

November 30, 2015

Dr. Matt Smith and the SIG Review Committee
Office of Students and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701

RE: Nevada Virtual Academy School Improvement Grant Implementation Application

Dr. Smith and SIG Review Committee:

The purpose of this letter is to thank you for the opportunity for Nevada Virtual Academy High School (NVAHS) key stakeholders to go through the School Improvement Grant process together and advise you of the Governing Board's support of the NVAHS School Improvement Grant. As a former high school teacher and administrator, I appreciate the depth of the diagnostic assessment process, as well as the reporting and planning processes that have taken place throughout NVAHS's staff and key stakeholders.

The Nevada Virtual Academy's Governing Board wants to assure you and the School Improvement Grant (SIG) Review Committee that we have been involved in the planning processes and are committed to continuing our involvement in the implementation of the SIG Grant. I personally was part of the School Improvement Leadership Team that received the oral diagnostic report, as well as the written report and McCREL's recommendations. The Governing Board has been updated frequently and continually involved in the Implementation Planning process. We have arranged for a standing SIG report for each month, annual board workshops regarding the NVA SIG progress, and membership on the School Improvement Leadership Team.

Please advise if the Governing Board can further support the Nevada Virtual Academy's School Improvement Grant application.

Sincerely,



Don M. Curry, President
Governing Board, Nevada Virtual Academy
702-275-1442

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REQUEST FOR APPLICATIONS

TITLE I – Section 1003 (g) SCHOOL IMPROVEMENT GRANTS

LOCAL EDUCATION AGENCY APPLICATION FOR A SUBGRANT UNDER THE NO CHILD LEFT BEHIND ACT OF 2001 P.L. 107-110

ISSUED BY:

**Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701**

Grant Period: September 11, 2015 – September 30, 2020
Applications Due: Tentatively scheduled due date, July 31, 2015 by
5:00 PM; (dependent upon final approval of the
NDE's application by the USDOE)
Grant Amounts: \$50,000 minimum - \$2,000,000 maximum is
available per funded school annually
Source of Funding: U.S. Department of Education

Under Section 1003(g) of the No Child Left Behind Act (NCLB) of 2001, the Nevada Department of Education (NDE) will make sub-grant awards to LEAs that have one or more identified Priority or Focus Schools.

Questions related to this funding should be addressed to:

Matt Smith, Ph.D.
Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701
775-687-9214 (phone) or 775-687-9120 (fax)
msmith@doe.nv.gov

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PART I

A. INTRODUCTION:

The School Improvement Grants (SIG) program, authorized under Section 1003(g) of the No Child Left Behind Act (NCLB) of 2001, provides funding through State Educational Agencies (SEAs) to Local Educational Agencies (LEAs) with underperforming schools that have both the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students.

To implement the SIG program, the United States Department of Education (USDOE) published final requirements in the Federal Register on February 9, 2015 (Federal Register Vol. 80 No. 26).

The final requirements reflect U.S. Secretary of Education Duncan's determination to ensure that SIG funds are used to implement one of six rigorous school intervention models – Turnaround Model, Transformation Model, Restart Model, School Closure, Evidence-Based Whole School Reform Model, and Early Learning Model– in each State's persistently lowest-achieving schools (Section D.6, below, provides a detailed description of each model's requirements).

In addition, the USDOE has now allowed for SIG awards to extend for up to five years. In Nevada this will encompass a planning year, the three required years of full implementation, and a final year of sustainability.

The application competition occurs in two parts:

- LEAs will complete and submit by July 31st, 2015 the following sections related to the planning year (2015-2016):
 - Section A – Certification Page and MOU
 - Section B – List of Schools to be served and LEA Signatures
 - Section C – Planning Year Description
 - Section E – Budget for the planning year
- Upon approval of planning year funding by NDE, LEAs will work with stakeholders and external provider(s) to conduct a thorough school needs assessment and by December 15th, 2015, complete the remaining parts of the application:
 - Section D - Full SIG Application Description (Implementation and sustainability)
 - Section E - The budget for 3 years of implementation and 1 year of sustainability
 - Section F – Assurances
- Upon review of the completed SIG application, NDE will award grants for implementation and sustainability to be used beginning July 1, 2016

B. APPLICATION REQUIREMENTS AND GUIDELINES:

1. Eligible Applicants

There are eleven Nevada LEAs that currently have one or more identified Priority or Focus schools; these districts are therefore eligible to apply for Section 1003(g) funds:

- *Carson*
- *Clark*
- *Churchill*
- *Elko*
- *Humboldt*
- *Lincoln*
- *Nye*
- *Pershing*
- *Washoe*
- *White Pine*
- *State Public Charter School Authority*

This is a competitive grant award process, and each application will be reviewed based upon a number of criteria. The NDE scoring rubric is included in the LEA sub-grant application.

Priority will be given to the LEAs with the lowest achieving schools that demonstrate the greatest need and the strongest commitment to improve the academic achievement of students. “Greatest need” includes both Priority and Focus schools. “Strongest commitment” will be documented through specific actions taken by an LEA that support systemic changes designed to improve student achievement at its lowest achieving schools.

Preference will be given to Priority schools (NOTE: LEAs **may not** apply to serve Focus Schools with SIG funds unless all of their Priority schools have already been funded)

2. Grant Awards

Available Funds: An LEA may request no less than \$50,000 and no more than \$2 million per year over the five-year grant period for each participating school. Actual allocations will be based on the intervention model chosen, NDE guidelines, and upon LEA and school needs. Grant awards will **NOT** be made to LEAs that are out of compliance with state or federal requirements.

The **initial funding period** is for the 2015-2016 school year (the planning year). SIG (Title I, section 1003(g)) awards to an LEA will be renewable for up to four additional one-year periods for full implementation and sustainability. SIG Turnaround Plans (STPs) will be reviewed through multiple monitoring methods and updated as necessary, with final revisions annually. The grant budget expenditures must be aligned with the proposed plan of the selected intervention model.

Renewal for each additional year will be based on meeting established targets and timelines. School Improvement Grants are intended to yield rapid increases in student achievement. For continuation of funding, NDE will annually consider the following eligibility criteria:

- **Improved Student Achievement**
 - Increasing the total percent of proficient students in reading and/or math from baseline
 - Increasing the percent of bottom quartile students proficient in reading and math
 - Increasing the graduation rate from baseline year, as applicable

- **Progress Implementing Selected Intervention Model**
 - Evidence of effective implementation of selected intervention model (monitoring)
 - Met annual achievement goals/performance targets
 - Progressive improvement of both leading (non-achievement) and lagging indicators
- **Programmatic and Fiscal Compliance**
 - Accurate and timely submission of all required programmatic and fiscal reports
 - Compliant with all state and federal funding requirements/programs
- **Capacity to Continue the Implementation of the Selected Intervention Model**
 - Renewal Application along with all evidence listed above

The SIG Turnaround Plan is a living document

Performance targets, model implementation plans, as well as monitoring and evaluation plans may be revised (with NDE approval) based on performance data and lessons learned through the planning and implementation processes.

3. Sub-Grant Timeline (dates subject to change pending USDOE approval)

NDE submitted its SEA application to USDOE on April 15th, 2015. For LEAs that have previously submitted SIG applications, this timeline begins later in the calendar year than usual. Congressional mandates required USDOE to make significant revisions to the SIG application process and guidance, which created the delayed release of the SEA application and guidance. NDE anticipates that there also may be revisions to the sub-grant application process based on feedback from USDOE.

May 15, 2015	NDE will release draft LEA application eligible (there may be required revisions to this application based on USDOE feedback).
May – July 2015	NDE provides technical assistance to eligible LEAs that may include developing Frequently Asked Questions (FAQs), videoconferencing, conference calls, and/or individual communications as needed.
July 31, 2015	LEAs must submit, electronically, a scanned Signature Page and the planning year application due to the Nevada Department of Education by 5:00 p.m. Pacific time (Part II A, B, C, and Part III section E).
August 3-14, 2015	Initial review of all LEA applications by NDE panel.
August 17-28, 2015	NDE provides LEAs opportunity to provide further clarification and to make revisions to applications.
September 11, 2015	NDE awards year 1 funds for planning year sub-grants to LEAs with approved applications. Within 30 days awarded grant applications posted to the NDE website http://doe.nv.gov
September –	NDE provides technical assistance to eligible LEAs that may include

November 2015	distributing Frequently Asked Questions (FAQs), videoconferencing, conference calls, and/or individual communications as needed.
December 11, 2015	Completed full SIG application due to NDE by 5:00 p.m. Pacific time.
December 13, 2015 – January 15, 2016	NDE review process, feedback and required revisions by LEAs.
January 25-29, 2016	LEAs identified as finalists for implementation awards will give in-person presentations on their full SIG applications to NDE School Improvement staff.
February 5, 2016	NDE announces year two awards (full implementation year) for 2016-2017

4. Application Preparation/Submission:

The LEA application must contain, at a minimum, the information set forth below. Other information deemed necessary may be included; however, an LEA **MUST** respond to each of the following items and bullet points in the exact order in which they appear in this application. All budget forms required for this Application are included in Part III.

Please note that meeting with the School Board of Trustees is required and the date of that meeting documented in Part II Section A Certification.

As part of the application process, LEAs approved for planning year funding will also be required to complete the full SIG application, and finalists will subsequently present their SIG Turnaround Plan (STP) in person. The presenters should include, at a minimum:

- LEA Superintendent / Charter School Director (if applicable);
- LEA Title I Director;
- Administrator(s) who will directly supervise / support the school principal(s); and
- Principal(s) of the schools included in the application (ideally, the new principal if the current school principal is being replaced)

It is strongly encouraged that school board members attend the presentation as well. The STP will be presented to the NDE reviewers in order to highlight specific aspects of the application, demonstrate the LEA's capacity and commitment to fully and effectively implement all requirements, and to clarify questions that the reviewers may have regarding the LEA's plan.

Section A. Certification Page

The Certification Page is found in Part II, A (p. 8). Inclusion of this page with an original signature is mandatory (send a scanned copy of the Signature Page with a copy of the application submission).

Section B. List of Schools To Be Served

A table of the list of schools to be served is found in Part II, B (p. 13). An LEA must identify each Priority and/ or Focus school the LEA commits to serve as well as the school improvement

model that the LEA will use in each Priority and/ or Focus school. Inclusion of original signatures is mandatory.

Section C. Planning Year Application - Descriptive Information

Directions for completing the Descriptive Information are found in sections C (planning) and D (implementation and sustainability) of the application. As part of the descriptive information for the planning year application, each LEA must address all requirements that are listed in Section C, and submit a completed NDE School Performance Plan (SPP) at the following site:

http://www.doe.nv.gov/Schoollmprovement/District_and_School_Performance_Planning_Resources/

LEAs that apply to serve more than one school must complete this section of the application for each school. This section of the application is **due to NDE by July 31, 2015**.

Section D. Full SIG Application - Descriptive Information

LEAs that are approved for planning year funding must then work with an external provider to complete a comprehensive needs assessment to inform the full SIG application. Each LEA applying to receive School Improvement Funds must select one of the six SIG intervention models. This section of the application is **due to NDE by December 11, 2015**.

