



Nevada State Public Charter School Authority

Site Evaluation Report: Silver Sands Montessori
Evaluation Date: 12/7/2021
Report Date: 1/31/2022

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Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on December 7, 2021 at Silver Sands Montessori. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Silver Sands Montessori is located in Henderson, Nevada in a facility at 1841 Whitney Mesa Dr. The school serves 259 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The Montessori Way refers to: "The knowledge of how children naturally learn; a curriculum based on that knowledge designed for the developmental needs of infants, toddlers, three-to six- year-olds, elementary, middle, and secondary students; a method of instruction involving learning how to observe and how to develop learning environments in which teachers challenge each child to extend fully his or her unique style of learning; a profession; a school characterized by calm, orderly, focused, and respectful learning behaviors; and, a person named Maria Montessori."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

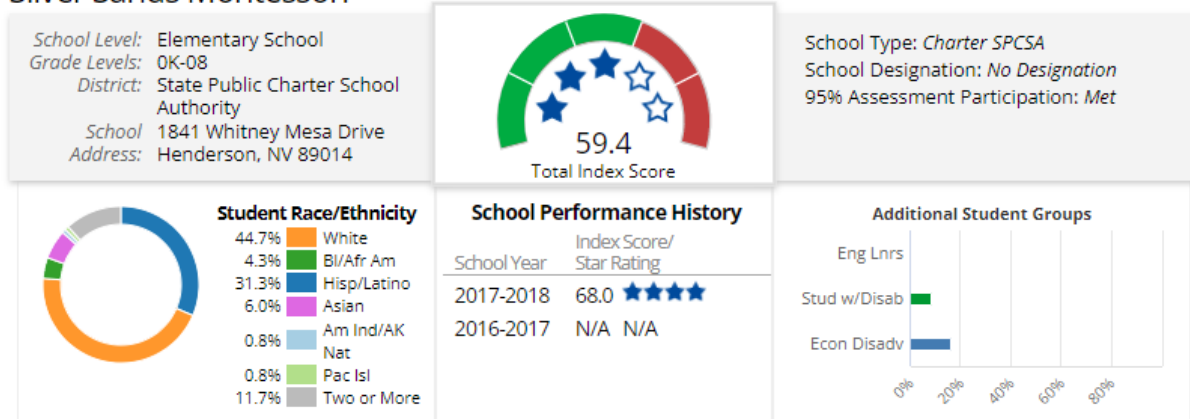
Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Silver Sands Montessori serves 259 students in grades Kindergarten through 8th grade.

Elementary School

Silver Sands Montessori

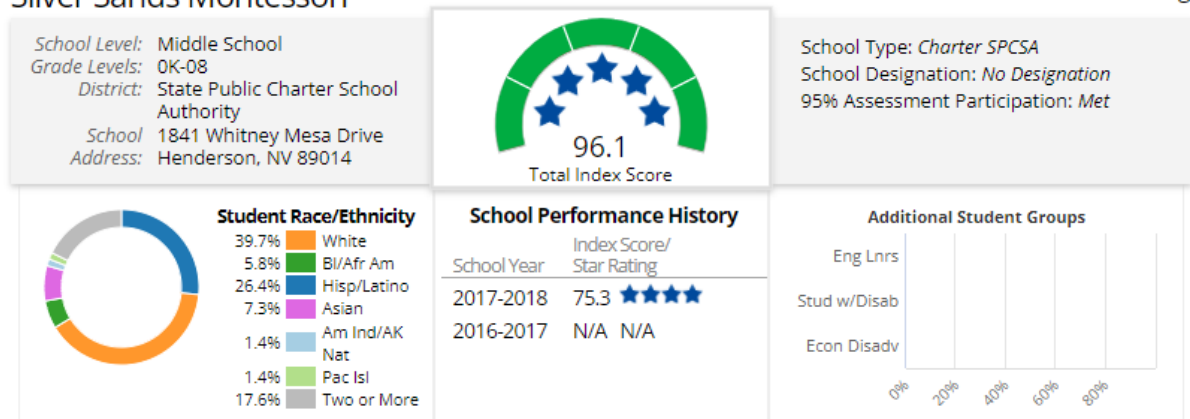
School Year 2018-2019 Nevada School Rating



