

State Public Charter School Authority
Quest Academy Northwest Elementary School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:
Title I



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

Mission Statement

Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.

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Vision

Quest Preparatory Academy provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.

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 (Add a link to the school’s School Rating Report.)

[Quest Academy Northwest - Nevada Accountability Portal \(nv.gov\)](https://www.nv.gov/education/accountability-portal)

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Comprehensive Needs Assessment

Revised/Approved: February 21, 2024

Student Success

Student Success Summary

- 2nd grade exceeded the national growth norms in Reading on the NWEA MAP Assessment from Fall 2023-Spring 2024
- 2nd grade exceeded the national growth norms in Math on the NWEA MAP Assessment from Fall 2023-Spring 2024
- 5th grade exceeded the national growth norms in Math on the NWEA MAP Assessment from Fall 2023-Spring 2024
- 5th grade exceeded the national growth norms in Reading on the NWEA MAP Assessment from Fall 2023-Spring 2024
- Kindergarten scored above the 50th percentile (national median) in achievement in Reading on the Fall 2024 NWEA MAP Assessment
- Kindergarten scored above the 50th percentile (national median) in achievement in Math on the Fall 2024 NWEA MAP Assessment
- 1st grade scored above the 50th percentile (national median) in achievement in Reading on the Fall 2024 NWEA MAP Assessment
- 1st grade scored above the 50th percentile (national median) in achievement in Math on the Fall 2024 NWEA MAP Assessment

Student Success Strengths

- Increase schoolwide proficiency levels in Reading, Math, and Science
- Increase student growth measures in Reading, Math, and Science
- Minimize achievement gaps in subgroups on campus

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The overall student ELA and Math proficiency rates are below the state averages of 40.7% and 31.1% respectfully. **Critical Root Cause:** Fidelity to the rigor of the Common Core State Standards

Adult Learning Culture

Adult Learning Culture Summary

- Continual implementation of the Leader in Me framework
- Continual job-embedded professional development opportunities
- Continual growth in student discourse
- Continual growth in student cooperative learning structures

Adult Learning Culture Strengths

- Increase consistency and frequency of student engagement practices
- Increase in higher level questioning

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction. **Critical Root Cause:** Teachers level of proficiency with Kagan and other collaborative structures.

Connectedness

Connectedness Summary

- More families are providing medical documentation to excuse student absences.
- Increase in family participation in schoolwide events such as STEAM Night and Literacy Night

Connectedness Strengths

- Consistent and responsible student attendance continues to be an area of growth for Quest.
- A reduction in daily and chronic tardiness

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): An increasing number of students are becoming chronically absent as the school year progresses. **Critical Root Cause:** Lack of transportation or unreliable transportation

Priority Problem Statements

Problem Statement 1: The overall student ELA and Math proficiency rates are below the state averages of 40.7% and 31.1% respectfully.

Critical Root Cause 1: Fidelity to the rigor of the Common Core State Standards

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction.

Critical Root Cause 2: Teachers level of proficiency with Kagan and other collaborative structures.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: An increasing number of students are becoming chronically absent as the school year progresses.

Critical Root Cause 3: Lack of transportation or unreliable transportation

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- 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
- State and federal planning requirements

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School department and/or faculty meeting discussions and data
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Revised/Approved: March 6, 2024

Goal 1: Student Success

Annual Performance Objective 1: Increase the percent of all students proficient in ELA from 31.78% in Spring 2024 to 38.3% by Spring 2025, as measured by the SBAC; <https://www.evidenceforessa.org/program/dreambox-learning/>

Evaluation Data Sources: NWEA MAP Growth Cut Scores
Smarter Balanced Assessment Consortium

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Adherence to the curriculum maps and fidelity to the CCSS embedded in the core curriculum.</p> <p>Formative Measures: Revision of curriculum maps, weekly lesson plan review, and professional development on educational best practices</p> <p>Position Responsible: Academic Facilitator and Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, 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: CKLA - General Funds - \$3,691.18, WordGen - General Funds - \$3,086.07, Savvas - General Funds - \$11,853.75</p>	Status Check		
	Jan	Apr	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			






Annual Performance Objective 1 Problem Statements:

Student Success
<p>Problem Statement 1: The overall student ELA and Math proficiency rates are below the state averages of 40.7% and 31.1% respectfully. Critical Root Cause: Fidelity to the rigor of the Common Core State Standards</p>

Goal 1: Student Success

Annual Performance Objective 2: Increase the annual growth percentage (AGP) of students with IEPs from 25% in Spring 2024 to 50% or higher by Spring 2025, as measured by the SBAC, as aligned to SPP/APR indicator 3. <https://www.evidenceforessa.org/program/dreambox-learning/>

