

State Public Charter School Authority

Vegas Vista Academy Elementary

2025-2026 Status Checks with Notes



Mission Statement

Mission Vegas Vista Academy breaks down the barriers set by traditional patterns of inequality through experience and education. We facilitate equity and access for all to a data-driven, world class curriculum focused on academic excellence, community service learning, bilingual fluency, and outdoor experiential education.

Vision

Vision We believe ALL students and families deserve access to innovative, effective, and proven models of education to realize and unlock their potential. Vegas Vista Academy graduates will find future success as Inquisitive and Research-Based Critical Thinkers; Effective and Courageous Communicators; Socially Conscious and Community-Minded Leaders; and Goal-Oriented, Resolute and Motivated Lifelong Learners. With a student-centered focus, Vegas Vista Academy aims to be a community center of lifelong learning, strong support, and full social services for all of our stakeholders. Together, we will work to effect lasting positive change in our community.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevadaâ€™s K-12 Accountability Portal provides detailed information about each schoolâ€™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 (Add a link to the schoolâ€™s School Rating Report.)

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students to grow 5% from fall to winter and 5% from winter to spring, with an overall growth of 10% by 2026 as measured by MAP formative Reading and Math assessments.

Aligns with District Goal

Formative Measures:

Regular progress monitoring: Utilize monthly classroom assessments aligned with MAP skills to track student progress in reading and math. Conduct bi-weekly data reviews to identify students in need of additional support or intervention.

Targeted Instruction & Intervention: Implement Tiered Interventions (RTI) based on formative assessment data, focus on students performing below grade level. Use small group instruction and differentiated learning activities to meet the individual student needs.

Data-Driven Instructional Adjustments: Adjust teaching strategies based on MAP and summative/formative assessments after each teaching unit. Provide professional development for teachers on using data to inform instructional decisions.

Student Goal Setting: Involve students in setting personal growth goals based on MAP scores. Conduct quarterly student-teacher conferences to review progress and adjust goals as needed.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Increase reading opportunities in the classroom</p> <p>Action Steps: Implement researched-based strategies using and teaching (phonics, etc) across content curriculum</p> <p>Implement DEAR program (?) drop everything and read daily for 10 min.</p> <p>Position Responsible: Teachers, administration</p> <p>Resources Needed: Research-based programs for multilingual learners using phonics awareness to increase literacy</p> <p>? other programs</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Strategies have been implemented in classes.</p> <p>October Next Steps/Need</p> <p>Over the next few months, all classes should work on increasing differentiated instruction.</p> <p>Jan: In progress</p> <p>January Lessons Learned</p> <p>Reading opportunities are being implemented.</p> <p>January Next Steps/Need</p> <p>All classes are working on increasing differentiated instruction and increasing reading in class.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 1: Student Success

SMART Goal 2: By the Spring SBAC of 2026, 50% of students with IEPs will demonstrate an overall growth of 10% in Reading and Math.

Aligns with District Goal

Formative Measures:

Regular progress monitoring: Utilize monthly classroom assessments aligned with MAP skills to track student progress in reading and math. Conduct bi-weekly data reviews to identify students in need of additional support or intervention.

Targeted Instruction & Intervention: Implement Tiered Interventions (RTI) based on formative assessment data, focus on students performing below grade level. Use small group instruction and differentiated learning activities to meet the individual student needs.

Data-Driven Instructional Adjustments: Adjust teaching strategies based on MAP and summative/formative assessments after each teaching unit. Provide professional development for teachers on using data to inform instructional decisions.

Student Goal Setting: Involve students in setting personal growth goals based on MAP scores. Conduct quarterly student-teacher conferences to review progress and adjust goals as needed.

SPP indicators 3B and 3D.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Increase reading and math opportunities in the SPED classroom</p> <p>Action Steps: Implement researched-based strategies using and teaching (phonics, etc) across content curriculum Implement DEAR program (?) drop everything and read daily for 10 min.</p> <p>Position Responsible: Teachers, administration</p> <p>Resources Needed: Research-based programs for multilingual learners using phonics awareness to increase literacy ? other programs</p> <p>Evidence Level Level 1: Strong: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved April 10.2023, from the NCEE website: http://whatworks.ed.gov. WWC: Providing reading interventions for students in grades 4-9. WWC Providing Reading Interventions for Students in Grades 4-9. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/29.</p> <p>Problem Statements/Critical Root Cause: Student Success 3</p>	<p>Oct: In progress</p> <p>October Lessons Learned SPED support has been implemented as indicated in IEPs</p> <p>October Next Steps/Need Continue with pullout and push in supports</p> <p>Jan: In progress</p> <p>January Lessons Learned SPED support is ongoing. We have added specific supports campus wide for SPED students.</p> <p>January Next Steps/Need Continue to implement preparation and instruction.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Complete and implement VVA Program of Inquiry by May 2026, including 4 Units of Inquiry in Kindergarten and 6 Units of Inquiry in grades 1-5.