Middle School

Silver Sands Montessori

School Year 2018-2019 Nevada School Rating



Silver Sands Montessori
Math and ELA Results
Nevada School Performance Framework
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	44.2	54.5	48.5	36.1	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	34.4	44.6	39.6	15.1	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	53.8	58.2	55.3	38.8	59.0	52.9
White/Caucasian	50.0	62.3	59.3	51.2	61.1	57.2
Special Education	-	27.4	28.6	-	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	48.0	39.8	39	33.3	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	49.4	60.1	57	51.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	34.4	51.1	48.2	39.3	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	61.5	63.8	64.4	55.6	67.1	62.6
White/Caucasian	54.7	66.8	67.4	63.4	65.0	65.7
Special Education	-	26.7	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	52.0	45.4	46.8	50.0	40.4	44

Silver Sands Montessori
Math and ELA Results
Nevada School Performance Framework
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Middle School

Math Proficient

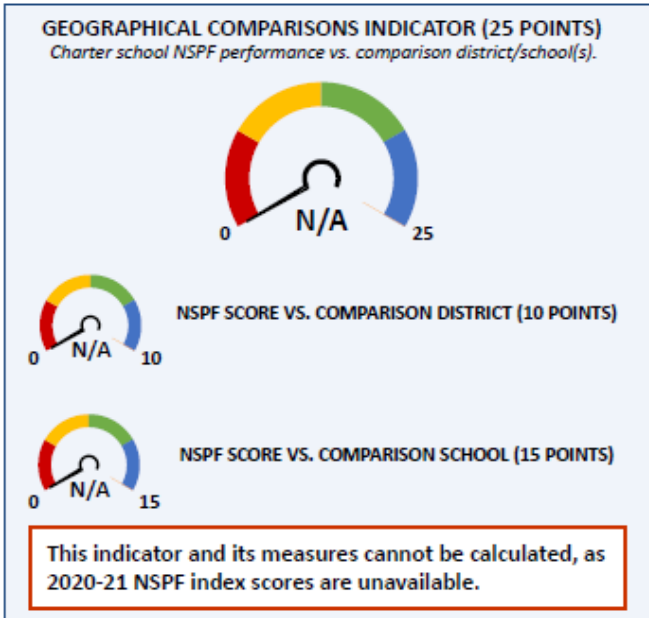
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.7	42.6	36.5	35.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	40.0	31.9	29.3	26.9	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	50.0	47.3	40.6	45.4	41.5	37.5
White/Caucasian	57.6	51.3	47.1	39.2	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	50.0	29.0	29.2	18.1	21.7	25.5

ELA Proficient

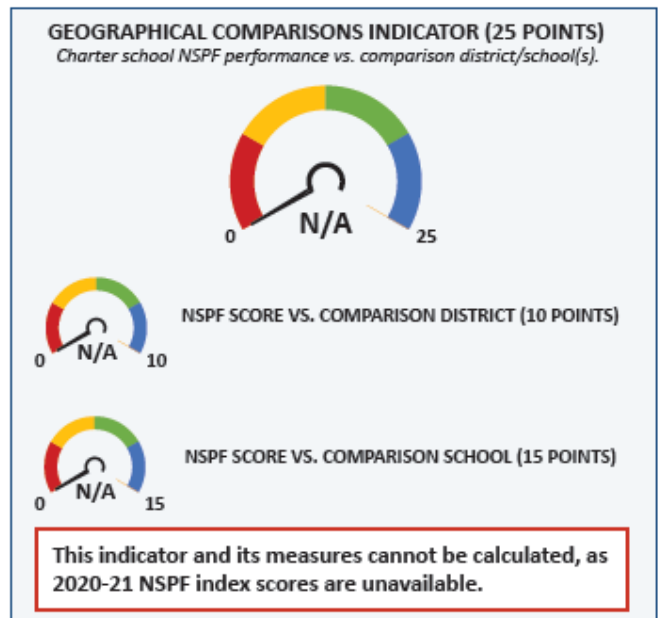
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.6	59.6	54.1	42.2	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	50.0	50.3	45.1	30.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	58.3	66.7	61.3	72.7	61.0	59.2
White/Caucasian	84.6	67.8	66.3	39.2	63.5	64.6
Special Education	-	19.9	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	57.1	46.4	44.4	27.2	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

