

State Public Charter School Authority

Equipo Academy Middle School

2024-2025 Status Check with Notes



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.

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 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.

Table of Contents

Goals	3
Goal 1: Student Success	3
Goal 2: Connectedness	5
Goal 3: Adult Learning	6

Goals







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

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Continue growth in mastery of 8% each year.

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>	<div> <div>Jan</div> <div>  70% </div> <div> January Lessons Learned January PD provided on performance tasks </div> <div> January Next Steps/Need All middle school teachers included performance tasks </div> </div> <div> <div>Apr</div> <div>  70% </div> <div> April Lessons Learned Weekly performance tasks increase student confidence </div> <div> April Next Steps/Need See if students report confidence on SBAC </div> </div> <div> <div>May</div> <div></div> <div> May Lessons Learned </div> <div> May Next Steps/Need </div> </div>
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>	

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

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Students with IEPs show high growth on NWEA MAP, comparable to peers.

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>	<div><div>Jan</div><div><div></div><div>70%</div></div><div>January Lessons Learned</div><div>January PD provided on performance tasks</div><div>January Next Steps/Need</div><div>All middle school teachers included performance tasks</div></div> <div><div>Apr</div><div><div></div><div>70%</div></div><div>April Lessons Learned</div><div>Weekly performance tasks increase student confidence</div><div>April Next Steps/Need</div><div>See if students report confidence on SBAC</div></div> <div><div>May</div><div></div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

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

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Goal of 6 times throughout the 2025-2026 school year

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>	<div><div>Jan</div><div><div></div><div>70%</div></div><div>January Lessons Learned</div><div>Providing extra time within the contract day for teachers to schedule family contact.</div><div>January Next Steps/Need</div><div>Adjust schedule as needed.</div></div> <div><div>Apr</div><div><div></div><div>70%</div></div><div>April Lessons Learned</div><div>Teachers prefer a deliverable on paper to guide the meeting</div><div>April Next Steps/Need</div><div>Provide clear deliverables for May conferences.</div></div> <div><div>May</div><div></div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>	

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
- Summative Evaluation:** Continue/Modify
- Next Year's Recommendation:** Shift focus to differentiation.

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</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1 - Connectedness 1</p>	<div><div>Jan</div><div><div>70%</div></div><div>January Lessons Learned</div><div>One-on-one accountability conversations increase teacher mindset and skills.</div><div>January Next Steps/Need</div><div>Continue scheduling for support and feedback</div></div> <div><div>Apr</div><div><div>70%</div></div><div>April Lessons Learned</div><div>Family meetings (like data nights) are high draws</div><div>April Next Steps/Need</div><div>Schedule for other grade levels</div></div> <div><div>May</div><div></div><div>May Lessons Learned</div><div>May Next Steps/Need</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>	