Section E. Budget Summary and Supplemental Schedules

Each LEA that applies for SIG funds will be required to submit an initial planning year budget for each school it commits to serve. By applying for a planning year grant for a particular school, LEAs are committing to support the school throughout the full five-year duration of planning, implementation, and sustainability, pending NDE approval and renewal of funding. LEAs must demonstrate they have the capacity to provide substantial support to all schools included in the application. This section of the application is **due to NDE by July 31, 2015**.

After LEAs are approved for planning year grants, budget(s) including three years of implementation and a year of sustainability must then be submitted, separated by fiscal years. An LEA must include a budget that indicates the amount of school improvement funds the LEA will use annually in each Priority and/ or Focus school(s) it commits to serve.

There **must** be a detailed narrative supplied for items and amounts requested in the Supplemental Schedule; each budgeted item must be directly linked to the planning, intervention, or sustainability activities.

To reiterate:

- The planning year budget is due to NDE by July 31st, 2015, along with the completed requirements from section C of this application.
- The implementation and sustainability budgets are due to NDE by December 11th, 2015, along with the completed requirements from section D of this application

Section F. Assurances

Inclusion of this page with an original signature is mandatory. Assurances are submitted only by LEAs that are invited to complete section D of this application. All assurances must be agreed to, signed and submitted with the full grant application in order for the application to be considered for review (due December 11th, 2015 only for LEAs that receive planning year funding).

Please submit the a scanned copy of the Signature Page and an electronic version of the LEA planning application (sections A, B, C, and E) to the NDE on or before July 31st, 2015 at 5:00pm (Pacific).

Application Submission and Questions must be directed to:

Matt Smith, Ph.D.
Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, NV 89701
775-687-9214 (phone) or 775-687-9120 (fax)
msmith@doe.nv.gov

5. Process for Review of LEA Applications

The Nevada Department of Education will establish a panel to review the SIG applications. Each LEA application will be reviewed by at least three panel members.

Each section/item of the application will be reviewed for completion and fidelity using the included scoring rubric. LEAs are asked to refer to the scoring rubric as a guide for developing their narratives; a rubric is provided along with each requirement.

LEAs will submit their electronic application containing all required sections to the NDE. If, in the opinion of the review panel, the LEA's application meets the requirements of the application and demonstrates the potential capacity to serve the identified schools, each LEA will then be given the opportunity to elaborate on its plan in an interview format. After the in-person interview process, the NDE will determine the final grant awards.

6. Federal Guidance and Rigorous Intervention Models

The USDOE's final SIG requirements can be found via the link below. All elements of the selected rigorous intervention model must be present in the full application for consideration by NDE (a checklist for each model is included with this requirement in the application, below). Nevada did not submit an application for an "approved state-determined model".

Federal Register/Vol. 80, No. 26/February 9, 2015/Rules and Regulations/ pp. 7242 - 7244

<https://www.federalregister.gov/articles/2015/02/09/2015-02570/final-requirements-school-improvement-grants-title-i-of-the-elementary-and-secondary-education-act>

LEAs are encouraged to use the USDOE SIG guidance to inform their applications:

<http://www2.ed.gov/programs/sif/sigguidance032015.doc>

Additional USDOE resources and guidance related to SIG are located here:

LEA APPLICATION FOR A SUBGRANT UNDER THE

NO CHILD LEFT BEHIND ACT OF 2001
P.L. 107-110
Title I School Improvement: Section 1003(g)

Return to: NEVADA DEPARTMENT OF EDUCATION
Office of Student and School Supports
ATTN: SIG / Matt Smith
700 East Fifth Street, Suite 113
Carson City, NV 89701

PART II SECTION A: CERTIFICATION
Due July 31, 2015

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for a sub-grant of Federal funds to provide instructional activities and services to meet the needs of under-performing schools as set forth in this application. The LEA Board of Trustees has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 7/29/2015 (Date).

I further agree that I will comply with the Terms of the Nevada Department of Education's School Improvement Grant Memorandum Of Understanding (MOU), and create the necessary flexibility within my LEA to support turnaround efforts at the school(s) designated in this application (this MOU is found on the pages immediately following this certification).

Signature: _____ Date: _____
LEA Superintendent or Designated Representative

Printed Name & Title: _____

PART I - APPLICANT

Applicant (Legal Name of Agency) Nevada Virtual Academy	
Mailing Address (Street, P.O. Box, City/Zip) 8965 South Eastern Ave. Suite 330 Las Vegas, NV 89123	Application for FY2016 (15-16 funds) Starting Date September 21, 2015
Name, title and phone number of authorized contact person: Caroline McIntosh, Head of School 702-407-1825	Ending Date June 30, 2016
Funding amount requested: \$255,500.00	

NEVADA DEPARTMENT OF EDUCATION
SCHOOL IMPROVEMENT GRANT
MEMORANDUM OF UNDERSTANDING TERMS

This Agreement is entered into by and between the Nevada Department of Education (NDE) and the ----- (“District”) and represents a joint effort by the NDE and the District to turnaround Nevada Virtual Academy School.

Statement of Beliefs

This agreement is based on the following beliefs about dramatically improving SIG schools:

1. **School Leadership:** Leadership is the most important element of school turnaround; without a quality leader, a school will not improve. Districts have an equally important role in leading and supporting school turnaround and are critical to successful and sustainable turnaround efforts.
2. **Student Learning:** Improved student learning requires consistent Tier 1 instruction aligned to standards. The most effective way to improve Tier 1 instruction is to build the skills of teachers through effective teacher-led professional learning communities (PLCs) that analyze and use data to strengthen instruction.
3. **Conditions:** Districts need to provide schools with the conditions required for successful school turnaround including principal selection of school staff, increased learning time, supportive school climate, and autonomy to implement the SIG Turnaround Plans.
4. **Planning:** Schools need time, structure, and support to diagnose their strengths and weaknesses and develop powerful, coherent SIG Turnaround Plans.
5. **Talent:** Schools need to be staffed with teachers, administrators, and other staff who both want to work in the school and have the skills, beliefs, and commitment necessary to advance the SIG Turnaround Plans.
6. **Funding:** Schools need to be able to use all available funds to support their turnaround strategies.
7. **Trust:** Schools need to build shared social trust among parents, students, and teachers.
8. **Governance and Performance Management:** Governance of and responsibility for SIG schools needs to be shared by the district and the local school leader. Implementation of the SIG Turnaround Plans is the joint responsibility of the school leader and the district superintendent. NDE will monitor implementation relative to performance targets.

This agreement is structured to address the critical areas of Turnaround in Nevada: School Leadership, Student Learning, Planning, Conditions, Talent, Funding, Trust and Governance and Performance Management.

The purpose of this agreement is to establish a framework that will provide the basis for collaboration among the State, district administration and school board, and local school leader to turn around Nevada Virtual Academy School.

This Agreement shall take effect on the date of funding for the first year of SIG funding (the planning year). SIG regulations require at least three years of full implementation after the initial planning year, and will be reviewed by NDE on an annual basis in accordance with all applicable rules and regulations. Failure to either implement the SIG Turnaround Plan or make progress toward performance targets is grounds for termination of the agreement and SIG funding. The term of the agreement may be extended up to a total of five years, based on successful implementation and school performance.

Section 1. School Leadership

The school diagnostic review will assess the school principal's ability to lead school turnaround based on a set of turnaround competencies. Based on the assessment, the District Superintendent or designee will determine who will be assigned Principal of the school.

Authority: The school principal is responsible for leading school-wide efforts to improve school performance. In exchange for assuming that responsibility, the school principal must be granted the authority necessary to successfully implement the approved school plan including:

- a) Selection of all staff (including teachers, administrators, support staff, paraprofessionals, etc.); and
- b) Selection of the external provider to support implementation of the SIG Turnaround Plan.

Employment: The district will enter into a performance contract with the school leader for the term of the SIG grant. The contract will be reviewed on an annual basis and can be terminated by the district for failure to meet performance targets as outlined in the principal's cumulative 90-day leadership plans.

Supervision: The School Principal reports to the District Superintendent or her/his designee.

Evaluation: The District Superintendent (or designee) will evaluate the performance of the principal based upon his/her performance as detailed in 90-day Leadership Plan, which will include benchmarks relative to the school's SIG Turnaround Plan.

School Leadership Program: It is required that the principal participate in a school leadership program provided by the external provider. At a minimum, the program must include individual coaching and mentorship throughout each school year with regular district leadership involvement. Coaches/Mentors must meet with the principal a minimum of one time per month and district leadership must meet with the principal a minimum of one time per month. Meetings will focus on implementation of the developed 90-day Leadership Plan.

Section 2: Student Learning

NDE's school turnaround strategy is based on improving student learning by supporting teacher collaboration to deliver consistent effective Tier 1 instruction aligned to standards. School and district leadership will work with an external provider to implement effective teacher-led professional learning communities (PLCs) for grade level and/or subject specific teams of teachers. The PLCs will focus on use of data to inform instruction. School Improvement Grant resources will be used to pay for time for PLC meetings, facilitation, and coaching regarding PLCs and training in areas such as using data to inform instruction. All of this support is intended to build school capacity to sustain the PLC structure and culture beyond the term of the grant. School plans may also include other activities aligned with the PLC strategy.

Section 3: Conditions

The district must grant the school principal the authority required to implement the SIG Turnaround Plan and freedom from any district requirements that are not aligned with plan implementation.

Selection of staff: (see *Section 5: Talent*)

Use of time: Increase the time available for both instruction and teacher planning and collaboration.

District support: The district leadership and school board members are accountable for providing all district resources and supports described in the SIG Turnaround Plan. The District Superintendent (or designee) will meet monthly with the school principal to review progress, identify and remove obstacles and identify ways for the district to provide support.

The School and District continue to be subject to all academic accountability standards and evaluations currently in use or required by NDE regulation or code. The school principal is responsible for leading improved school performance. Failure to meet performance targets as outlined in the principal's cumulative 90-day leadership plans may result in his or her dismissal. NDE will monitor the school's progress every 90 days (October, January, April, and July) and do its due diligence to remove any barriers to implementation of the SIG Turnaround Plan.

The school will submit data on implementation and leading indicators quarterly to NDE.

Section 4: School Planning

As a requirement of the School Improvement Grant (SIG), the district and school agree to participate in a Diagnostic and Planning process facilitated by an external provider during the first year of the grant. Successful implementation of the SIG School Turnaround Plan (SSTP) developed during that process would be the basis for continued SIG grant funding. The SSTP will address school needs in each of the following areas based on the findings of the diagnostic review and the Nevada School Turnaround Principles¹.

- School leadership: Plan for ensuring that the school has an effective principal and processes to support teacher leaders; continuing support for the principal's leadership development aligned with an approved principal leadership program
- Turnaround conditions: Specific plans (including required changes to district policies and collective bargaining agreements necessary to establish turnaround conditions in the following areas):
 - Principal selection of all teachers
 - Supportive school climate
 - Autonomy to implement the SIG Turnaround Plan.
 - Increased learning time
- Teacher-led professional learning communities: Time and support for grade or subject-based PLCs that support data analysis to inform and guide effective Tier I instruction aligned with standards.
- School budget: Five-year school budget that utilizes all available funding to support turnaround strategies. Budgets are comprised as follows:
 - An initial planning year budget
 - If awarded funds, a three-year implementation budget and;
 - A fifth sustainability year budget)
- Annual performance targets for student outcomes and leading indicators of progress aligned with exiting Priority status within three to five years.