Evaluation Data Sources: Smarter Balanced Assessment Consortium

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Adherence to the curriculum maps and fidelity to the CCSS embedded in the core curriculum.</p> <p>Formative Measures: Revision of curriculum maps, weekly lesson plan review, and professional development on educational best practices</p> <p>Position Responsible: Student Success Director</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: Special Education Teacher - General Funds - \$82,318.77</p>	Status Check		
	Jan	Apr	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Annual Performance Objective 2 Problem Statements:

Student Success
<p>Problem Statement 1: The overall student ELA and Math proficiency rates are below the state averages of 40.7% and 31.1% respectfully. Critical Root Cause: Fidelity to the rigor of the Common Core State Standards</p>

Goal 2: Adult Learning Culture

Annual Performance Objective 1: Increase the percentage of staff trained in Kagan and other cooperative learning structures from 39% to 80% by the end of the 2024-2025 school year as measured by sign-in sheets and professional development records.

Evaluation Data Sources: Walk Through Data, Observations, Sign in Sheets

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Kagan Day 1 and Day 2 training for all instructional staff. 100% of instructional staff employed in August 2023 received both days of training. https://www.evidenceforessa.org/program/kagan-cooperative-learning/</p> <p>Formative Measures: Increase academic discourse during instruction; This aligns with the Nevada Professional Development Standard-Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>Position Responsible: Principal and Student Support Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Kagan Training - General Funds - \$8,370</p>	Status Check		
	Jan	Apr	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: There is an opportunity for higher level academic discourse and increased student engagement during Tier I instruction. Critical Root Cause: Teachers level of proficiency with Kagan and other collaborative structures.</p>

Goal 3: Connectedness

Annual Performance Objective 1: Decrease the percent of all students who were chronically absent from 22.2% in SY2324 to 15% in SY2425 as reported by the Nevada School Performance Framework.

Evaluation Data Sources: Nevada chronic absenteeism report and federal chronic absenteeism report

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Decrease attendance barriers by offering transportation to high priority students; https://www.attendanceworks.org/resources/data-tools/</p> <p>Formative Measures: Apply for transportation grant funding Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: FRL, Foster/Homeless - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1 Resources and Funding Needed: Vehicles, Personnel, and Associated Costs - Transportation Grant - \$212,362.59</p>	Status Check		
	Jan	Apr	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: An increasing number of students are becoming chronically absent as the school year progresses. Critical Root Cause: Lack of transportation or unreliable transportation</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Corey Miranda	IT support		0.5
Katie Secord	Academic Facilitator		0.34
Kristine Balbert	1st Grade Teacher		1.0
Melissa Hester	Attendance		0.15

Campus Improvement Committee

Team Role	Name	Position
Non-classroom Professional	Nicole Godfrey	Special Education Facilitator
Parent	Andre Pierce	Parent
Paraprofessional	Jonathan Ward	Paraprofessional
Administrator	Linda Williams	Action Team Lead
Classroom Teacher	Tiffany Hunter	Action Team Lead
Classroom Teacher	Kenya Osborne	Action Team Lead
Non-classroom Professional	Crystal Whitfield	Action Team Lead
Classroom Teacher	April Hornsby	Action Team Lead
Classroom Teacher	Elizabeth Sanford	Coordinator
Administrator	Janelle Veith	Principal

School Funding Summary

General Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	WordGen		\$3,086.07
1	1	1	CKLA		\$3,691.18
1	1	1	Savvas		\$11,853.75
1	2	1	Special Education Teacher		\$82,318.77
2	1	1	Kagan Training		\$8,370.00
Sub-Total					\$109,319.77
Budgeted Fund Source Amount					\$5,051,170.84
+/- Difference					\$4,941,851.07
AB 495					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$49,061.00
+/- Difference					\$49,061.00
IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$52,991.22
+/- Difference					\$52,991.22
IDEA-b, Sect 619 EC					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education EXN					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$201,537.16
+/- Difference					\$201,537.16
Title I, 1003(a)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$61,755.78
+/- Difference					\$61,755.78

Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,643.97
+/- Difference					\$6,643.97
Title III - Immigrant					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
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					\$15,295.28
+/- Difference					\$15,295.28
NV Ready! State Pre-K					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$637.88
+/- Difference					\$637.88

Project Aware					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER Late Liquidation					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-b, Sect 619 EC					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER CTE					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CRSSA ESSER II					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Vehicles, Personnel, and Associated Costs		\$212,362.59
Sub-Total					\$212,362.59
Budgeted Fund Source Amount					\$209,701.38
+/- Difference					-\$2,661.21

Other (Specify source name within the strategy)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$5,648,794.51
Grand Total Spent					\$321,682.36
+/- Difference					\$5,327,112.15