



State Public Charter School Authority

Alpine Academy

School Performance Plan: A Roadmap to Success

Alpine Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Lewis Perlin

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Phone: 775 356 1166

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11.30.2023



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Lewis Perlin	Principal(s) <i>(required)</i>
Sue Chene	Other School Administrator(s) <i>(required)</i>
Mina Avery	Teacher(s) <i>(required)</i>
Dawn Gilmore	Paraprofessional(s) <i>(required)</i>
Chris Romm	Parent(s) <i>(required)</i>
Leadership Class	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Demographics and Performance Information

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/alpine_academy/2022



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Alpine Academy offers a wide array of TMCC approved courses for students Alpine Academy offers introductory rigorous courses (Honors) to help prep Alpine Academy Dual Credit and Honors enrollment has climbed significantly in recent years 	<ul style="list-style-type: none"> Alpine Academy struggles to enroll FRL and EL students and therefore, fewer of these students apply and successfully complete courses Alpine continues to develop SEL competency curriculum implemented in daily courses through a schoolwide model
<p>Problem Statement:</p> <ul style="list-style-type: none"> Problem Statement: There is not enough advertising for TMCC courses for some segments of the school population, transition from regular high school to TMCC classes is a struggle for some, and there are limited opportunities for hybrid TMCC students. Problem Statement: SEL competency needs improvement, and affects MAP scores and overall high school performance. Problem Statement: English Language MAP scores, 10th grade cohort MAP scores, and Math MAP scores need improvement. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Critical Root Cause: A student quota limits TMCC classes offered on campus. Critical Root Cause: Some classes require prerequisites that enough students aren't able to qualify for or pass, which limits the number of TMCC classes offered at the high school. Critical Root Cause: A segment of the school population needs more SEL support to succeed academically. Critical Root Cause: Students need to improve their academic papers, language skills, and math skill levels. 	

Student Success



School Goal:

- **Goal:** Increase enrollment in TMCC Dual credit courses both online and in-person.
- **Goal:** Students will improve their paper composition, English language skills, and Math skills, as evidenced by MAP test scores.
- **Goal:** Implement Accuplacer practice by Spring 2023
- **Goal:** Improve MAP Math proficiency by 10% overall (meets or exceeds grade level standards)

Formative Measures:

- Enrollment numbers
- MAPS performance data concerning grade level proficiency
- Accuplacer scores
- Survey Data - Accreditation

Aligned to Nevada's STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy:

- **Improvement Strategy:** Create remediation/preparatory activities to adequately prepare students to qualify for TMCC courses.
- **Improvement Strategy:** Utilize SEL data and instructional materials to increase students' social-emotional awareness and SEL toolkits for school/life
- **Improvement Strategy:** Use MAP scores to differentiate learning for all students, challenging those with higher skill sets and providing scaffolding for those needing remediation.

Evidence Level: Tier 1 - Strong Evidence - NWEA MAPS improves literacy

https://www.nwea.org/content/uploads/2017/03/TF_ESSA-Guidance-Document- March2017.pdf

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Require students to take Accuplacer entrance exams for all TMCC classes
- Create a seminar for TMCC students other than on Friday morning
- Approach companies to donate for STEM-based equipment
- Ensure parents know about school board meetings, newsletter, calendar
- Provide a mentorship program for transfer students
- Practice reading complex prompts and breaking down the organization of research papers
- Increase Honors rigor and use specific paper composition rubrics, MLA/APA format, quote analysis, in-text citations, and peer editing in English classes
- Create a mentor program with a focus on SEL Competency in homerooms and all classes more frequently for all student groups
- PD: Ensure teachers have the data and toolkits to differentiate learning for students via professional development data analysis meetings
 - Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Additional funding for personnel (i.e.) professional development personnel
- Additional space for additional classrooms equipped for STEM (for continued growth (amendment in process))

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenges:

Lead: *Who is responsible for implementing this strategy?*

College and career ready coach/Interventionist will create remediation and preparatory materials as well as Prepare MAP scores

Instructional Coach/PD Lead will create and implement SEL curriculum as well as prepare PD to evaluate MAP scores

Administration to adequately staff and build capacity in leadership



- o Image/Assumptions about charter school
- o Retention of students
- o Lack of funding
- o Creation of financial partnerships in a pandemic economy