Section 5: Talent

During the planning year prior to implementation of the school plan, the district will provide the school principal with an opportunity to select teachers, administrators and other staff who both want to work in the school and have the skills, beliefs and commitment necessary to advance the school Plan. All incumbent staff will have an opportunity to apply for positions, but there will be no requirement that they be hired.

All staff will be evaluated annually consistent with the state and district evaluation system.

Schools and districts may provide financial incentives to teachers and other staff for working in a SIG/priority school and/or for meeting school performance objectives.

The district is expected to work with employee associations to implement changes to collective bargaining agreements necessary to implement these changes.

Section 6: Funding

All available resources must be used to advance the school plan and application including federal funds that serve low-income students (as well as other subgroups such as English Learner students). The approved School Improvement Grant (SIG) budget will serve as a roadmap for spending. District staff shall not interfere with any spending consistent with the approved SIG budget. Requests for changes to the budget must be submitted by the school and district and approved by NDE. The District will maintain the current level of funding at the School and provide any additional funds committed within the Plan.

Section 7: Trust

The quality of the relationships within a school community makes a difference. Schools need to build shared social trust among parents, students, and teachers. Foundations for school wide reform are characterized by trust among school members, collegial relationships, and widespread buy-in and support, as well as a shared vision for change in order for improvement efforts to be successful over the long term (Hale, 2000, Keirstead, 1999).

Section 8: Governance and Performance Management

Responsibility for implementing the SIG Turnaround Plan is shared by the principal, district superintendent, and school staff. The school and district are responsible for collecting and reporting to NDE on progress quarterly through the online eNOTE Tracker monitoring system.

External Providers selected by the school/district to support implementation of the SIG Turnaround Plan will manage monthly performance monitoring meetings of school and district leaders. These meetings will be problem-solving sessions intended to identify and resolve challenges before they obstruct progress. In addition to the meetings, NDE may conduct unannounced school visits as needed.

NDE will participate in 90-day reviews that will focus on progress toward specific, pre-defined, 90-day milestones. NDE monitoring, with support from the external provider, will focus on helping the school implement the plan with fidelity and make progress toward the identified performance objectives. The district and NDE will provide an initial report to the local school board during the planning period and then annual reports on progress. In the event of significant problems with plan implementation or performance, NDE will report the problem to the local school board.

**Section B.1: Schools to be Served
Due July 31, 2015**

In determining schools to be served and the selected intervention model for each school, NDE encourages the LEA to consider:

- *Eligible schools where the need and potential for dramatic growth is recognized (lowest performing schools).*
- *Eligible schools that, with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.*
- *An LEA in which one or more priority schools are located must serve all priority schools before it may serve one or more focus schools with SIG funding.*

School Name	NCES ID#	Priority or Focus
Nevada Virtual Academy High School		Priority

Section B.2: LEA Signatures

Due July 31, 2015

Complete and attach to application. If there are more than four schools included in the application the LEA must duplicate this page and include it as part of the application.

LEA Signatures	
LEA Name:	
School Board President Signature:	
Superintendent Signature:	

School Information & Signatures			
School Site Name:	Nevada Virtual Academy High School		
Principal Name:	Orlando Dos Santos		
Telephone #:	702-407-1825 ext. 7017	Email:	odossantos@NVVAHScademy.org
Principal Signature:			

School Information & Signatures			
School Site Name:	Nevada Virtual Academy Middle School		
Principal Name:	Daniel Diamond		
Telephone #:	702-407-1825 ext. 7020	Email:	ddiamond@NVVAHScademy.org
Principal Signature:			

School Information & Signatures			
School Site Name:	Nevada Virtual Academy Elementary School		
Principal Name:	Gabriel Gonzalez		
Telephone #:	702-407-1825	Email:	ggonzalez@NVVAHScademy.org
Principal Signature:			

School Information & Signatures			
School Site Name:	Nevada Virtual Academy		
Principal Name:	Caroline McIntosh		
Telephone #:	702-407-1825	Email:	cmcintosh@NVVAHScademy.org
Principal Signature:			

SECTION C
Due July 31, 2015

PLANNING YEAR DESCRIPTIVE INFORMATION FOR:

Nevada Virtual Academy

In applying for the Planning Year SIG funding
each LEA must address all requirements that are listed in Section C.

LEAs applying to serve multiple schools **must** complete section C for each school site.

Requirement 1: Planning Year

For an LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention.

The Nevada Department of Education requires that all selected eligible schools applying for SIG funding have included a planning year (2015-2016 school year). The SEA will evaluate the following elements to determine whether the LEA will be able to fully implement the SIG intervention:

The LEA must describe a comprehensive planning year in preparation for full implementation when the 2016-2017 school year begins. The LEA includes a detailed timeline for implementing planning activities, and a description of how the activities will lead to successful implementation and lead to the overall goal of student academic achievement. The focus of all planning activities should be directly related to the specific needs of the individual school and the intervention model chosen for the school.

In addition, the activities listed below are required by the NDE and are included in the Nevada Department of Education School Improvement Grant MOU Terms document provided in the certification section of the LEA application.

- a) A rigorous review of external providers is executed. The LEA will recruit, screen, and select any external providers that will be necessary to assist in planning for the implementation of an intervention model (additional requirements for review of external providers are included in the LEA application)
- b) The LEA agrees that the school will go through a comprehensive school needs assessment or diagnostic facilitated by an external provider.
- c) The LEA agrees that an external provider will facilitate the planning process in helping to

select the intervention model and prepare for implementation.

- d) Once the new principal is identified to lead the school turnaround, s/he will be provided the opportunity to select teachers, administrators and other staff who both want to work in the school and have the skills, beliefs and commitment necessary to advance the SIG Turnaround Plan (STP).
- i. If the incoming principal has been identified, but is not yet in place at the turnaround school during the planning year, it is allowable to use SIG to compensate the new principal for participating in planning activities.
 - ii. The flexibility in Section I.B.1 of the final SIG requirements is not intended to protect the job of any recently hired principal in an eligible school. Rather, the flexibility provided is intended to permit an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose.
 - iii. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully the chosen intervention model.
- e) Include descriptions of how family and community members will be engaged during the planning year.
- f) Include a completed NDE School Performance Plan (SPP) with the SIG application.

The following are examples of allowable planning year activities:

Staffing:

- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; and / or evaluate the strengths and areas of need of current staff.

Instructional Programs:

- Provide intervention and enrichment to students in schools that will implement a school improvement model at the start of the 2016-2017 school year through programs with evidence of raising achievement;
- Identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement;
- Compensate staff for instructional planning, such as examining student data, aligning curriculum to State standards and vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support:

- Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model;
- Provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model;

- Train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures:

- Develop and pilot a data system for use in SIG-funded schools;
- Analyze data on leading baseline indicators;
- Develop and adopt interim assessments for use in SIG-funded schools.

Family and Community Engagement

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected
- Survey students and parents to gauge needs of students, families, and the community.
- Communicate with parents and the community about school status, improvement plans, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if the prior school is implementing the closure model

Note: For full description of allowable planning activities, please refer to section J of the SIG Guidance for awards made with FY 2014 funds (March 2015).

<http://www2.ed.gov/programs/sif/legislation.html>

Requirement 1: Planning Year

At Nevada Virtual Academy, a rigorous review of external providers was executed. McREL International was selected as the external provider to assist in planning for the implementation of School Improvement at Nevada Virtual Academy. Nevada Virtual Academy appreciates being able to utilize the preferred provider list. However, we felt compelled to research other vendors and their offerings through their websites, conversations, products, services and publications. Nevada Virtual Academy clearly understands it is our responsibility to enter into contracts and Memorandums of Understanding with McREL. The expertise that McREL International Services will provide for Nevada Virtual Academy will strengthen the design and delivery of instructional services for all students has been articulated in the RFQ that was used to screen and select McREL as the External Provider for Year One. Additional qualifications that helped us to select McREL was their ability to provide Professional Development and Technical Assistance in each requirement of the grant, i.e., School Leadership, School Diagnostics, School Turnaround Planning, Progress Monitoring, Data to inform Instruction (PLCs), Tier I instruction aligned to standards, Mentoring Effective Teachers.

McREL will complete a school diagnostic to gather data by means of established procedures and methods that are thoughtfully selected to fit the purposes and context of the needs assessment. This will include data on school leadership, school infrastructure, Tier 1 instruction aligned to state standards, PLC effectiveness, school climate and teacher effectiveness. In the diagnostic process multiple types of data and sources are collected and examined to determine the schools current state.

Planning and support would be developed based upon the diagnostic review to impact the school the year following the plan. Monitoring support would begin with the start of plan implementation and take place at least monthly throughout the term of the project. Figure 1 outlines the Year 1 planning for diagnostic review and planning for Nevada Virtual Academy.

**Nevada Virtual Academy School Turnaround School
2015-2016 Diagnostic Process and Objectives**

Time Periods	Objectives
<p>Researchers – There will be 2 On-Site Visits of 2 days. On-going Virtual Communications between On-Site Visits (September – November)</p> <p>Consultant – One consultant On-Site for 2 days On-going Virtual Communications between On-Site Visits (September – November)</p>	<p>a. Identify and collect existing NVVAHS data with NVVAHS staff.</p> <p>b. Identify data gaps and conduct additional needed diagnostic assessments to include all stakeholders, i.e., students, parents, staff, community, etc.</p> <p>c. To conduct all diagnostic assessments</p> <p>d. To Analyze the data.</p> <p>e. To report results in comprehensive report that prioritizes needs and includes possible action steps.</p>

Figure 1

The initial external provider meetings with McREL will take place in September to early October. Once the grant application has been approved, dates will be finalized to begin the diagnostic process. The specific dates will be shared with the LEA and NDE to provide information that will be included in the full application due December 11. Figure 2 explains the objectives of subsequent visits in the planning process.

Nevada Virtual Academy School Turnaround 2015-2016 Planning Process

Time Period	Objectives
<p>2015-2016 School Year</p> <p>Consultant 2 On-Site Visits of 2 Days (November and December)</p> <p>3 On-Site Visits of 2 Days (January thru May)</p> <p>On-going Virtual Contacts between On-Site Visits</p> <p>NVVAHS Principal has opportunity to select teachers, and administrators and other staff that have the skills and experience necessary to advance the NVVAHS School Turnaround Improvement Plan.</p>	<p>a. Facilitate school staff’s understanding of NVVAHS’s diagnostic report.</p> <p>b. Facilitate the creation of a NVVAHS Turnaround Plan based on NVVAHS’s School Diagnostic Report.</p> <p>c. Facilitate the identification of high-leverage short cycle Improvement Strategies and Interventions (using the diagnostic report) to be implemented to strengthen student achievement.</p> <p>d. Implement strategies and frequent monitoring of short cycle strategies and interventions.</p>

Figure 2

Nevada Virtual Academy agrees that the school will go through a comprehensive school needs assessment facilitated by McREL International. Upon completion, McREL will facilitate the planning process in helping to select the intervention model in preparation for implementation.

