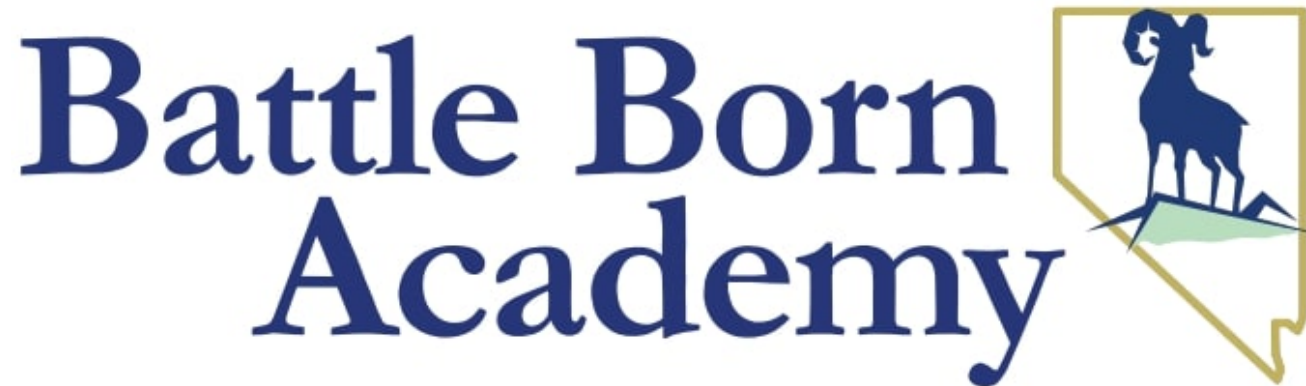


State Public Charter School Authority
Battle Born Charter Middle School
2023-2024 School Improvement Plan

Classification: 3 Star School

Distinction Designations:
Title I



Board Approval Date: November 30, 2023
Public Presentation Date: November 30, 2023

Mission Statement

Battle Born Academy cultivates a community of joyful students who lead their own learning, care for themselves and their community, and actively contribute to a better world.

Vision

Battle Born students are the change makers in our community, leading Nevada toward a future they create.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/battle_born_academy/2023

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Comprehensive Needs Assessment

Revised/Approved: February 15, 2023

Student Success

Student Success Areas of Strength

- *Students are tasked with rigorous, grade-level work in all classrooms.*
- *Students are provided with both differentiated, remediated, and leveled work opportunities during the day AND rigorous, grade-level content through project-based learning.*
- *Using Panorama SEL data, 57% of students are reporting strong SEL metrics, growths, and strengths. Those metrics actually improve by subgroup for some traditionally disadvantaged groups, including FRL students and ELL students.*

Student Success Areas of Growth

- *On NWEA Map, students are not performing at national means across grade level in both Math and ELA.*
- *On NWEA Map, students are not meeting their individual growth goals in Math, with an average of 24% meeting or exceeding.*

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students at Battle Born Academy need to increase their growth on NWEA MAP math assessments such that students are meeting or exceeding their individual growth goal. **Critical Root Cause:** We do not have adequate teacher support to develop teacher skill in planning and executing high-quality, differentiated instruction. We have class sizes that are too large to adequately differentiate for student growth and skill. In upper grades, students are in need of significant remediation of K-4 skills to enrich grade-level learning. We have had inconsistent special education instruction

Adult Learning Culture

Adult Learning Culture Areas of Strength

- *Project-based learning follows rigorous, process-oriented cycles that allow students to develop grade-level content and skill*
- *There are few/no ineffective teachers and no out-of-field teachers at Battle Born Academy*
- *Our school calendar deeply supports continuous adult learning, with more than 6 weeks of professional development annually*
- *We have daily collaborative planning and opportunities for peer observation and other peer learning*

Adult Learning Culture Areas of Growth

- *Adult leadership is concentrated in school leaders/founders, need more distributive, grade-level leadership and peer mentoring/coaching*
- *We are not systematically measuring instructional data/moves; coaching is informal and personal at the teacher level and not collected/analyzed as data*
- *Administrators need support with setting multi-faceted student learning targets in alignment with the school's mission and pedagogical approach and data collection, particularly formative data*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Battle Born Academy needs more adults trained, bought into, and executing data-driven systems to measure instructional moves and their impact on student outcomes. **Critical Root Cause:** Limited resources out of the classroom, specifically only having two administrators/instructional leaders Limited peer-to-peer mentoring and coaching We do not have clear, annual learning targets with specific, measurable formative points to assess progress.