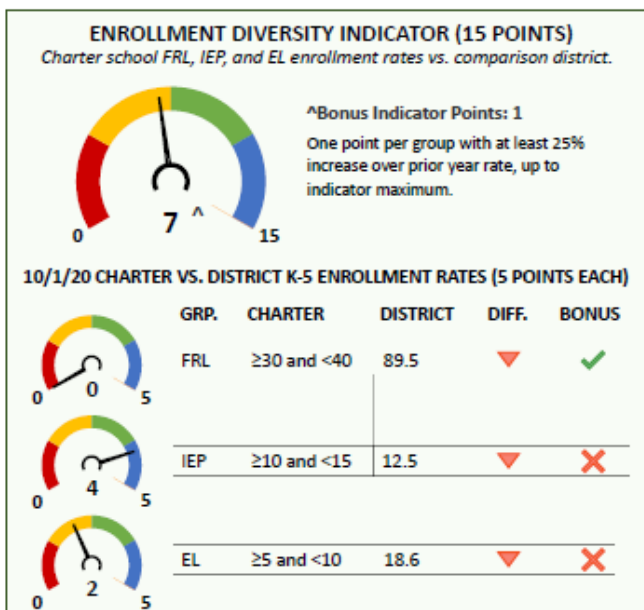


Middle School

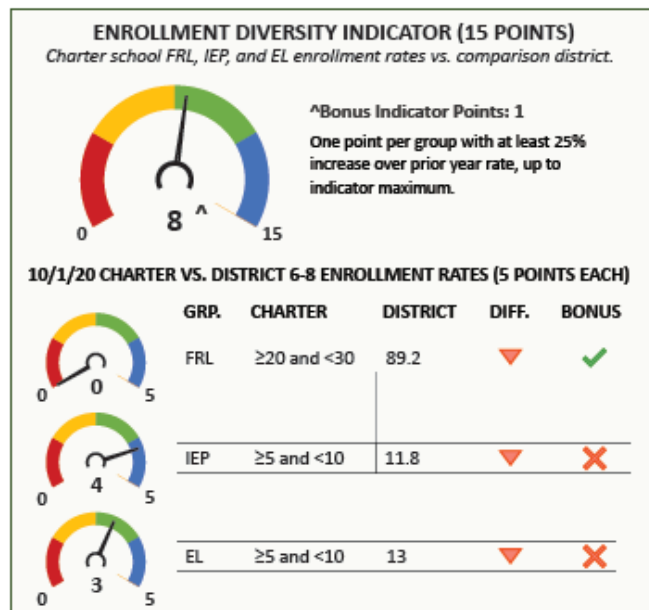


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	8	45 minutes
Students	9	30 minutes
School Leadership	5	45 minutes
Staff	6	30 minutes

Governing Board¹:

1. The board members reported that they were updated on the state of academics at the school throughout the school year. Members of the board shared that they are updated regularly at board meetings. Members of the board noted that academic reports, specific to the charter, are shared at the board meetings and that administration will send out several documents before a board meeting for us to go over. Members of the board shared that, in addition to documents that are reviewed at a board meeting, the SPCSA weekly updates are also reviewed. One board member commented, “Our priority is to blend Montessori core competency with state testing. Finally at a place where there is a balance so we get the benefits of the Montessori education while maintaining high academic standards.”
2. Board members shared that training has been implemented for members of the board. Board retreats have included educational training through OML. One board member said that outside people have presented at trainings in the past. Another board member shared that Marlo is organizing SEL training for future meetings.
3. Members of the board explained how the board is involved in the parent complaint process. Board members said there is a specific protocol that is followed and is often referred to the school leadership team.