- *Potential Solution: Creation and execution of formal donor program*

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- *Donations to help support students programs*
- *Student generated funds with additional funding proposed for FY24*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Provide supports for EL students to enroll in TMCC coursework, provide Spanish translation for interested families, and provide remediation and/or preparation for EL students to place into courses (Accuplacer)

Foster/Homeless:

- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Reduce or eliminate barriers to TMCC enrollment by waiving fees and/or providing transportation

Free and Reduced Lunch:

- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Reduce or eliminate barriers to TMCC enrollment by waiving fees and/or providing transportation

Migrant:

- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Reduce or eliminate barriers to TMCC enrollment by waiving fees and/or providing transportation

Racial/Ethnic Groups:

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Reduce or eliminate barriers to TMCC enrollment, provide remediation and/or resources for successful completion of TMCC Coursework.

Students with IEPs:

- Challenge: Increase enrollment and successful completion of TMCC Dual Credit coursework
- Support: Reduce or eliminate barriers to TMCC enrollment, provide remediation and/or resources for successful completion of TMCC Coursework, College and Career Readiness Indicator Post-School Outcomes: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were (A) Enrolled in higher education within one year of leaving high school, (B) Enrolled in higher education or competitively employed within one year of leaving high school, (C) Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment, within one year of leaving high school.



Inquiry Area 2 – Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> High attendance and retention rate of staff Collaborative team mindset Schedule that facilitates whole group professional development 	<ul style="list-style-type: none"> Feeder school relationship building Continue to push for 9th grade cohort versus transfers Specific outreach to special populations
<p>Problem Statement:</p> <ul style="list-style-type: none"> Problem Statement: Funding remains a barrier to ideal staffing/staff support. Problem Statement: More specific content area goals could be met with PLCS. <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Critical Root Cause: Lack of diversity among staff members (no multiple staff departments) Critical Root Cause: Lack of funding for additional staff to serve on content area teams 	

Adult Learning Culture							
<p>School Goal:</p> <ul style="list-style-type: none"> Goal: Alpine will vigorously recruit new students from varied ethnic backgrounds and of varying economic backgrounds through outreach and targeted advertisement in addition to pursuing additional grant funding in order to increase the level of staffing in the 21-22 school year from 85% to 92% or more for the 22-23 school year. <p>Formative Measures:</p> <ul style="list-style-type: none"> Enrollment numbers from various feeder schools Survey and reflective data from staff 	<p>Aligned to Nevada’s STIP Goal:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> STIP Goal 1</td> <td><input type="checkbox"/> STIP Goal 2</td> </tr> <tr> <td><input checked="" type="checkbox"/> STIP Goal 3</td> <td><input type="checkbox"/> STIP Goal 4</td> </tr> <tr> <td><input type="checkbox"/> STIP Goal 5</td> <td><input type="checkbox"/> STIP Goal 6</td> </tr> </table>	<input type="checkbox"/> STIP Goal 1	<input type="checkbox"/> STIP Goal 2	<input checked="" type="checkbox"/> STIP Goal 3	<input type="checkbox"/> STIP Goal 4	<input type="checkbox"/> STIP Goal 5	<input type="checkbox"/> STIP Goal 6
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Improvement Strategy: Work on expansion goals/recruitment for the 2024-2025 school year i.e. Amendment for expansion, recruit in a wider variety of pools.

Evidence Level: *Tier 4* [Front Psychol.](#) 2019; 10: 1305. Published online 2019 Jun 18. doi: [10.3389/fpsyg.2019.01305](#)

PMCID: PMC6611382 **PMID:** [31316412](#)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Poll teachers to identify areas of support needed
- PD: Provide staff meeting or PD time to have conversations, work on goals, book clubs
 - Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Funds are likely needed depending on the specifics of some PD initiatives as well as dedicated time in the form of personnel to deliver PD and/or materials/software

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Recruitment and grant pursual
- *Potential Solution:* Develop leadership among the staff to apply for additional funding

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Allocate funds for increased marketing as well as allocate Title III (as applicable) funds toward engagement and recruitment events of specific Special Populations

Lead: *Who is responsible for implementing this strategy?*

School office manager will coordinate outreach activities

Administration for development of recruitment schedules and allocation of personnel

Resource Equity Supports²: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

² “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Challenge: Reduce or eliminate barriers to enrollment
- Support: Translate enrollment documents to help facilitate enrollment.