Aligns with District Goal

Formative Measures: Frequent Progress Monitoring: Conduct monthly Unit Planner checks at every grade level PLC, ensuring Unit of Inquiry are being completed and aligned to the IB, to inquiry, and to grade-level standards. Use monthly tracking to identify trends and adjust accordingly.

Targeted Instruction & Enrichment: Implement differentiated instruction and small-group activities to assist teachers in learning how to write and implement the Units of Inquiry. Provide advanced learning opportunities, including additional Professional Learning and targeted Friday work time.

PLC Goal Setting & Self-Reflection: Engage PLCs in goal-setting conferences to track progress and set personalized targets. Designate specific time on Fridays to focus on reflection.

Parental Engagement & Support: Provide parents with regular updates on which Unit of Inquiry the students are in throughout the year, as part of each teacher's weekly Newsletter and as part of the monthly parent meetings. Offer parent workshops on further topics in IB.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: A series of professional learning for teachers on how to use formative data to provide the appropriate supports to bridge the learning gaps.</p> <p>Action Steps: Invite MAP experts and ELL experts.</p> <p>Position Responsible: Teachers and Administration</p> <p>Resources Needed: Research based strategies on how to bridge the learning GAP PLC/Data Analysis</p>	<p>Oct: In progress</p> <p>October Lessons Learned PL for teachers has begun.</p> <p>October Next Steps/Need PLCs need to implement more data driven discussions.</p> <p>Jan:</p> <p>January Lessons Learned PLC meeting expectations, including agendas and minutes, have been implemented.</p> <p>January Next Steps/Need PLCs need to continue to work on IB Unit Planners.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Complete all IB unit planners and the Scope and Sequence by the time our IB Authorization application is submitted (end of spring 2026).

Aligns with District Goal

Formative Measures: Provide professional learning on writing and completing IB unit planners. Provide time and guidance on finishing Scope and Sequence. Progress will be monitored quarterly through curriculum planning meetings, teacher feedback, and student engagement assessments to ensure alignment with the International Baccalaureate (IB) framework and academic standards.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Bring in an external expert for guidance on the IB Unit Planner. Provide staff with dedicated planning time specifically for IB Unit Planning.</p> <p>Action Steps: Bring in Anne Grisham for PL.</p> <p>Position Responsible: IB Coordinator and Executive Director</p> <p>Resources Needed: Time, Stipend for presenter</p>	<p>Oct: Revisions needed</p> <p>October Lessons Learned</p> <p>Need to bring in Dr. Grisham to provide additional guidance.</p> <p>October Next Steps/Need</p> <p>1 - Bring in Dr. Grisham.</p> <p>2 - Provide dedicated time for planning for IB Unit Planners.</p> <p>Jan: In progress</p> <p>January Lessons Learned</p> <p>Dr. Grisham provided great guidance in December. Teachers now need set time each week, which we are providing on Fridays.</p> <p>January Next Steps/Need</p> <p>IB Coordinator will meet with each PLC.</p> <p>Executive Director to provide PL on Scope and Sequence this month.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the number of all students chronically absent from 39% to 30% by 2026, as measured by attendance report and on the NSPF.

Aligns with District Goal

Formative Measures: Early Identification & Monitoring: Implement weekly attendance tracking to identify at-risk students. Conduct monthly data reviews to analyze trends and adjust interventions.

Proactive Student & Family Engagement: Assign mentors or attendance buddies to students with frequent absences. Conduct home visits or personalized outreach for students with 5+ absences. Establish an attendance awards program recognizing improved attendance.

School-Based Support & Interventions: Offer morning check-ins with support staff for students struggling with attendance. Provide on-campus incentives, such as engaging in extracurriculars, and student-led activities. Expand counseling and mental health services for students facing social-emotional barriers.

Parent Education & Communication: Send weekly attendance updates to families, highlighting student progress. Host quarterly workshops on the importance of attendance and strategies for reducing absences.

Community Partnerships: Collaborate with local organizations to provide transportation, healthcare access, and family support services. Engage businesses and non-profits to sponsor attendance incentives.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Counselor/social worker will have one-on-one meetings and set goals.</p> <p>Action Steps: Identify chronically absent students. Counselor will run 6 week small group Tier 2 intervention on responsible decision making, (IB learner profile of the month) and school preparedness. Counselor will hold parent-teacher conferences with students and families. Data indicates 55 students are chronically absent.</p> <p>Position Responsible: Counselor, teachers, administration.</p> <p>Resources Needed: Counselor/social worker attendance clerk</p>	<p>Oct: In progress</p> <p>October Lessons Learned VVA has begun to implement an attendance rewards and incentives program. Chronically absent kids have been contacted more regularly.</p> <p>October Next Steps/Need Continue to be on top of absences. Continue to implement Attendance program.</p> <p>Jan:</p> <p>January Lessons Learned VVA continues to implement an attendance rewards and incentives program. Chronically absent kids have been contacted more regularly. Students have been dis-enrolled for 10+ unexcused consecutive absences.</p> <p>January Next Steps/Need Continue to engage families and students, and to maintain absenteeism program.</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>