Planning Year Activities:

Goal: School Turnaround Plan developed and planning for implementation in 2016 - 2017

Staffing

School Leadership –The school diagnostic review will assess the principal’s ability to lead school turnaround based a set of turnaround competencies. McREL will assess the leadership team using the Principals’ Sense of Efficacy Scales (Tschannen-Moran & Gareis, 2004) and the Collective Efficacy Scale Short Form (Goddard, 2002). The assigned McREL coach will work with the principal to identify members for the leadership team that provide representation for all stakeholder groups. The McREL coach will train the Principal and leadership team on the benefits of shared leadership, and solidify the role of the leadership team. Shared leadership creates conditions for maximizing individual and collective strengths and requires that others assume responsibility and take action for the good of the whole organization. McREL knows that school leadership demands more than one person can provide, and to that end offers a definition of shared leadership (Waters & Cameron, 2007):

“Shared leadership implies shared responsibility and mutual accountability toward a common goal or goals for the good of an organization. Shared leadership is not a program or a model. It is a condition that can be enabled and sustained through organizational authority.”

Additionally, the McREL coach will facilitate initial meetings of the leadership team to guide and model a process for engaging the team in shared leadership focused on supporting and monitoring implementation of the turnaround plan. This work with the leadership team focuses on developing their skills and abilities in the areas of data use, supporting research based practices, implementing shared leadership, developing a purposeful community, and using a continuous improvement process.

The current Principal was appointed in August of 2012. He had been working at Nevada Virtual Academy High School (NVVAHS) since 2010 in other administrative roles. Under this Principal’s leadership, the graduation rate has increased from 36.5% to 62% and student achievement has dramatically improved on state-mandated English, math, and writing tests. The NVVAHS Principal is also simultaneously, serving as the Interim Head of School.

Before SIG implementation Year 1, the Nevada Virtual Academy Board of Trustees will hire a new Head of School (HOS). The hiring of a new HOS will commence in June 2016 with a formal application process. If the current interim HOS is selected to become the permanent HOS, a new high school principal will be needed. The Board of Trustees will approve the new high school principal. The new high school principal will have the experience and skills needed to implement successfully the chosen intervention model.

The principal will be granted the authority necessary to successfully implement the approved school plan. Selection of staff includes teachers, administrators, support staff and

paraprofessionals.

Teachers – The focus of school improvement efforts should be on school-level and teacher-level factors and leadership practices that influence student achievement (Marzano, 2000, 2003; Waters et al., 2003) and is built on the premise that PLC members increase their individual capacity for improving instruction through their work on the team. During the diagnostic phase of the School Turnaround Planning, a focus group of teachers will provide formative data on the implementation and effectiveness of PLCs at NVVAHS. McREL in collaboration with the NVVAHS Leadership Team will determine teacher competencies that are deeply aligned to the Nevada Educator Performance Framework (NEPF):

NEPF Educational Practice: Instructional Practices

Standard 5: Assessment is Integrated into Instruction

Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.

Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.

Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.

Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.

Educational Practice: Professional Responsibilities

Standard 1: New Learning is Connected to Prior Learning and Experience

Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.

Standard 2: Reflection on Professional Growth and Practice

Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.

To gather baseline data on the Transformational Model, multiple data types and sources will be collected and examined.

As part of this process, existing data will be disaggregated and analyzed, including student achievement data, teacher instructional practice data on standards and indicators from the Nevada Educator Performance Framework (NEPF), documents related to the current implementation of PLCs (e.g., PLC agendas and minutes, school policy), and other relevant existing data (e.g., school leader performance data, school climate data, professional development data, parent and student perception data).

In addition to existing data sets, data from surveys and focus groups are collected to ensure that sufficient data is available to make determinations about the school's current status. This includes survey data to assess school leadership, school planning, self-efficacy, collective efficacy, and trust. The quality of the relationships within a school community makes a difference. Schools need to build shared social trust among parents, students, and teachers. Foundations for school wide reform are characterized by trust among school members, collegial relationships, and wide-spread buy-in and support, as well as a shared vision for change in order for improvement efforts to be successful over the long term (Hale, 2000, Keirstead, 1999).

The Nevada Department of Education Turn Around Principles listed in the Request for Qualifications (RFQ) to be qualified as an external provider include:

Strong Leadership

Tier 1 Instruction Aligned with State Standards

Increased Learning Time

Effect Use of Data to Inform Instruction

Coaching and Mentoring Teaching

The What Matters Most Survey will be administered to provide baseline data on the Turn Around Principle, Strong Leadership, that includes data on the leadership team systems-view of their school and determine starting points for prioritizing needs and identifying action steps. Since research has demonstrated that collective efficacy is a critical component in creating high-performance school cultures, efficacy of the principal and school leadership team levels are assessed using the Principals' Sense of Efficacy Scale (Tschannen-Moran & Gareis, 2004) and the Collective Efficacy Scale Short Form (Goddard,2002). Social trust will be assessed using the Omnibus T-Scale (Hoy & Tschannen-Moran, 2003).

A focus group with teachers will glean more detailed data on their implementation of PLCs. Another Turn Around Principle, Effect Use of Data to Inform Instruction, includes teacher-led professional learning communities that allow for time and support for grade or subject-based PLCs, effective use of data to inform instruction, support data analysis to inform and guide deeply aligned standards based instruction. Findings from the focus group will contribute to the findings from the review of PLC related documents, such as PLC agendas and minutes. McREL regularly uses these surveys with schools to guide planning and decision making. McREL will conduct the data collection, analysis, and reporting for these surveys.

Instructional Programs – Based on student needs and identified through data, analysis and aligned with standards, and increased learning time.

- Compensate staff for instructional planning, such as analyzing data, aligning curriculum to the Common Core State Standards, and vertically aligning formative assessments within and across content areas.

Professional Development

- Train all staff on the implementation of new or revised instructional practices or polices that are aligned with the school's comprehensive instructional plan
- Provide instructional support through administration and Instructional Coaches.

Preparation for Accountability Measures

- Nevada Virtual Academy will analyze data, establish priorities, create needs statements and offer recommendations for program effectiveness. The team will create need indicators with recommended data sources that are connected to at least one of the identified/prioritized needs and concerns.

Family and Community Engagement

- Nevada Virtual Academy will conduct surveys and focus groups to gather perspectives and expectations with all stakeholders. This may include, but are not limited to parents,

students, teachers, classified support, community members, and program administrators.

NDE School Performance Plan (SPP) for 2015-2016 is attached to the SIG application. Nevada Virtual Academy intends to utilize additional funding resources such as Title I \$630,450 for Instructional Leaders, Title II Math Support for teachers \$10,240 and SB 405 \$28,084 to support EL students. The SPCSA will support with strict guidance with 5% set aside for under performing schools.

SCORING RUBRIC FOR REQUIREMENT 1

The LEA describes their 2015-2016 planning year.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

A clear timeline is included describing planning year activities	Rating 0 1 2 3 Comments:
The rationale for the planning activities is included with all activities focused on school and academic improvement	Rating 0 1 2 3 Comments:
The LEA agrees that the school will go through a comprehensive school needs assessment or diagnostic facilitated by an external provider	Rating 0 1 2 3 Comments:
The LEA agrees that an external provider will facilitate the planning process in selecting the intervention model and preparation for implementation	Rating 0 1 2 3 Comments:
During the planning year, prior to implementation of the school plan, the district will provide the school principal with an opportunity to select teachers, administrators and other staff who both want to work in the school and have the skills, beliefs and commitment necessary to advance the plan	Rating 0 1 2 3 Comments:
The budget for the planning year is comprehensive and includes only allowable activities from the SIG Guidance, section J	Rating 0 1 2 3 Comments:
LEA supplies budget estimates of other potential funding that could be used to help support the planning year	Rating 0 1 2 3 Comments:
The NDE SPP is included with the SIG application	YES / NO

TALLY FOR SECTION: _____ /21 **x 2 (weighted)** =

Requirement 2: District Capacity for Implementation

The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority and Focus school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of full implementation.

The LEA demonstrates in a strong and convincing manner that it has the capacity to fully and effectively implement the intervention model it will choose. Specifically, the LEA demonstrates that it has the capacity to implement change in the following key areas:

- A. The LEA provides evidence of lessons learned from past turnaround efforts. The LEA response demonstrates how data from the lessons learned has been used to adjust and guide the planning of this application and intervention.
- B. Staff recruitment and selection: It is evident that the district is committed to reviewing and if necessary revising the following:
 - a. Job descriptions
 - b. Hiring practices for staff members at targeted schools
 - c. Methodology that has been used to recruit and select staff
 - d. Furthermore, the district demonstrates that it has the capacity to remove principals who have a history of low achievement (i.e., students have not on the whole, experienced growth in test scores during the administrator's tenure at the school)
 - e. The LEA also demonstrates that preliminary conversations have been held with stakeholders such as union representatives regarding changes in recruitment and hiring practices
- C. Staff training: The LEA presents a strong and detailed description of how staff training will be used at the school to be served in order to ensure fidelity of implementation of the intervention model. Specifically, the LEA demonstrates that it has or will create policies and procedures, which are or will be consistently implemented in the following areas:
 - a. All professional development is planned in response to data-based needs;
 - b. Professional development is delivered in accordance with established principles of adult learning (e.g., job-embedded, not one-shot; is evaluated and the results used for school improvement; and is individualized based on a given staff member's needs or on the needs of the majority of the staff at a school site)
- D. Consultation and coaching: The LEA describes with detail and focus how consultation and coaching will be implemented in the school to be served. Specifically, the LEA demonstrates the following:
 - a. It has or will create an effective coaching system in place for principals and teachers in which coaching is provided in an authentic setting
 - b. It is delivered according to well-established procedures including:
 - i. Methods for determining who needs coaching
 - ii. The content areas needed
 - iii. Ways of determining if behavior change is occurring in the person(s) being coached
 - iv. Analysis of coaching effectiveness
 - v. Strategies to change if coaching is ineffective
- E. Staff evaluation: The LEA presents a detailed description of how staff evaluation processes will reflect those skills taught through staff training and coaching opportunities.

- a. The LEA has or will create policies and procedures to evaluate the degree to which skills taught through staff training and coaching come to fruition in improved student performance
- b. When data reveal that individuals' skills are insufficient, systems of support are consistently and routinely accessed for all individuals who have demonstrated insufficient mastery of content (i.e., low student performance as assessed through multiple measures)
- c. Preliminary conversations have been held with stakeholders such as union representatives, regarding changes in recruitment and hiring practices

Key Area A: Data from past lessons

The SPCSA will support as a charter school authorizer and portfolio LEA. Pursuant to Nevada law the SPCSA devolves virtually all funding and operational decisions to the Board of Nevada Virtual Academy. The SPCSA will allocate federal funding in support of the program they have articulated in this grant proposal and will hold Nevada Virtual Academy accountable for dramatic academic improvement as a condition of retaining its charter.