¹ Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members shared that their children look forward to coming to school, especially after last year and the limits to in-person learning time. One parent said that her child is motivated, driven and loves school. Another family member added that her child is appreciative that staff found materials in Spanish to support her EL needs.
2. Family members explained that they feel very welcome at the school, stating that the staff talks to parents whenever there are any issues. One family member remarked, "Silver Sands Montessori is the warm and fuzzy school compared to other schools. Family members stated that, "the staff knows the students and families by name." Another family member said, "Montessori is all about family and community."
3. Family members shared that they chose this Silver Sands Montessori because of the small class sizes. One family member said, "Silver Sands did a great job with their response to COVID." Another family member said staff at Silver Sands utilize discovery learning.

Students:

1. Students said they utilize a goal sheet to make sure goals are being met. Students said they follow routines set by their teachers. Students reported that teachers will explain what to do each day and they write on the white board.
2. Students reported that they track their learning by utilizing a planner. Students reported that teachers post learning on Class Dojo. Students said they track their learning through report cards/progress reports and Infinite Campus.
3. Students reported that they look forward to attending school because it's fun. Students reported that Montessori schools are fun and engaging. Students said they look forward to seeing their friends and participating in PE class.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Leadership reported that the transition back to in-person instruction for the 21-22 school year has resulted in an increase of behavior referrals. Leadership reported that they have developed a referral process to address behavior concerns. Leadership shared they are focusing on learning loss.
2. Leadership participants shared that staff meets weekly to discuss higher level thinking questions, RTI student data, and building updates from admin. Leadership reported that staff is provided with professional development on half days when students are released early. Additionally, leadership shared that support is provided for new teachers. Leadership reported that they alternate between department level and grade level meetings to support staff.
3. Other highlights shared by leadership about the Silver Sands Montessori campus included the ability to provide interventions and support to all students. Leadership shared that they utilize easyCBM to progress monitor students. Leadership noted that WIDA students receive additional support through the Imagine Learning program. Leadership reported that SPED students receive push-in and pull-out of the classroom services for additional support.

Staff:

1. Teachers reported it has been rough transitioning from a remote learning environment back to face-to-face instruction. Teachers shared that students are a bit more on edge and that COVID-19 has heightened the fear of contracting the virus, if there are large number of absences in a class, with many parents keeping healthy student's at home. Additionally, teachers reported that, on occasion, up to half of a class can be absent at one time. Teachers also shared there has been some regression in learning skills due to remote learning.
2. Teachers said students were "euphoric to return to in-person learning." The students missed the culture of the school, the socialization of spending time with friends according to focus group participants. Staff also noted that the return to curricular workload for the students has sometimes overwhelmed them.
3. Teachers reported they have built in verbal feedback loops on comprehension questions during lessons to monitor student mastery of daily objectives and content. One teacher shared they utilize exit tickets to check for understanding quite often. A third teacher shared they have different ability students participate in partner talks.

