVACs Aligned Tier I Mathematics instruction. Greater than 75% of all grade levels are analyzing common formative assessments and planning interventions/reteaching according to Professional Learning Community model.	All teachers at all grade levels and content areas providing for a rigorous, NVACs Aligned Tier I Mathematics instruction. All grade levels analyzing common formative assessments and planning interventions/reteaching according to Professional Learning Community model.	In progress
<b>Barriers</b>	Time and funding	Time and funding	In progress



# SIGNATURE PREPARATORY

<b>Next Steps</b>	Continue to monitor and provide support, additional professional development	Continue to monitor and provide support, additional professional development	In progress
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### Priority Need/Goal 3: Chronic Absenteeism

Monitoring/Evaluation	Mid-Year	End Year	Status
<b>Progress</b>	Increase first 60 days attendance percentages 92.25% (K-5) and 95.28% (6-8) by 1.5%, respectively	Increase first 60 days attendance percentages 92.25% (K-5) and 95.28% (6-8) by 3%, respectively	In progress
<b>Barriers</b>	Time and funding	Time and funding	In progress
<b>Next Steps</b>	Continue to monitor and provide support, additional wrap around services	Continue to monitor and provide support, additional wrap around services	In progress

*First 60 days Absenteeism Report, Infinite Campus:*

First 60 days attendance percentages 95.28% grades 6-8, 92.25% grades K-5.