Nevada Virtual Turnaround Summary

Nevada Virtual Academy has been in the process of turning around its academic program since its review with the State Public Charter School Authority in June of 2013. Since that time, the administration and staff have been focused on improving the metrics of each section of the Nevada School Performance Framework. This Framework has become the guiding force behind all efforts.

The data collected showed that prior to 2013, Nevada Virtual High School had a remediation problem. Once students fell behind, there was no possible way of recovering credits needed to graduate within four years or be in the classes necessary to pass the High School Proficiency Exams on expected grade-level.

Nevada Virtual Academy's current High School Principal, has been addressing the deficiencies of the high school program since the school's last renewal in June of 2013. Since that time, the principal has led the charge of sustained increases that have resulted in growth in all major metrics of the Nevada School Performance Framework. Below is as follows:

Graduation Rate

Prior to the 2012-2013 school year, when the current principal took over the high school, the graduation rate was 32.47%. Since that time, the school has seen a steady improvement, with the 2014-2015 graduation rate tracking at 60%, as seen on Figure 2.

Graduation Rate

An 84.8% increase 2011

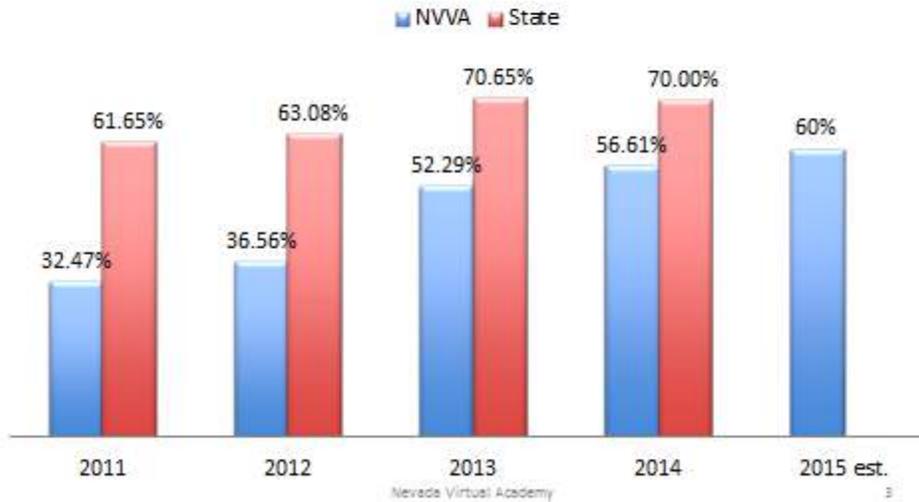


Figure 3

11th Grade HSPE Proficiencies

As you can see from Figure 3, 11th Grade HSPE rates have steadily risen since the current Principal took over.

11th HSPE Proficiency Rates

Always Increasing



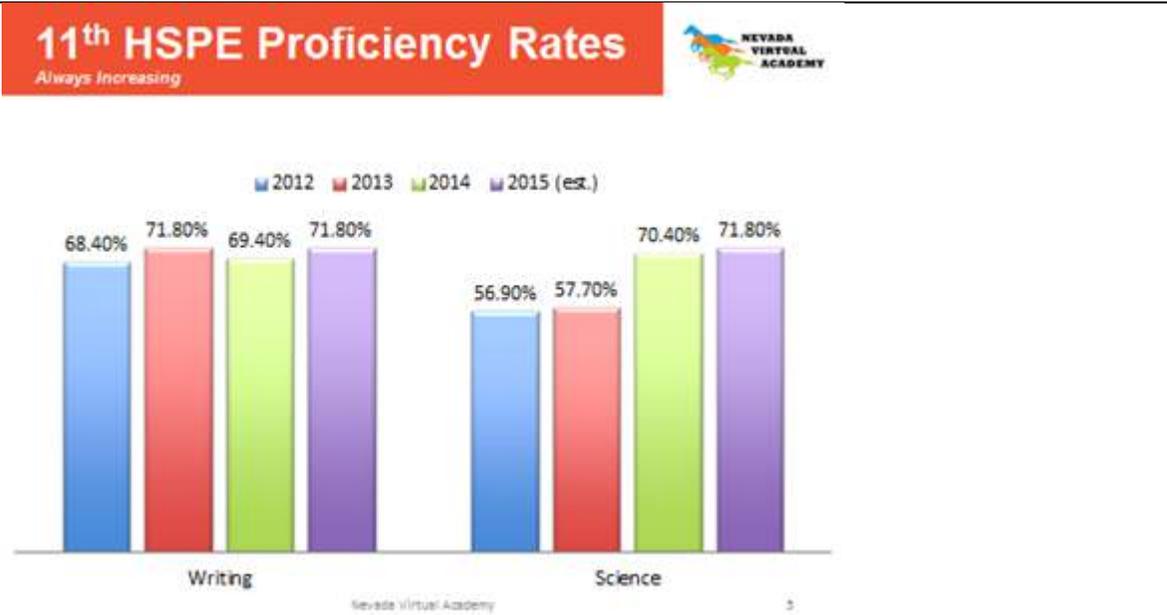


Figure 4

Average Daily Attendance

Nevada Virtual Academy’s Average Daily Attendance is taken as an entire K-12 school. Through the help of face-to-face tutoring and increased accountability, the school’s entire attendance rate has risen dramatically, as seen on Figure 4.

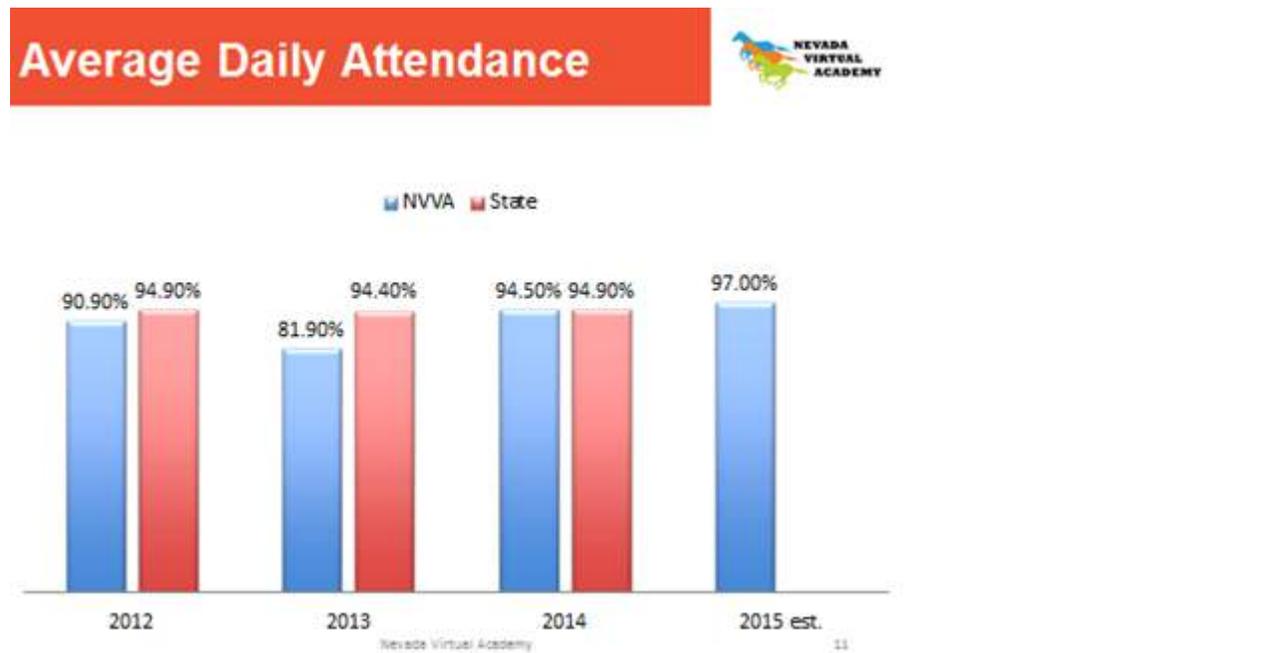


Figure 5

9th Grade Credit Deficiencies

As shown on Figure 5, after the new Principal assumed control, a renewed focus on 9th grade success was established. Since that time, credit deficiency rates have gone down every year.

9th Credit Deficiency Rates

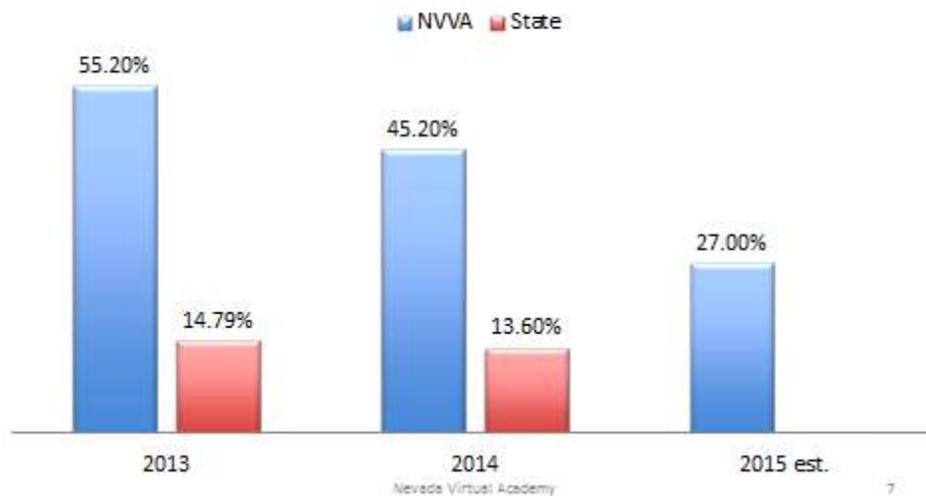


Figure 6

The Nevada Virtual Academy Board has been pleased with the overall growth of the high school. The Board believes that if the trends continue, the high school should exit the Priority status after the next evaluation.

Lessons Learned

Nevada Virtual Academy's past turnaround efforts have led to major change initiatives for students, staff and families. Nevada Virtual Academy's in-depth achievement analysis of school and state exams, including CRT, ACT, and iReady scores, have shown that an exclusively virtual model was limited in its ability to ensure all students are learning. The school's initial solution was to implement a face-to-face instructional component for students who were not successful with a completely virtual model; struggling students were provided with small group instruction in an in-person setting. During the 2014-2015 school year, teachers utilized local facilities (libraries, coffee shops, small businesses) to hold these remediation sessions. The face-to-face model was found to be successful, as measured by the high school graduation rate increase of 6.92% in 2015. The passing rate on HSPE in reading increased 1.5%, math increased by 1.1%, science increased by 2.5%, and writing increased by 3.5% in 2015. Ninth grade credit sufficiency grew from 54.8% in 2014, up to 79.4% in 2015. The data results supported the development of a readiness program for the 2015-2016 school year where teachers provide consistent daily face-to-face instruction, remediation, and interventions for students at three locations throughout the state. Students were selected for the program using several achievement data points: credit deficiency, grades, HSPE scores, interim assessment results, iReady scores, and interface engagement measures. By developing a blended option for struggling students, Nevada Virtual Academy has made significant and sustainable gains in student achievement as measured by graduation rates, HSPE passing rates, and credit sufficient students.