Foster/Homeless:

- Challenge: Reduce or eliminate barriers to enrollment
- Support: Waive fees (transportation = bus passes) (waive fees)

Free and Reduced Lunch:

- Challenge: Reaching out to FRL communities and recruit specifically from these areas. Reduce or eliminate barriers to enrollment
- Support: Waive fees (transportation = bus passes) (waive fees)

Migrant:

- Challenge: Reduce or eliminate barriers to enrollment
- Support: Provide financial assistance Waive fees (transportation = bus passes) (waive fees) translate enrollment documents to help facilitate enrollment.

Racial/Ethnic Groups:

- Challenge: Reduce or eliminate barriers to enrollment
- Support: We are continuing to improve our course and resource offerings with this focus in mind as well as plan to provide continual cultural competency training to staff.

Students with IEPs:

- Challenge: Continue to enroll lep students and serve them at a high level - resulting in 100% earning standard diploma or higher.
- Support:Continually focusing our pedagogical development on topics/strategies that support our IEP students. 1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. (20 U.S.C. 1416 (a)(3)(A)) Graduation: Percent of youth with IEPs exiting special education due to graduating with a regular diploma.



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Alpine continues to improve the public image and is becoming a school of first choice referred school for various schools in our area Alpine now has data to support 9th grade cohort recruitment and performance statistics 	<ul style="list-style-type: none"> Alpine Academy has struggled to shale the assumption that it is a “last chance school” or underfunded, low resource school Raise funds for additional marketing and/or recruitment efforts Build upon referral systems Further develop formal outreach program
<p>Problem Statement: Problem Statement: Alpine Academy has historically struggled to be well known within the community. Problem Statement: Alpine struggles to actively recruit and retain 9th graders.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Image/Assumption problem (Community Awareness/recruit-retain) 	

Connectedness							
<p>School Goal:</p> <p>School Goal: Goal: Alpine Academy will increase enrollment from 35 to 50 students in 9th grade in the 22-23 school year and retain 80% of that cohort to graduation</p> <p>Goal: Seeking out and developing community partnerships yearly contributions packages to help support general student programs or subject/project specific</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Enrollment Numbers and forecasted lottery, application numbers 	<p>Aligned to Nevada’s STIP Goal:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> STIP Goal 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/> STIP Goal 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> STIP Goal 3</td> <td style="text-align: center;"><input type="checkbox"/> STIP Goal 4</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> STIP Goal 5</td> <td style="text-align: center;"><input type="checkbox"/> STIP Goal 6</td> </tr> </table>	<input type="checkbox"/> STIP Goal 1	<input checked="" type="checkbox"/> STIP Goal 2	<input type="checkbox"/> STIP Goal 3	<input type="checkbox"/> STIP Goal 4	<input checked="" type="checkbox"/> STIP Goal 5	<input type="checkbox"/> STIP Goal 6
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| <ul style="list-style-type: none">• Survey data (both formal and informal)• Retention rates | |
|--|--|



Improvement Strategy:

- Promote the school and programs by creating online presence as well as partnering with feeder schools. Promoting the school and supplementing funding for school programs by creating tiered contribution packages for sponsors.
- Building capacity among student body
- Community Partnerships (funding/programs)
- Getting the message out

Evidence Level: *Tier 4* [Front Psychol.](#) 2019; 10: 1305. Published online 2019 Jun 18. doi: [10.3389/fpsyg.2019.01305](#)

PMCID: PMC6611382 PMID: [31316412](#)

Tier 1, Strong Source: [Preventing Dropout in Secondary Schools](#) (NCEE 2017-4028)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Reach out to feeder schools and establish dates for prospective tours and/or presentations
- Schedule monthly open house events
- Publish lottery process/dates
- Through PD - Establish a team/committee to design a donor program
- Establish monthly fundraising goal (local and community goal)
- Advertise “Shadow Days” for prospective students to experience a “Day in the Life”
- PD - Survey students and evaluate data to inform practice
 - Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time and team commitment
- Interested businesses/leads
- Referral data

