

State Public Charter School Authority
Equipo Academy Middle School
2024-2025 School Performance Plan

Classification: Not Rated

Distinction Designations:
Title I

Board Approval Date: November 30, 2024
Public Presentation Date: November 30, 2024

Mission Statement

Empower students to meet high expectations, excel to and through college, and become leaders and change makers for East Las Vegas.

Vision

Our founding vision is a small, integrated 6th-12th grade campus where every student, regardless of background or starting point, will be on a path to and through the college of their dreams.

Classrooms will reflect consistently high expectations for academics and character, extracurriculars will challenge students to become confident artists and athletes, and our close partnerships with families and community leaders will create a support network that ensures students' continued success.

In our first four years, our school graduated the first class of seniors with 100 percent acceptance to four-year colleges.

In the next four years, 80 percent of those graduates will have earned college diplomas.

And within sixteen years, our school will be led by an alumnus who has returned to transform East Las Vegas.

Value Statement

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 the [Nevada Accountability Portal](#).

Please note public ratings for the 2023-2024 academic year on which this plan is based will be published in September 2024.

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Comprehensive Needs Assessment

Revised/Approved: November 30, 2024

Student Success

Student Success Summary

- Students at Equipo Academy outperformed their peer groups at traditional neighborhood middle schools despite the unfinished learning of the COVID-19 pandemic.
- Student attendance meets or exceeds levels prior to the COVID-19 pandemic.
- Student completion of academic learning plans, eighth graders reaching credit sufficiency, and participation in climate surveys all meet or exceed state requirements.

Student Success Strengths

- SBAC performance in both math and reading were impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall academic growth.
- NV science proficiency was impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall pooled proficiency.
- WIDA ACCESS proficiency was impacted by the unfinished learning of the COVID-19 pandemic and this performance contributed to reduced overall academic growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance. **Critical Root Cause:** While interventions to date have restored student engagement indicators to their pre-pandemic levels, this restored engagement has not yet resolved the challenges of unfinished learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

Connectedness

Connectedness Summary

The majority of Equipo Academy families are on campus at least once a quarter and all families have at least one extended sit-down meeting with an advisor to start the year and at each report card (December and June).

Connectedness Strengths

Prior to the pandemic, Equipo Academy saw the majority of families on campus every month and this correlated with some of the school's highest instructional growth and outcomes in its history.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic. **Critical Root Cause:** -Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication).

Priority Problem Statements

Problem Statement 1: Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance.

Critical Root Cause 1: While interventions to date have restored student engagement indicators to their pre-pandemic levels, this restored engagement has not yet resolved the challenges of unfinished learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic.

Critical Root Cause 2: -Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication.

Problem Statement 2 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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- Postsecondary college, and career ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data

- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)
- Dual credit
- College prep

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends
- School safety data

Employee Data

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

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Revised/Approved: November 30, 2024

Goal 1: Student Success

Annual Performance Objective 1: Increase the percentage of sixth-eighth grade students scoring proficient on the Spring SBAC math exam from 10.6 percent (in 2023) to 28.0 percent (by 2025) effectively halving Equipo Academy's gap with more affluent school communities in Nevada (38.5 percent in 2023).

Evaluation Data Sources: State SBAC Data

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 1: Equipo Academy will integrate deliberate instruction in high-rigor MARS tasks from the Mathematics Assessment Resource Service, Bowland Maths, and Open Up Resources for consistent teaching of retrieval and problem-solving skills needed to succeed on the SBAC mathematics sections. This will become a part of the weekly instructional cycle for mathematics courses along with maintenance tasks, targeted interventions, and new instruction.</p> <p>Watanabe, T., Takahashi, A., & Yoshida M. (2008). Kyozaikenkyu: A critical step for conducting effective lesson study and beyond. In: F. Arbaugh, P. M. Taylor (eds.), Inquiry into Mathematics Teacher Education, pp. 139-142. San Diego: Association of Mathematics Teacher Educators.</p> <p>Formative Measures: Increased performance on state SBAC assessment in math.</p> <p>Position Responsible: Dean of Faculty, Instructional Coaches, Teachers and Aides, School Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: - Title I, Pt. A</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Annual Performance Objective 1 Problem Statements:





Student Success

Problem Statement 1: Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance. **Critical Root Cause:** While interventions to date have restored student engagement indicators to their pre-pandemic levels, this restored engagement has not yet resolved the challenges of unfinished learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.

Goal 1: Student Success

Annual Performance Objective 2: Increase the percentage of middle school students with individualized education plans (IEPs) scoring in the 60+ median growth percentile on the state SBAC exam from 8.0 percent (in 2023) to 23.0 percent (by 2025) effectively halving Equipo Academy's gap with more affluent school community populations of students with IEPs in Nevada (37.0 percent in 2023).