There are three consistent physical locations for students to engage in face-to-face instruction.

Durango Hills Community Center

3521 N. Durango Dr.

Las Vegas, Nevada 89129

Sandhill Location

3720 E. Tropicana Ave.

Las Vegas, NV 89121

Evelyn Mount Community Center

1301 Valley Road

Reno, Nevada 89512

Nevada Virtual Academy

Face-to-Face Instructional Schedule

Sandhill	Monday	Tuesday	Wednesday	Thursday
AM	ACT Prep	Algebra II	Geometry	Algebra
	HSPE Science Prep		English	English
PM	ACT Prep	HSPE Math Prep	Geometry	Algebra
		HSPE English Prep	English	English

YMCA	Monday	Tuesday	Wednesday	Thursday
AM	ACT Prep	HSPE Math Prep	Geometry	Algebra I
	HSPE Science Prep	HSPE English Prep	English	English
PM	ACT Prep	Algebra II	Geometry	Algebra I
			English	English

Reno Evelyn Mount Center	Tuesday
	HSPE Science Prep
	HSPE Math Prep
	HSPE English Prep

The face-to-face instructional time serve our diverse population of students in several ways. Seniors preparing to take or retake the HSPE attend one of the face-to-face locations weekly to review content, receive feedback, and study with a teacher led small group. The other face-to-face sessions are differentiated by content area to maximize instructional time. Students who have demonstrated mastery of content in their virtual classes have the option of attending the face-to-face instruction for extra help or to participate in small learning groups. Students that are on the Readiness pathway are required to attend the face-to-face instruction at the location that is closest day to their physical address. These students have struggled with attendance and/or achievement of content. At the face-to face location, teachers plan interventions based upon formative data gathered in the live virtual classes and summative data gathered from quizzes in the online curriculum.

Using the data in the Figures above, the administrative team identified a need to improve instruction, build teacher capacity, and provide ongoing professional learning for teachers. During the 2014 – 2015, Nevada Virtual Academy implemented Instructional Coaching with the addition of four experienced and highly trained coaches. The NVVAHS coaches work with the school staff as a whole, within grade levels (both vertically and horizontally), specific content areas, and individually to support effective instructional practices. Both formative and summative data reveal that the Instructional Coaches have had a positive

impact on the delivery of instruction. Therefore, during the 2015 – 2016 school year, a full time Instructional Coach will be serving Nevada Virtual Academy High School teachers and students in collaboration with this SIG application.

In October of 2015, the Nevada Virtual Academy High School hired a full time Instructional Coach. The Instructional Coach strengthens rigor and increases student engagement by collaborating with the high school teachers individually to set instructional and professional goals for the 2015-2016 school year in alignment with the Nevada Educator Performance Framework (NEPF). The Instructional Coach also facilitates Professional Learning Communities (PLCs) across all high school departments and cohorts. Finally, the Instructional Coach has implemented a monthly face-to-face professional learning session and holds bimonthly virtual professional learning sessions. The professional development topics for the 2015-2016 school year are the NEPF and Literacy across content areas in alignment with the Nevada State Literacy Plan for High School. The essential understanding driving professional learning is: how does reflective collaboration grounded in the Nevada Academic Content Standards and state assessments lead to intentional changes in instruction and student learning? The professional learning opportunities facilitated by the Instructional Coach provide opportunity for teachers to directly make instructional shifts, evaluate data, and reflect upon practice.

Finally, a major lesson learned from past turnaround efforts is the delivery of professional learning at Nevada Virtual Academy. Prior to this current school year, all professional learning was front loaded in the beginning of the year. In August 2014, the Marzano group led three days of professional learning. However, without a plan or system to sustain, monitor, and shape the learning, the professional learning was minimally sustained. In January 2015, the Instructional Coaches began to take a more active role in facilitating professional development and maintaining the adult professional learning through PLCs and with individual teachers. Research suggests that professional learning may be most useful when it focuses on instruction, occurs within the school context, and included collaborative interaction that is sustained over time (Hawley and Valli, 1999, Garet et al., 2001; Richardson and Placier, 2001, Hallman, Wenzel, and Fendt, 2004). Another lesson learned from NVVAHS’s past turnaround efforts is that a model of professional development in a partnership with the external experts at McREL and the Instructional Support staff at Nevada Virtual Academy provides a plan to build teacher capacity and sustainability.

Formative and summative data from the past two school years (including the lessons learned) has been used to guide the planning of this intervention and application.

Key Area B: Staff Recruitment and Selection

Nevada Staff Recruitment

Pursuant to Nevada law the SPCSA does not provides does not employ, recruit or dismiss staff at any of our State Sponsored Charter Schools.

Over the past two years, as Nevada Virtual Academy has transitioned from a school of compliance to a school of accountability, the administration has taken the proper steps to ensure that all hires are not only highly qualified but also highly effective and understand the shared vision of the school. This process begins with the recruitment of staff.

- a. **Job descriptions** – Job descriptions have been vetted by administration and the Board before be uploaded into recruitment sites like Teachers-Teachers.com and Indeed.com. All job descriptions display the vision of the school, a clear list of responsibilities for each position, and the school’s method of evaluation so that each perspective hirer understands the full scope of the position.
- b. **Hiring practices for staff members at targeted schools-** Due to the school’s location in Clark County, the school has to vie for highly qualified staff with the vastly larger Clark County School District (CCSD), which has an increased salary scale more and provides more opportunities to have staff located near their residence. With these obstacles to overcome, Nevada Virtual has increased its salary schedule over the past two years, as well as marketing its unique teaching structure and ability to have some time flexibility of certain aspects of the job. *However, even with the Nevada Virtual Academy salary schedule increase, it is still not comparable with CCSD. Nevada Virtual Academy’s salary schedule is approximately 5-10% lower in salary as the years of experience increase than CCSD. The benefits package at NVVA is comparable to CCSD. In January 2016, NVVA administration has begun a review process to evaluate a reallocation of funds to become more comparable to CCSD.*
- c. **Methodology that has been used to recruit and select staff-** Nevada Virtual Academy methodology of “Every Student, Every Day”, comes from the school’s new culture of achievement; in which the school encourages students to succeed based on quantitative results. All teachers should take ownership of their students’ success and be able to communicate within the school community regarding the school’s vision. Each teacher must be “on board” and work to develop a professional culture of high academic expectations for each student. And above all, each staff member must be a contributor to a “safe a respectful work environment”, promoting respect and equity among all other staff.
- d. **Furthermore, the district demonstrates that it has the capacity to remove principals who have a history of low achievement (i.e., students have not on the whole, experienced growth in test scores during the administrator’s tenure at the school) -** Nevada Virtual Academy’s High School Principal, has been addressing the deficiencies of the high school program since the school’s last renewal in June of 2013. Since that time, the school removed former High School Principal Sean Jensen and promoted Mr. Dos Santos who has led the charge of sustained increases that have resulted in growth in all major metrics of the Nevada School Performance Framework.

This year, due to poor academic achievement at the elementary level, former Elementary principal April Taggart resigned and the elementary school was taken over by Middle School Principal Daniel Diamond for the remainder of the school year.

- e. **The LEA also demonstrates that preliminary conversations have been held with stakeholders such as union representatives regarding changes in recruitment and hiring practices** – Since Nevada Virtual Academy’s

turnaround process started, the School Board has taken a much more vested interest in each and every staff hire. The Board has asked for the administration to incorporate grade-level data so that the Board can see what is most pressing.

Key Area C: Staff Training

Consistent with the Federal Government's priorities for turnaround school leadership and the Nevada Charter School Law, the SPCSA devolves all budgetary and operational decisions, including but not limited to personnel selection, development, and dismissal to the governing board of the school and the school's leadership team. Federal dollars are allocated by the SPCSA for this purpose. The SPCSA is also submitting a Great Teaching and Leading Fund proposal to provide intensive professional development and support for charter school leaders. SPCSA will nominate Nevada Virtual Academy school leaders as candidates for admission in this highly competitive program. Should the grant be awarded and NVVAHS candidates be selected by the partner organization, the SPCSA will cover all costs of participation.

Currently Nevada Virtual Academy has three full time Instructional Coaches and will hire an additional Instructional Coach for the 2015-2016 school year. The Instructional Coaches are teacher leaders with extensive backgrounds in curriculum and instruction, teaching experience, experience leading professional learning, and communication. "The Valle' Imperial Project in Science recognized that the development of teacher leadership was needed at two different levels: 1. Teachers on special assignment (TOSAs) were needed to provide leadership at the system or consortia level; and 2. Teacher leaders were needed at the school level to become liaisons between the consortia level and the school level and to help lead the reform efforts in their individual schools" (Klentschy, 2008, p. 58).

The development of teacher leaders may be a critical link that can take purposes and policies and influence student learning through its impact on teaching (Klentschy, 2008). To evoke sustainable change with the implementation of the School Turnaround Plan, the creation of a cadre of teacher leaders to support the change process is needed. Not only will the Instructional Coaches facilitate ongoing professional development with all teachers, but time for grade level Professional Learning Communities (PLCs) will be included. Activities that involve professionals in open and dynamic discussion, mutual problem solving and/or collaboration learning draw the participants into a community of teacher learners (Marlow, 2009).

Student Achievement Data will be the driving force behind all PLCs. Each week teachers will bring their individual class tracker data to the PLC meeting. The tracker data includes course proficiency rates and summative assessment data. Teachers will share classroom data and plan instruction including interventions/enrichment as a cohort to implement in class the following week. Common Formative Assessments (CFA's) will be planned by the PLC in alignment with curriculum and the Nevada Academic Content Standards to assess student mastery on lesson objectives. Teachers will use the data from CFA's to make instructional decisions to best meet the needs of all students.

The Instructional Coaches will expand on the implementation of the School Turnaround Plan by individually coaching teachers through pre/post observations and reflective questioning.

Literature suggests that professional learning may be most useful when it focuses on instruction, occurs within the school context, and includes collaborative interaction that is sustained over time (Hawley and Valli, 1999; Garet et al. 2001; Richardson and Placier 2001; Hallman, Wenzel, and Fendt, 2004). This model of professional learning leads to increases in instructional capacity which improves practice and contributes to overall school improvement.

Plan-Do-Study-Act Research

The research base for professional learning at Nevada Virtual Academy hinges on the Plan-Do-Study-Act (PDSA) as a model for continual improvement. The four stages of PDSA, a longstanding model, usefully illustrate the continuous improvement process:

Plan: A continuous improvement team studies a problem that needs to be solved, collects all baseline data on that problem, elaborates potential solutions to that problem, and develops an action plan.

Do: The team implements its action plan, collects data on its intervention, and records developments.

Study: The team gauges the success of the intervention by comparing baseline and new data, analyzes results, and documents lessons learned.