CLASSROOM OBSERVATION TOTALS

A total of 10 were observed for approximately 25 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 0	Total: 10	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 0	Total: 10	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 1	Total: 0	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 1	Total: 4	Total: 0	Total: 5
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 3	Total: 2	Total: 1
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 2	Total: 3	Total: 3	Total: 1	Total: 1

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 0	Total: 10	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
B					
	Total: 0	Total: 10	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 0	Total: 1	Total: 4	Total: 1	Total: 4
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 0	Total: 6	Total: 2	Total: 1	Total: 1

Additional information about the classroom observations shared here when applicable

1. In the vast majority of classrooms, the purpose of the lessons observed by SPCSA evaluators was not clear. This gave the evaluation team pause, recognizing that the Montessori method is significantly different from a more traditional academic program. SPCSA staff asks that the Silver Sands staff and administration be mindful of this and continue to work to ensure that students consistently understand the purpose of lessons on a daily basis.
2. In one lower elementary classroom, students appeared comfortable and were observed to be very respectful of others. Classroom routines appear to be established and no student misbehavior was observed. Students appear to understand classroom expectations.
3. In one upper elementary classroom, the teacher was moving constantly throughout the classroom to monitor student learning, engage with students, and ask questions as may be appropriate. Teacher was providing relevant feedback based upon observed student activity.
4. A middle school classroom, with high student engagement, provided some clarity regarding the topics and subject areas to be covered on the observation day, but more information is needed to understand the learning goal and objective for students.
5. In one upper elementary classroom, the teacher provided small group math instruction to a group of struggling students. The teacher connected prior knowledge and new learning goals to the lesson. The teacher used strategies to meet the needs of all learning styles. The teacher used geometry manipulatives, white board, and student math journals. The teacher asked high level questions and encouraged student discourse.
6. In one lower elementary classroom, the teacher provided whole group instruction. Prior knowledge and new learning goals were not shared with the class. Students were engaged and eager to learn, but they were not aware of why they were completing the activity. Student centered learning should be considered rather than the teacher stating the directions and students following along.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Montessori education emphasizes interdisciplinary teaching to encourage students to make connections across the curriculum and to their own personal lives. Emphasis is placed on projects that require open-ended research and in-depth study using primary and secondary sources as well as other materials. The Montessori didactic materials were specifically designed to enable students to understand the connections in their learning. Montessori environments are designed to enable instruction to progress from the concrete, hands-on exploration to concept development to abstract understanding. Elementary classrooms at SSMCS have an abundance of carefully sequenced, Montessori materials to support this learning progression. As children progress to the Upper Elementary and Middle School level and develop higher-level thinking skills, research and reference materials, along with information technology is used to pursue independent research projects that reinforce what has been learned with the Montessori materials.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Positions for the school are posted on Indeed, a website for employers to advertise job openings, and referrals from the staff were considered. Staff has access to the Montessori Certification program through North American Montessori Center. Silver Sands Montessori conducts state mandated tests each school year, such as the MAP (K-3), SBAC (3-8), SBAC- Science (5 & 8), Brigance (K) and WIDA (K-8).</p>