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Initial set-up of resources/design of program
 - *Potential Solution:* Allocate time and resources to bolster recruitment program and foster relationships with feeder schools.
- *Implementation Challenge:* Follow through from committee/staff on community outreach

Lead: *Who is responsible for implementing this strategy?*

School office manager will coordinate outreach activities

Administration for development of recruitment schedules and allocation of personnel

Instructional Coach development of PD concerning SEL and student experience/data analysis



- *Potential Solution:* Schedule monthly and/or quarterly dates to review.
- *Implementation Challenge:* Creating diverse fundraising opportunities
 - *Potential Solution:* Promote donor program as well as diversify opportunities
- *Implementation Challenge:* Effective promotion of fundraising
 - *Potential Solution:* Scheduled, frequent promotion of opportunities to donate and raise funds for student programs.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Fundraising generated funds

Resource Equity Supports³: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Reaching out to EL communities, provide translated documents to help facilitate strong family partnerships

Foster/Homeless:

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Reduce or eliminate barriers to enrollment (transportation = bus passes) (waive fees)

Free and Reduced Lunch:

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Reaching out to FRL communities and recruit specifically from these areas. Reduce or eliminate barriers to enrollment (transportation = bus passes) (waive fees)

Migrant:

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Reduce financial barriers (transportation = bus passes) (waive fees), translate enrollment documents to help facilitate enrollment.

Racial/Ethnic Groups:

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Reaching out to racial/ethnic minorities communities and recruit specifically from these areas.

³ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Students with IEPs:

- Challenge: Recruit and retain specifically from this special population, Reduce or eliminate barriers to enrollment
- Support: Recruit specifically from these areas. 2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. (20 U.S.C. 1416 (a)(3)(A)) Graduation: Percent of youth with IEPs exiting special education due to graduating with a regular diploma.
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School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Back to School Night/ Data Collection</i>	<i>August 8th, 2022</i>	<ul style="list-style-type: none"> ● <i>Feedback and attendance (also sign up for PTO and other engagement opportunities)</i> <ul style="list-style-type: none"> ○ <i>Alpine needs to develop further outreach to build strong stakeholder base.</i> ○ <i>Overall, over 90% of new to Alpine students attended back to school night.</i>
<i>Back to School Surveys</i>	<i>August 14th, 2022</i>	<ul style="list-style-type: none"> ● <i>All students surveyed</i> <ul style="list-style-type: none"> ○ <i>Topics included:</i> <ul style="list-style-type: none"> ■ <i>Credit needs, why they chose Alpine, feedback on student rewards and incentives, etc.</i> ○ <i>These surveys proved helpful in develop a schedule of yearly activities based on student interest</i> ○ <i>Surveys illuminated who needed additional resources in terms of scheduling and transcript review/repair</i>
<i>Monthly Open Houses</i>	<i>Monthly</i>	<ul style="list-style-type: none"> ● <i>Monthly open houses were conducted and families are able to interview staff, students to gain perspective about the programs we offer. Informal discussions occur as to the family’s desires in a different educational setting</i> <ul style="list-style-type: none"> ○ <i>More formal feedback could prove helpful.</i> ○ <i>Data concerning priority zip codes and how they heard about Alpine proved helpful in marketing efforts</i>



<i>Survey Feedback</i>	<i>Feb/Mar</i>	<ul style="list-style-type: none">● <i>Various Surveys</i><ul style="list-style-type: none">○ <i>Various surveys for feedback about academics, social/emotional well-being, etc via Cogna Accreditation process</i><ul style="list-style-type: none">■ <i>Lessons learned - Very informative feedback that helped drive further end of course surveys, etc</i>
<i>Feedback/Ratings</i>	<i>April 4th 2023</i>	<ul style="list-style-type: none">● <i>Feedback Requested</i><ul style="list-style-type: none">○ <i>Why people choose Alpine</i>○ <i>Involvement in activities and programs</i><ul style="list-style-type: none">■ <i>Lessons learned: More specific feedback requested</i>
<i>End of Course Surveys</i>	<i>TBD</i>	
<i>End of Year - Junior and Senior Surveys</i>	<i>TBD</i>	