Act: The team determines what to do with its results. Depending on the success of its intervention, the team may choose to adopt, adapt, or abandon its tested solution. (Gorenflo and Moran, 2010; Langley et al., 2009)

The Plan-Do-Study-Act provides a cycle of continuous learning and instructional implementation based on teacher driven decision making and time frames. The Plan-Do-Study-Act model of improvement is utilized in business, healthcare, and education.

Schools Currently Using the Plan-Do-Study-Act Model of Professional Learning

www.montgomeryschools.md.org

www.washoeschools.org

[Nevada Virtual Academy](http://NevadaVirtualAcademy)

Key Area D: Consulting and Coaching

Consistent with the Federal Government's priorities for turnaround school leadership and the Nevada Charter School Law, the SPCSA devolves all budgetary and operational decisions, including but not limited to personnel selection, development, and dismissal to the governing board of the school and the school's leadership team.

2014-2015 was the first year of implementation of coaching at Nevada Virtual Academy with the inclusion of three Instructional Coaches. Coaching is an integral component of the school function that is focused on increasing instructional quality and reducing variability of instruction within the school. The purpose of instructional coaching is to create space for conversations about effective teaching among colleagues, not to evaluate or judge. Instructional coaches provide educators a great understanding of one's instructional strengths and challenges as well as improved abilities in order to employ mutually agreed upon instructional strategies that bring positive gains for students.

Nevada Virtual Academy Administrators will collaborate with McREL to identify an effective method of delivery with well-established procedures. This includes methods for determining who needs coaching, content area needs, ways to determine if behavior change is occurring, analysis of coaching effectiveness and strategies to change if coaching is ineffective.

PART E: Staff Evaluation

Consistent with the Federal Government's priorities for turnaround school leadership and the Nevada Charter School Law, the SPCSA devolves all budgetary and operational decisions, including but not limited to personnel selection, development, and dismissal to the governing

board of the school and the school's leadership team.

- a. Nevada Virtual Academy has adopted a teacher evaluation model which identifies the direct cause-and-effect relationship between teaching practices and student achievement. Our program facilitates a system-wide common language of instruction. The teachers and leaders make the most informed decisions that yield the greatest benefits for their students through this new model. This process is an exercise in compliance into an effective engine of incremental growth, one that reflects parallel gains between teacher assessment and student performance. To reform current practices and improve school performance, the administrative team has developed an equitable evaluation system. This new system was implemented school-wide during the 2014-15 school year. This evaluative tool contains levels of performance and four domains/clusters with a total of 60 measurable objectives. Nevada Virtual selects these elements on a 3-year rotation (20 elements each year). These domains and professional standards align with the critical skills necessary for effective instruction. A rubric exists to guide the assignment of targeted professional standard for each instructor. Observation and formative conferencing is conducted with site administrators prior to summative evaluations. Individualized goals and directions are developed between the site administrator and his/her supervised employees. Professional development activities are recommended based on individual needs.

Nevada Virtual Academy's appraisal report includes four domains: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, and Collegiality and Professionalism. Professional standards under these domains align with the critical skills that were sought during staff selection and hiring. Classroom observations and formative pre- and post-conferencing is conducted with licensed staff prior to the summative evaluation. Individualized goals and objectives are developed via a collaborative effort between the site administrator and the teacher. The administrators attended various professional development sessions on the use of the evaluation instrument. The school utilizes the same competency domains/critical skills to evaluate the effectiveness of school leaders. The first domain and critical skills are outlined below. The other domains and critical skills may be found in Appendix A.

DOMAIN 1 CLASSROOM STRATEGIES AND BEHAVIORS

Element 1: Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence	Student Evidence
<ul style="list-style-type: none"> O Teacher has a learning goal posted so all students can see it. O The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment. O Teacher makes reference to the learning goal throughout the lesson. O Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it. O Teacher makes reference to the scale or 	<ul style="list-style-type: none"> O Student feedback throughout the lesson indicates that students understand the learning goal for the lesson. O Student feedback throughout the lesson indicates that students understand how their current activities relate to the learning goal. O Students demonstrate an understanding of the levels of performance articulated in the scale of the rubric for the assignment.
<ul style="list-style-type: none"> b. Administration at Nevada Virtual Academy has implemented a quarterly observation schedule where each teacher is observed four times each year and provided feedback. Each observation includes a pre- and post-conference. As an administrative support mechanism, Academic Coaches are assigned teacher case-loads in order to further support continued growth among all instructional staff. Goals which are set at the beginning of the year are revisited during each of the observation conferences. At the end of the year, each staff member receives his/her evaluative marks and targeted objectives are determined for the next school year. If a teacher continues with known deficiencies, the team provides further support through professional development opportunities, shadowing of veteran teachers, and continued work with the Academic Coaches. c. The Nevada Virtual Academy board unanimously approved this teacher evaluation model in August of 2014. During the adoption of the appraisal report, Nevada Virtual Academy sought input from board members, teachers, administrative staff, and parents. In addition to the standard pre-employment paperwork each new hire receives, Nevada Virtual Academy's current practice is to provide teachers with the teacher appraisal report document and rubric in order to provide clarity of expectations from the beginning. d. In partnership with McRELs School Turn Around diagnostic data collection and planning, an evaluation of Nevada Virtual Academy's Marzano Evaluation tool will take place. Alignment with the Nevada Educator Performance Framework (NEPF) and Turn Around Principles, Tier 1 instruction aligned to standards, will be evaluated and recommendations to more deeply align will be made. 	

SCORING RUBRIC FOR REQUIREMENT 2

The LEA demonstrates the capacity to implement the intervention model

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The LEA provides evidence of lessons learned from past turnaround efforts	Rating 0 1 2 3 Comments:
The LEA response demonstrates how data from the lessons learned has been used to adjust and guide the planning of this application and intervention	Rating 0 1 2 3 Comments:
The LEA demonstrates its ability to handle staff recruitment and selection in all the components listed above in the requirements	Rating 0 1 2 3 Comments:
The LEA demonstrates its ability to handle staff training in all the components listed above in the requirements	Rating 0 1 2 3 Comments:
The LEA demonstrates its ability to handle consultation and coaching in all the components listed above in the requirements	Rating 0 1 2 3 Comments:
The LEA demonstrates its ability to handle staff evaluation in all the components listed above in the requirements	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /18

Requirement 3: School, Family and Community Engagement (includes USDOE requirements 2 & 9)

For each priority and / or focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention. For example, the LEA might hold community meetings, survey families and the community to gauge their needs, or provide updates to families and the community about the application process and the status of the LEAs application. The open dialogue and engagement mechanism with these stakeholders should not end when an LEA’s application is approved, but should continue through the planning and pre-implementation state and throughout the implementation of the intervention model.

AND

The LEA must describe how it will meaningfully engage families and the community in the planning (to account for the planning year) and implementation of the selected intervention on an ongoing basis. Ongoing mechanisms to engage families and community stakeholders should continue throughout the planning, pre-implementation, implementation and evaluation states of the intervention model.

The Nevada Department of Education requires that any LEA applying for the School Improvement Grant 1003(g) must commit to serve, and demonstrate that it is has taken into consideration stakeholder, including family and community, input. LEAs demonstrate this by describing the activities and process through which it will involve and engage stakeholders in selecting, implementing, and sustaining the intervention even after the 3 year implementation

period. Stakeholders include the following:

1. School administrators
2. Teachers
3. Families of students
4. The LEA must describe how the local school board will be engaged to ensure successful implementation (including the prioritization or revision of appropriate board policies and allocation of resources for SIG schools)
5. Other relevant community organizations

The following are examples of strategies to consider in your plan to address Requirement 3 – School, Family and Community Engagement

- Survey students and parents to gauge needs of students, families, and the community;
- Conduct activities to involve parents and stakeholders in the selection of an intervention model best suited to the specific needs of the school (e.g., hold community meetings);
- Communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail;
- Assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices;
- Hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model;
- Establish organized parent groups;
- Conduct community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges.
- Create focus groups that consist of a variety of stakeholders.

NVVAHS School, Family and Community Engagement

Family and community engagement has been and is a priority at Nevada Virtual Academy. The family engagement team at Nevada Virtual Academy begins each year with academic orientations for new and existing families. On-going feedback data is collected via, Open House surveys, questionnaires, and frequent conversations with students, parents and community, then utilized to design and deliver effective systems that support student success. This data is also used to guide and direct content delivered during engagement activities such as Academic Improvement Camps, Parent University and other group and individual trainings. NVVAHS teachers are required to call students frequently starting with a Welcome Message at the beginning of the school year.

One example of NVVAHS efforts to reach-out to our stakeholder is the expectation for all NVVAHS teachers and administrators to personally call and/or frequently meet with students and families to inform, inspire, encourage and follow-up with them regarding agreements and to monitor the family support students are receiving.

Homeroom teachers are required to conduct a Welcome Call within the first two weeks of the fall and spring semester. For students that enroll mid-semester, teachers conduct the Welcome Call

within 2 weeks of enrollment. At the beginning of each quarter homeroom teachers make contact with each student and family to collaborate on an Individual Learning Plan (ILP). The ILP is a working draft of the student's academic and social goals for the quarter. In addition, homeroom teachers make weekly phone calls home to students that are struggling in their courses. Students that are proficient or exceeding expectations receive a bimonthly phone call home to review student progress and provide any other support needed to enrich student learning. Students and families have access to their teachers' phone numbers and email to contact them at any time.

In many cases NVVAHS Teachers, Students and Parents develop a strong personal virtual relationship that is deepened through the frequent and consistent telephone and face-to-face conversations. Teachers, administrators and other staff communicate student and family needs to NVVAHS Leadership that often adjust the schedules, system to best meet student and family needs. NVVAHS Staff understand the expectation to focus on student needs in all circumstances.

The Family Engagement Team at Nevada Virtual Academy begins each year with personalized and detailed academic orientations for new and existing families. Each student at Nevada Virtual Academy is assigned to one of our seven Advisors who monitor student progress and connect families to the various programs and services available. The goal of the Family Academic Support Team is to assist families in removing any obstacle to a student's education and to offer engagement and enrichment opportunities for our families. Advisors provide ongoing Parent Information Sessions and Parent University to engage and support families year round.

Administration and the family support team facilitate student success by organizing teacher-led Workshops, Saturday School and tutoring. Nevada Virtual Academy builds a sense of community through extracurricular activities and clubs. The Science Technology Engineering and Mathematics (STEM) department creates social interaction opportunities that challenge students and parents to explore career options in Science, Technology, Engineering and Math. The extensive opportunities for achievement culminate in graduation.