Connectedness

Connectedness Areas of Strength

- *Panorama data indicates strong scores for 57% of students in social-emotional learning factors, including social awareness and engagement.*
- *Student discipline data is strong, with no expulsions and one suspension in the first quarter of the school year.*
- *Parent representation on various committees and at student events has been very strong. At recent BBA Night event, more than 350 people attended to support our 140 student body, averaging more than two attendees per child.*

Connectedness Areas of Growth

- *Chronic absenteeism is higher than expected, with final data unavailable until the end of the school year, but nearly 35% of students are in danger of chronic absenteeism as of the end of Q3.*
- *We are not yet meaningfully measuring parent engagement and satisfaction through surveys or focus groups.*

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at Battle Born Academy need to attend school every day, on time, and ready to learn, as measured by student attendance. **Critical Root Cause:** Lingering effects of the COVID-19 pandemic, including serious viral illnesses spreading throughout the school Lack of school-wide systems and a clear owner of attendance data and parent conversations regarding attendance Lack of positive incentives/culture around attendance

Priority Problem Statements

Problem Statement 1: Students at Battle Born Academy need to increase their growth on NWEA MAP math assessments such that students are meeting or exceeding their individual growth goal.

Critical Root Cause 1: We do not have adequate teacher support to develop teacher skill in planning and executing high-quality, differentiated instruction. We have class sizes that are too large to adequately differentiate for student growth and skill. In upper grades, students are in need of significant remediation of K-4 skills to enrich grade-level learning. We have had inconsistent special education instruction

Problem Statement 1 Areas: Student Success

Problem Statement 2: Battle Born Academy needs more adults trained, bought into, and executing data-driven systems to measure instructional moves and their impact on student outcomes.

Critical Root Cause 2: Limited resources out of the classroom, specifically only having two administrators/instructional leaders Limited peer-to-peer mentoring and coaching We do not have clear, annual learning targets with specific, measurable formative points to assess progress.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students at Battle Born Academy need to attend school every day, on time, and ready to learn, as measured by student attendance.

Critical Root Cause 3: Lingering effects of the COVID-19 pandemic, including serious viral illnesses spreading throughout the school Lack of school-wide systems and a clear owner of attendance data and parent conversations regarding attendance Lack of positive incentives/culture around attendance

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

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report

Student Data: Assessments

- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Homeless data
- Foster
- Gifted and talented data
- 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

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

Parent/Family/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Inquiry Areas

Revised/Approved: February 15, 2023








Inquiry Area 1: Student Success

School Goal 1: Increase the % of students achieving their growth goals on NWEA MAP Math from 24% at the end of 2023 to 29% at the end of 2024.

Evaluation Data Sources: Trimester standards-based report cards
NWEA Map growth Fall-Winter

Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Need to evaluate second semester instructional plans and teacher supports, as mid-year data suggested we were ahead of schedule for this goal.
Need to focus on Tier 1 and Tier 2 instructional supports for teachers.

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Multi-tiered systems of support</p> <p>Evidence Level: ESSA Level 4 - promising. MTSS has promising results but is not listed in either WWC or Evidence for Essa. Unker, Becky and Lori Van Houten. Multi-Tiered System of Support in the Mathematics Classroom. REL West at West Ed. 2015 Feb. 24. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/MTSS_PPT_for_508_revised_20150306.pdf</p> <p>Action Step's Expected Result/Impact: Teacher development - provide development in MTSS systems, structures, owners, and mindsets, as well as best practices Teacher development - provide development in high-quality Tier 1 instruction using high-quality, project-based curriculum and independent reading Teacher development - provide MTSS implementation development, coaching, and support for Reading Strategist and Special Education teacher Scheduling - build reading and math intervention blocks into daily calendar for all grades; leverage ongoing collaborative planning meetings t Data analysis - collect and analyze baseline data on student achievement (Brigance, MAP) and use this data to drive MTSS Tier placement for students Ongoing monitoring and checkpoints - create weekly monitoring and trimester reassessment goals and checkpoints. Ongoing analysis of system and ongoing training of staff, as needed</p> <p>Position Responsible: Co-Principal</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: - Title II, Pt. A, - Title III - Immigrant</p>	Formative		
	Feb	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

School Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: Students at Battle Born Academy need to increase their growth on NWEA MAP math assessments such that students are meeting or exceeding their individual growth goal. Critical Root Cause: We do not have adequate teacher support to develop teacher skill in planning and executing high-quality, differentiated instruction. We have class sizes that are too large to adequately differentiate for student growth and skill. In upper grades, students are in need of significant remediation of K-4 skills to enrich grade-level learning. We have had inconsistent special education instruction</p>




Inquiry Area 1: Student Success

School Goal 2: Increase the % of special education students achieving their growth goals on NWEA MAP Math from 24% at the end of 2023 to 29% at the end of 2024.

Evaluation Data Sources: Trimester standards-based report cards
NWEA Map growth Fall-Winter

Summative Evaluation: Met School Goal

Next Year's Recommendation: Continue strong special education supports and scale program as new students enroll/grades grow

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Multi-tiered systems of support</p> <p>Evidence Level: ESSA Level 4 - promising. MTSS has promising results but is not listed in either WWC or Evidence for Essa. Unker, Becky and Lori Van Houten. Multi-Tiered System of Support in the Mathematics Classroom. REL West at West Ed. 2015 Feb. 24. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/MTSS_PPT_for_508_revised_20150306.pdf</p> <p>Action Step's Expected Result/Impact: Teacher development - provide development in MTSS systems, structures, owners, and mindsets, as well as best practices Teacher development - provide development in high-quality Tier 1 instruction using high-quality, project-based curriculum and independent reading Teacher development - provide MTSS implementation development, coaching, and support for Reading Strategist and Special Education teacher Scheduling - build reading and math intervention blocks into daily calendar for all grades; leverage ongoing collaborative planning meetings t Data analysis - collect and analyze baseline data on student achievement (Brigance, MAP) and use this data to drive MTSS Tier placement for students Ongoing monitoring and checkpoints - create weekly monitoring and trimester reassessment goals and checkpoints. Ongoing analysis of system and ongoing training of staff, as needed</p> <p>Position Responsible: Co-Principal, Special Education POD Team Lead</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: - Title II, Pt. A, - Title III - Immigrant</p>	Formative		
	Feb	May	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>85%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		



No Progress



Accomplished



Continue/Modify



Discontinue

School Goal 2 Problem Statements:

Student Success

Problem Statement 1: Students at Battle Born Academy need to increase their growth on NWEA MAP math assessments such that students are meeting or exceeding their individual growth goal. **Critical Root Cause:** We do not have adequate teacher support to develop teacher skill in planning and executing high-quality, differentiated instruction. We have class sizes that are too large to adequately differentiate for student growth and skill. In upper grades, students are in need of significant remediation of K-4 skills to enrich grade-level learning. We have had inconsistent special education instruction








Inquiry Area 2: Adult Learning Culture

School Goal 1: Battle Born Academy will increase the number of professional development sessions related to measurable, data-driven instruction from 3 sessions in the 2022-2023 to 6 sessions in 2023-2024, as measured by professional development sign-in sheets.

Evaluation Data Sources: Walk-through observation data
Teacher feedback
Data dashboard interaction and completion by teachers

Summative Evaluation: Met School Goal

Next Year's Recommendation: Implement additional coaching for Tier 1 curriculum, rigor, depth of knowledge and implementing Tier 2 supports in gen.ed. classrooms.