Evaluation Data Sources: State SBAC Data
APR Indicator 3B: Gap in proficiency rates for children with IEPs

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 1: Equipo Academy will integrate deliberate instruction in high-rigor MARS tasks from the Mathematics Assessment Resource Service, Bowland Maths, and Open Up Resources for consistent teaching of retrieval and problem-solving skills needed to succeed on the SBAC mathematics sections. This will become a part of the weekly instructional cycle for mathematics courses along with maintenance tasks, targeted interventions, and new instruction.</p> <p>Watanabe, T., Takahashi, A., & Yoshida M. (2008). Kyozaikenkyu: A critical step for conducting effective lesson study and beyond. In: F. Arbaugh, P. M. Taylor (eds.), Inquiry into Mathematics Teacher Education, pp. 139-142. San Diego: Association of Mathematics Teacher Educators.</p> <p>Formative Measures: Increased performance on state SBAC assessment in math.</p> <p>Position Responsible: Director of DEI, Special Education Director, Dean of Faculty, Instructional Coaches, Teachers and Aides, School Principal</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: - IDEA-B</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |





Annual Performance Objective 2 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: Core academic proficiency remains low from the effects of the COVID-19 pandemic and hybrid learning, impacting corresponding growth and pooled proficiency performance. Critical Root Cause: While interventions to date have restored student engagement indicators to their pre-pandemic levels, this restored engagement has not yet resolved the challenges of unfinished learning. More targeted and differentiated interventions are needed to close the gaps created by the COVID-19 pandemic.</p> |

Goal 2: Connectedness

Annual Performance Objective 1: At least 80 percent of Equipo Academy staff and families engage in face-to-face interactions with school events and advisors each month during the 2024-2025 school year (10 times over the course of the year).

Evaluation Data Sources: School Family Engagement Data, Family Survey Feedback, Grade-Level and Title Event Attendance Data

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 1: Launch an Advisory Families Initiative that brings the families of each advisory (groups of 15-18 families) together once a month with their advisors for direct, face-to-face engagement centered on the school goals and their individual students' outcomes.</p> <p>Hall, Christina M. (2020) "The Impact of Family Engagement on Student Achievement," Networks: Journal for Teacher Research: Vol. 22: Iss. 2.</p> <p>Formative Measures: Increased family engagement with advisors and school faculty.</p> <p>Position Responsible: Dean of Students, Advisors and Aides, School Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: - Title I, Pt. A</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Annual Performance Objective 1 Problem Statements:


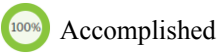
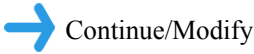

| Connectedness |
|--|
| <p>Problem Statement 1: While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic. Critical Root Cause: -Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication).</p> |

Goal 3: Adult Learning

Annual Performance Objective 1: Increase the performance of Equipo Academy educators on the Nevada Educator Performance Framework standards for family engagement (PR.4.1-3) from an average score of 3.05 in 2024 to 3.20 in 2025.

Evaluation Data Sources: Nevada Educator Performance Framework Evaluation Data

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 1: Implement a monthly training sequence for all teachers rooted in the collaborative family engagement model to expand equitable access to the school community for all parents. Teachers will attend 100 percent of sessions or makeups and complete all required tasks between sessions.</p> <p>Swap, Susan McAllister Developing home-school partnerships: From concepts to practice. New York: Teacher College Press. 1993.</p> <p>Formative Measures: Over the course of the year, teachers will implement strategies from the training sequence which will lead to gradual and then accelerated growth on the NEPF indicators for family engagement (PR.4.1-3) and thereby expand the equitable access of all families to the school and its work, and increase the positive outcomes for students whose families are now more deeply engaged in the school's mission and work.</p> <p>Nevada PD standard: Equity: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p> <p>Position Responsible: Dean of Families Dean of Faculty Dean of Students Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Connectedness 1</p> <p>Resources and Funding Needed: - Title II, Pt. A</p> | Status Check | | |
| | Feb | May | May |
| | | | |

Annual Performance Objective 1 Problem Statements:

Student Success

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Connectedness

Problem Statement 1: While Equipo Academy continues to lead many schools in the frequency and level of family engagement with the school community, family engagement especially in instructional work has not returned to the levels that were normal prior to the COVID-19 pandemic. **Critical Root Cause:** -Families may be under stress or obligations since the COVID-19 pandemic that preclude the same level of participation in school activities and workshops as before the pandemic. - Communication and information habits may have changed during the pandemic (ie. with the rise of video conferencing and a greater reliance on social media and mobile applications for communication).

School Funding Summary

| General Funds | | | | | |
|------------------------------------|------------------------------|----------------------|------------------|--------------|----------------|
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$8,568,000.00 |
| +/- Difference | | | | | \$8,568,000.00 |
| IDEA-B | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$73,538.84 |
| +/- Difference | | | | | \$73,538.84 |
| Title I, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$378,539.36 |
| +/- Difference | | | | | \$378,539.36 |
| Title II, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$116,816.79 |
| +/- Difference | | | | | \$116,816.79 |
| Title III - ELL | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |

| Title III - ELL | | | | | |
|-----------------|------------------------------|----------------------|------------------|------------------------------------|----------------|
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$33,653.13 |
| | | | | +/- Difference | \$33,653.13 |
| Title IV, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| | | | | Sub-Total | \$0.00 |
| | | | | Budgeted Fund Source Amount | \$28,932.44 |
| | | | | +/- Difference | \$28,932.44 |
| | | | | Grand Total Budgeted | \$9,199,480.56 |
| | | | | Grand Total Spent | \$0.00 |
| | | | | +/- Difference | \$9,199,480.56 |