Measure	Description	Evidence Collected
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples:</p> <p>A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Each teacher and service provider has access to the IEP located in Infinite Campus and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the student, keeping in compliance with the IEP. Teachers are adequately able to follow student's modifications and accommodations stated in the IEP to ensure fair and equitable learning. Special education teachers and support teachers provide the special education supports and services to the student as outlined in the IEP using the inclusion model and/or pull-out model. If the student does not make appropriate progress, the IEP team meets to determine possible reasons for his/her lack of progress and makes adjustments accordingly. Silver Sands Montessori utilizes various methods for documenting student progress, such as behavior observation checklists, progress monitoring probes (e.g., reading, math), Present Levels of Academic Achievement and Functional Performance (PLAAPF) statements, Measurable annual goals, quarterly progress reports, student participation in state and district wide assessments.</p>
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>To ensure ELL students are receiving an equitable education, SSMCS teaching staff are continuously educated on best practices for ELLs. Professional development trainings are administered by the EL administrator and focus on helping ELLs access the grade-level content curriculum. Teachers use standardized test and ongoing formal/informal assessments that includes all the material presented over the duration of the year to monitor progress in all four domains, (listening, speaking, reading, and writing). Keeping track of students' developing language can occur simultaneously with tracking their developing content knowledge, such as formative assessments (WIDA ACCESS grades 1-8/ WIDA Screeners for Kindergarten), summative assessments (SBAC grades 3-8/SBAC Science grades 5 &8), curriculum-based monitoring tests, observation and interaction, assessing group work and creating/using rubrics.</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Silver Sands Board of Trustees is comprised of seven members representing a variety of professions and experience that accommodate the needs for Silver Sands to operate successfully. The current Board meets the minimum statutory requirements outlined in NRS 388A.320 and collectively has the capacity, skills, and qualifications necessary to ensure the continued success of Silver Sands. The board usually meets on average around 7-8 times per school year, however in school year 2020-2021, the board met 12 times due to added requirements and activity brought on by the pandemic. All board trustees are required to attend a yearly board retreat where board training is provided for new trustees on state open meeting laws and board member role and responsibilities. Additional board development training on pertinent topics at the forefront are also scheduled at this time to build and improve board capacity. The upcoming retreat will include review of board policies, by-laws, and code of ethics for refresh and possible updating. Also, the board retreat concludes with self-evaluations. Additional meeting or training sessions may be scheduled during the year by Board request.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline-(discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>The Student Enrollment Interest form is required to start the enrollment process, forms are available in Spanish also. Silver Sands Montessori Charter School maintains a goal of keeping families together, whenever possible. Therefore, placement priority is given first to the currently enrolled students at Silver Sands Montessori Charter School, then to siblings of enrolled students and to children of current staff and SSMCS school board members. Enrollment forms are accepted during an enrollment window and will be open for at least 45 days per NRS 388A.456. If the number of enrollment seekers is greater than the number of openings, a lottery will be conducted after the close of the enrollment window to determine the order that the students will be enrolled and the waiting list enrollment order of the remaining students. Enrollment forms received after the enrollment window will be added to the waiting list, but they will not be assigned an enrollment order number. If needed, another lottery will be conducted to determine the order numbers and they will be added to the waiting list and contacted in that order. Parent/guardians are contacted in the order established by the lottery/enrollment description. If the parent/guardian is still interested in attending the charter school, they are asked to complete the registration process.</p>

Measure	Description	Evidence Collected
5b	<p>The school complies with health and safety requirements.</p> <p>Examples:</p> <p>Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The School Emergency Operations Plan addresses the following areas:</p> <ul style="list-style-type: none"> • Appropriate and effective preparation, response and mitigation of crisis situations • Appropriate and effective definition, intervention and resolution of a crisis situation • Appropriate and effective follow-up and response to a crisis situation <p>Prevention of crisis situations can be handled through:</p> <ul style="list-style-type: none"> • Encouraging positive/constructive school (director/principal, counselor, teacher) and student relationships • Proper monitoring and maintenance of school facilities • Preparation for natural disasters • Proper registration and monitoring of visitors in the school <p>Crisis situations requiring the activation of the School Emergency Operations Plan and team, as well as follow-up procedures can include:</p> <ul style="list-style-type: none"> • Natural disasters such as fires, earthquakes and floods • Accidents such as leaks or spills of toxic chemicals • Dangerous and unlawful incidents such as bomb threats or explosions • Outbreak of Infectious Disease • Hostage situations, shooting or other violence • Student or community unrest • Unlawful entry and intrusion • Other man-made threats <p>SSMCS contracts with Stringer Nursing that provides a Nevada Department of Education K-12 licensed school nurse to oversee the health office and the First Aid Safety Assistant (FASA). The school nurse/health office coordinates appropriate nursing and health services for student with food, develops an individualized Health Care Plan for each student diagnosed with food allergies and/or anaphylaxis, based on physician recommendations and parent input, assigns, trains, and delegates the administration of physician-prescribed rescue medications to qualified school personnel, implements and communicates procedures to ensure student access to rescue medications and immediate assistance for symptoms, and makes recommendations to the team members that support the student toward self-care and independence in food allergy management. Silver Sands Montessori has a full time FASA that takes care of day to day first aid under the guidance of the licensed Nurse.</p>