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Implement data-driven instruction across all levels of distributed leadership, including professional development for leaders, teachers, and peer mentors.</p> <p>Evidence Level: 4; has rationale; Pickens Jewell, Cassie and Emily Sama-Miller, and Sarah Wissel. "Using Student Achievement Data to Support Instructional Decision Making", Sept. 2009, What Works Clearing House.</p> <p>Action Step's Expected Result/Impact: Partner with an outside contractor/developer to provide professional development and data-driven instructional leadership training for school leaders, such as Data Insight Partners or similar. Develop, in partnership with trainers/contractors, clear and measurable goals with benchmarks throughout the year, including parent/student-facing and teacher-facing interaction with the data Train and support teachers in collecting, reading, analyzing, and using data to drive instructional decision making Train and support peer mentors, specifically grade-level and team leaders, in coaching and supporting their teachers around data-driven instruction Collect and monitor data</p> <p>Position Responsible: Co-Principals, team leads, outside contractor</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: POD Team Leaders - Title II, Pt. A, Outside Contractor - Title IV, Pt. A</p>	Formative		
	Feb	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

School Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Battle Born Academy needs more adults trained, bought into, and executing data-driven systems to measure instructional moves and their impact on student outcomes. **Critical Root Cause:** Limited resources out of the classroom, specifically only having two administrators/instructional leaders Limited peer-to-peer mentoring and coaching We do not have clear, annual learning targets with specific, measurable formative points to assess progress.

Inquiry Area 3: Connectedness

School Goal 1: Battle Born Academy will reduce the number of chronically absent students from 35% in 2022-2023 to 20% in 2023-2024, as measured by daily attendance reporting.








Evaluation Data Sources: Daily attendance

Tardy tracking

Parent and student engagement data

Summative Evaluation: Significant progress made toward meeting School Goal

Next Year's Recommendation: Continue implementing individualized and family interventions for chronic absenteeism

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Implement consistent, daily tracking of attendance with both positive and aversive intervention points to ensure all students are on track to attend 95% or more of the school year. Evidence Level: Evidence for ESSA rates the Positive Action Attendance System as Strong, or ESSA level 1. Positive Action - Attendance; Positive Action, Inc. https://www.evidencefoessa.org/programs/attendance/positive-action-attendance</p> <p>Action Step's Expected Result/Impact: Develop a clear system for positive rewards and class culture competitions for attendance, with opportunities for parties/rewards/recognition on a daily, weekly, and trimester-long basis. Train staff on these systems. Develop a clear system and owner for intervention in attendance at the 3 absence, 5 absence, 10 absence, and 15 absence marks. Train an office/attendance clerk to track attendance data daily and implement this system. Host parent development sessions/conferences to discuss attendance expectations and opportunities for positive recognition, as well as protocols for absences. Implement and monitor the attendance system daily. Work 1:1 with families at risk for chronic absenteeism.</p> <p>Position Responsible: Office Manager, Mental Health Counselor</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Mental Health Counselor - Title I, Pt. A, Student engagement supplies/resources - Title IV, Pt. A</p>	Formative		
	Feb	May	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

School Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students at Battle Born Academy need to attend school every day, on time, and ready to learn, as measured by student attendance. **Critical Root Cause:** Lingering effects of the COVID-19 pandemic, including serious viral illnesses spreading throughout the school Lack of school-wide systems and a clear owner of attendance data and parent conversations regarding attendance Lack of positive incentives/culture around attendance

School Funding Summary

Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Mental Health Counselor		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$79,276.10
+/- Difference					\$79,276.10
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
2	1	1	POD Team Leaders		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,602.13
+/- Difference					\$10,602.13
Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,683.54
+/- Difference					\$11,683.54
Title III - Immigrant					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,357.09
+/- Difference					\$5,357.09

Title IV, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	Outside Contractor		\$0.00
3	1	1	Student engagement supplies/resources		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,357.09
+/- Difference					\$5,357.09
McKinney-Vento					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$5,000.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$48,192.00
+/- Difference					\$48,192.00
Grand Total Budgeted					\$165,467.95
Grand Total Spent					\$0.00
+/- Difference					\$165,467.95