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. Lottery Process 2. Instruction 3. Special Education 4. Student Achievement
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<p>PREVIOUS RECOMMENDATIONS AND ACTIONS:</p> <ol style="list-style-type: none"> 1. The Director of Operations is looking into modifying the enrollment interest form in conjunction with the online registration capabilities in Infinite Campus. Silver Sands Montessori is looking into creating the online form and taking recommendations to simplify the process for prospective families. 2. Silver Sands Montessori continues to mentor teachers on how to incorporate higher level thinking questions when providing closure on a lesson to check for student understanding. They have been completing teacher observations and conferencing with them about the importance of student understanding by utilizing higher level thinking skills and questions. They are looking to incorporate professional development with staff to provide them with the supports and resources needed for implementation. 3. SSMCS Special Programs Administrator will continue to ensure that special education policies and procedures are reviewed and updated annually by the administrative team and the boards of trustees based on changes to IDEA laws. 4. Since coming back into the building this school year (SY 2021-2022), the leadership team's focus is to address academic loss due to the pandemic and distance learning circumstances. Benchmarking all students, identify and implement intervention strategies to address the academic gaps of each student, and continue monitoring student growth and achievement levels. More focus has been placed on assessing and monitoring the achievement levels of all students to ensure that their needs are being met in order to place them back on track and work towards a positive trajectory of student achievement once again.
<p>Reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from our 2019 Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss and decrease trend of enrollment numbers have risen to the forefront. The board, leadership team and staff are working diligently to address the needs of students and, as things start to stabilize, Silver Sands hopes to see their enrollment numbers climb back to their norms.</p>

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Silver Sands Montessori offers students, families and staff a close community and small learning environment which was frequently cited as a reason for coming to this school every day. During the multiple focus groups, many stakeholders spoke to the family feel of the Silver Sands Montessori community as a key reason for choosing this school. It was clear that the small class sizes and staff going the extra mile to know all students have positively impacted the perception of the school, particularly among parents. Students also expressed a sincere appreciation for the learning environment and community provided by Silver Sands. The governing board, leadership team and staff should feel confident in their approach.
2. Montessori principles are a key pillar of the school, and Silver Sands prides itself on its adherence to the Montessori method. During the site evaluation, SPCSA staff observed a true Montessori classroom environment which offered student-centered activities and multiple avenues for students to work towards mastery of the lesson. Additionally, the school requires teachers to earn a Montessori certification through North American Montessori Center while employed at the school. These are distinguishing characteristics of the school, and the school should continue to build on these strengths in the current charter term.
3. Classroom and school observations signaled that Silver Sands Montessori has established routines and procedures in place throughout the school. Despite the school being back to full-time, in-person instruction for all students beginning with this semester, students exhibited a strong understanding of the clear expectations in each classroom. This was supported by the observation ratings by evaluators, which included 2 in the Distinguished category and 7 in the Proficient category.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. As Silver Sands returned to school this fall, there were several challenges resulting from the ongoing COVID-19 pandemic. Most notably, many students who primarily received online or hybrid instruction during the previous school year were not adjusted to full-time, in-person learning and, in many cases, lacked appropriate social development skills. This is particularly true for young students, but students of all ages may have experienced a range of emotions in response to changes in their learning environment, including anxiety, disappointment, and anger. Families may have been uneasy and uncertain with the changes in schooling.
2. The information and data provided to SPCSA staff prior to the evaluation noted that Silver Sands has a lower than anticipated enrollment for the current year, and this was confirmed during the leadership focus group. As a result, the school has one less section in the early elementary grades. Current enrollment levels continue to be a challenge, and the school is working to identify solutions to increase enrollment in future years.
3. As a result of returning to in person instruction, there has been an influx of discipline issues requiring the attention of staff, administration, and in rare cases, the board. This is not uncommon across SPCSA sponsored schools, but can present distractions for students more frequently which can result in the loss of learning time. This reality was reiterated during multiple focus groups.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. Continue to develop higher order questions among teaching staff and promote student discourse and higher-level thinking. While SPCSA staff recognizes that the Montessori method is unique and differs from most instructional models, revisiting DOK question levels and/or Bloom's Taxonomy to push for higher-level questioning throughout all grade levels would benefit students and teachers, especially in lower elementary so as to build a stronger foundation for later grades. As part of the lesson planning process, SPCSA staff encourages teachers to craft questions related to the instructional delivery and mastery of the daily objective. This will allow teachers to be intentional in their questioning of students to informally assess progress against the stated daily objective on a more regular basis.
2. Pursue solutions to address lower than anticipated enrollment so that enrollment levels return to normal beginning in the 22–23 school year. SPCSA staff suggests that Silver Sands reach out to early childhood centers that may provide instruction to students through pre-kindergarten or other Montessori schools in the Henderson area. An alternative solution might be to explore an articulation agreement with another local charter school under [NRS 388A.456\(1\)\(d\)](#). SPCSA staff are willing to work with school leadership and the governing board as potential solutions for under enrollment are identified.
3. Begin to develop and maintain a prospective board member pool, specifically those with a financial background. SPCSA staff recommends that the school board build a pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Having a pool of possible candidates well ahead of any openings on the board will help mitigate the impact of any future turnover. SPCSA staff recognizes the unique challenges of filling board vacancies at a public charter school. That said, identifying possible future board members proactively may quicken and smooth out the transfer of new board members when there is an open spot on the school board, particularly when trying to identify members that have a specific area of expertise such as finance. This practice also ensures that the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school.
4. Due to the increase of behavior referrals and students lacking appropriate social skills since returning to in-person learning, SPCSA staff recommends that Silver Sands Montessori pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Leadership mentioned that there were several challenges resulting from the ongoing COVID-19 pandemic. Leadership reported students of all ages may have experienced a range of emotions in response to changes in their learning environment, including anxiety, disappointment, and anger. MTSS opportunities through the SPCSA have the potential to provide staff access to training and resources to address these challenges.
5. Ensure daily learning goals are clearly communicated for students. Students mentioned that they are posted on white boards but, in observed classrooms, the targets for the day and subject were not clear or visible. SPCSA staff understands that this may not be the highest priority for Montessori classrooms, but SPCSA did note a disconnect between information shared during the student focus group and classroom observations. Silver Sands leadership may benefit reviewing how daily goals and objectives are communicated with students.

RECOMMENDATIONS

6. Ensure staff meet regularly for Professional Learning Community (PLC) meetings.² Teachers reported that planning periods are not used effectively. Teachers reported that instead of spending their planning periods in PLCs, they answer emails and respond to parents. SPCSA staff recommends that Silver Sands Montessori staff review current PLC, staff meeting and planning period protocols to ensure that the expectations for each are clearly communicated to all staff. Silver Sands leadership may wish to meet weekly at PLCs to unwrap standards, address academic concerns, discuss learning strategies and develop lessons to meet the needs of all students.
7. Silver Sands Montessori should continue to identify ways to avoid high levels of staff turnover. The ongoing COVID-19 pandemic has negatively impacted staff across many SPCSA sponsored schools. The Silver Sands governing board and leadership should look for creative ways to minimize turnover. When turnover is unavoidable, leadership should attempt to mitigate the impact on students and other teachers.

DEFICIENCIES

There were no deficiencies identified for Silver Sands Montessori during this site evaluation.

² PLCs can have multiple definitions and structures. Should Silver Sands wish to explore PLCs further, please contact SPCSA staff.