Nevada Virtual Academy's 2014-2015 Parent University produced the following results:

Parent University Course	Parent Attendance
Love and Logic Sept. – October	4
Learning Coach Certification Sept. – Oct.	20
SBAC Practice Winter Break	37
What is SBAC Spring Break	16
Career and College Ready with ACT Spring Break	17
Total	94

2014-2015 NVVAHS Family Engagement Activities included:

Open Houses	Information Sessions	Total
241 Parents and Students	24 Parents	265

Individual 2014-2015 Live Family Orientations data follows:

Orientations	Family Attendance
Fall Family Orientations	324

Semester 2 Family Orientations	192
Total Live Family Orientations	516

- All Nevada Virtual Academy students are assigned Learning Coaches which are most often the Parent or Guardian of the student. There is ongoing training for each student’s Learning Coach. Mentoring, advisement, and counseling are additional services provided for each Learning Coach.
- In response to data collected from students, parents and staff Nevada Virtual Academy will hire a Social Worker for the 2015-2016 school year to provide guidance to the student support groups.).
- In response to data and input from select families that show a need for deeper engagement w a FAST (Family Academic Support Team) has been initiated. Families that have demonstrated a lack of engagement will be provided with additional resources and strategies to reengage them with NVVAHS’s staff and will work together to strengthen student academic success.

Nevada Virtual Academy has a full-time RTI/ELL Coordinator to monitor all ELL struggling students and low performing FRL students in need of more intensive instruction and assessment monitoring. Nevada Virtual Academy staff will be collecting time sheets for Social Worker and RTI/ELL Coordinator to demonstrate accountability, and will provide meeting logs for students. Survey data from families receiving services will be analyzed, interpreted, and communicated by Nevada Virtual Academy staff to obtain effectiveness of all facets of the Family Academic Support Teams. FAST teams are expected to carry-out numerous opportunities throughout the school year conducive to working families’ to strengthen team-building and individual capacity. The following bulleted list shows some of Nevada Virtual Academy’s commitments to family engagement for 2014-2015:

- Family Engagement Advisors: 7
- Workshops/Saturday School (HSPE, A+, Camp Pass your Class)(approximately 300 students in attendance)
- STEM Summer Camps (multiple camps across grade levels each week)
- Robotics Club
- Parent University (SBACs, ACT, Love and Logic, LC Certification) 94 parents attended
- Parent Information Sessions (24 Parents attended)
- Tutoring (SBAC, EOC’s, Academic Probation)
- Orientations (516 participants)
- Open Houses (241 students and parents)
- College and Career Fairs (2 sessions)
- College Readiness (FAFSA, interviews with admissions counselors) (2 sessions)
- Guest Speakers (ROTC, Games Design, Fire Department, Law Enforcement Officers)
- UNLV Campus Tours (3 tours)
- Graduations/Prom (June and August Graduation)

- Surveys (STEM, A+, Parent Satisfaction)
- Curricular Focus Groups (UNR)
- Community Interaction: Las Vegas Science Fest, Springs Preserve Advisory Panel, Back to School Park, Art-In-The-Park, Ice Cream Social
- PTA
- NVVAHS Clubs/extracurricular activities (Newsletter, Poetry-Out-Loud, Dance)

The Head of School and NVVAHS Administrators have well-known open-door practices that provide a friendly, welcoming environment for all stakeholders. Staff have been trained and utilizes effective customer service strategies to help everyone feel valued and welcome. Nevada Virtual Academy's Board of Trustees conducts ongoing school board meetings where all stakeholders are given the opportunity to ask questions, make suggestions, and express their opinions, comments and concerns with a school program or policy. Agendas for each school board meeting are made available via the school website and copies are printed and made available prior to each school board meeting for individuals who may not have access to a computer. Each school board meeting is located in a building that is ADA accessible and easily located by the public at large. Also, all equipment and technology used during these meetings meet ADA requirements. The opportunity to make public comments is available to any individual and is not based upon race, color, national origin, gender, age, or disabilities.

NVVAHS's Leadership is committed to keeping students, staff, and families apprised of student and school progress using various media including videos, radio spots, TV public service announcements, website tools, digital newsletters, inter-school k-mail system, and continual virtual connectivity with all students and their families, telephone calls, face-to-face conversations and meetings. Students, families and teachers will be heavily engaged during the School Improvement Planning Process by increasing awareness of student and school efforts, increased celebrations of student and school growth, family engagement and frequent participation in the many opportunities for families to become connected to NVVAHS and to each other. Throughout the school turnaround process NVVAHS Board of Trustees, Administration, Staff, Students and Families will have additional opportunities to seek and deepen our professional growth through the planning, implementation and post implementation processes. Administrators and staff will be presented with opportunities to monitor the implementation and changed practices occurring because of the NVVAHS School Turnaround processes and collaborative procedures. NVVAHS will seek ways to support, celebrate and publish student, staff, family and school efforts to improve through this Turnaround process. NVVAHS staff will take advantage of opportunities to explore effective ways to reach-out to other charter schools during the NVVAHS School Turnaround process; to learn and share effective best practices for the delivery of instruction to our students, and support for our staff, students and their families. The School Turnaround process will provide additional opportunities for our students, families and staff to come together in group and team settings to help guide NVVAHS's next best steps to student and school success. The NVVAHS School Turnaround Process will support NVVAHS's intent to inspire and connect with our students, families, and staff via the planning and implementation of the NVVAHS School Turnaround Plan. Throughout the planning process research that supports family engagement will be shared throughout the NVVAHS School Turnaround processes. Small and large successes and growth will be celebrated and published to all stakeholder groups. As a result of the NVVAHS School Turnaround process NVVAHS's stakeholders will become more invested in our growth and improvement process.

The Nevada Academy’s Board of Trustees will have an Agenda Item regarding the NVVAHS School Turnaround Process, Procedures and resulting Plan, on each of their regularly scheduled monthly meetings for a School Improvement Grant (SIG) Update and Report to be presented (orally, virtually or in writing) by the Head of School or her designee regarding the progress being made on the SIG Year One and SIG Implementation for remaining years.

Once the NVVAHS School Improvement Grant has been awarded the Head of School and Principals will include a SIG Update and Report Agenda Item during their regularly scheduled meetings. Grade Level meetings will include Agenda Items regarding the SIG and expectations of staff. Parent meetings and communications will include an Update and Report regarding the SIG intent, process, procedures and significance of their engagement with the NVVAHS School Turnaround Plan and sustainment of the changes brought about because of the NVVAHS School Turnaround process, procedures and plan.

SCORING RUBRIC FOR REQUIREMENT 3

The LEA has involved families and stakeholders throughout the entire process from planning, implementation and post-implementation.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The LEA includes a detailed description of the process it used to consult with relevant stakeholders regarding the LEAs application	Rating 0 1 2 3 Comments:
The LEA identifies stakeholder groups included in the planning process.	Rating 0 1 2 3 Comments:
The LEA response demonstrates that stakeholder representatives are clearly involved in the decision-making and planning process	Rating 0 1 2 3 Comments:
The LEA describes a detailed description of the process it will use to engage relevant stakeholders regarding the implementation process	Rating 0 1 2 3 Comments:
The LEA describes a detailed description of the process it will use to engage relevant stakeholders regarding the post-implementation process	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /15

Requirement 4 External Provider Guidelines

The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.

The LEA presents strong evidence as to the process it will use to recruit, screen, and select external providers in order to ensure their quality and qualifications to assist the LEA in making meaningful changes and implementing comprehensive reform. In addition to describing the recruitment and selection process, the LEA must also address how the external provider will be monitored, evaluated and held accountable for the contracted services. Meaningful measures will address the progress of the provider in meeting specific contractual obligations as well as the provider's general contribution to the effort to reform the targeted school. For example, the measures for a restart model school operator could examine such factors as the school's academic achievement, student attendance, and parent and community engagement. A fundable application must include the following strong evidence:

- a) A detailed discussion of the recruitment process the LEA will undertake to identify potential external providers
- b) A detailed description of what specific services the external provider will be expected to provide as well as the timeline and specific budget for such services
- c) A copy of the LEA's application for external providers
- d) A detailed description of the process that the LEA would utilize to evaluate these applications
- e) A discussion of how final selections of external providers will be made
- g) The LEA describes a detailed process for monitoring and evaluating the external provider's quality of service
- f) LEAs should make expectations clear by establishing measures against which the performance of the external provider will be assessed. Development of such measures and targets should be created with the external provider
- g) The LEA provides clear guidelines in how they will hold the external provider accountable for the services to which they committed

Required Qualifications for External Providers:

1. Reputable company offering positive background information about the company
2. Demonstrating a history of positive school turnaround experience with demographics and school size that is similar to the school
3. A minimum of 3 references to verify this experience
4. Experience with giving and analyzing a school need's assessments
5. Experience with plan implementation, monitoring, and creating progress checks for implementation
6. Experience with creating and conducting professional development for teachers and school leadership
7. Experience with schools in managing sustained positive change after the external provider is no longer contracted

An LEA should be as specific as possible in its Requests for Proposals (RFP) to potential providers regarding its expectations for how the provider will perform and be held accountable.

A memorandum of understanding (MOU), or similar agreement should make expectations clear by establishing measures against which the performance of the external provider will be assessed and the ongoing review mechanisms to monitor the agreed-upon outcomes (e.g. through monthly performance reports and/or briefings that monitor the outcomes for which the provider was hired).

MOUs/external partner contracts should also clearly identify LEA and Provider roles, responsibilities, and accountabilities while assuring partners will receive the flexibility needed to affect school-level change.

Requirement 4: External Provider Guidelines

Nevada Virtual Academy appreciates being able to utilize the preferred provider list. However, we felt compelled to research other vendors and their offerings through their websites, conversations, products, services and publications. Nevada Virtual Academy clearly understands it is our responsibility to enter into contracts and Memorandums of Understanding with McREL. The expertise that McREL International Services will provide for Nevada Virtual Academy that will strengthen the design and delivery of instructional services for all students has been articulated in the RFQ that was used to screen and select McREL as the External Provider for Year One. Additional qualifications that helped us to select McREL was their ability to provide Professional Development and Technical Assistance in each requirement of the grant, i.e., School Leadership, School Diagnostics, School Turnaround Planning, Progress Monitoring, Data to inform Instruction (PLCs), Tier I instruction aligned to standards, Mentoring Effective Teachers. McREL and Nevada Virtual Academy share common passion in the importance of Outside of School Time.

Responses to LEA Application P. 22, list for strong evidence that Nevada Virtual Academy is prepared to move forward with McREL as an effective and experienced external provider:

- a) Nevada Virtual Academy has utilized the Nevada Department of Education's preferred provider list.
- b) Specific services McREL will be providing include:

1. School Diagnostics that will include: data gathering by means of established procedures and methods that are thoughtfully and collaboratively selected to fit the purposes and context of the needs assessment.
2. McREL will conduct surveys and focus groups to gather perspectives and program experiences and expectations with stakeholders that include, but are not limited to parents, students, teachers, classified support and program administrators.
3. McREL will collect, analyze, interpret and communicate data on school leadership, school infrastructure, Tier 1 instruction aligned to Nevada standards, PLC effectiveness, school climate, teacher effectiveness, etc. to determine needs of Nevada Virtual Academy.
4. McREL will analyze, interpret, and communicate data, collaborate with NVVAHS stakeholders to establish priorities, create needs statement and offer recommendations for program effectiveness that includes a prioritization of needs with criteria and rationale.
5. McREL will recommend need indicators with recommended data sources that are connected to at least one of the identified/prioritized needs and concerns for NVVAHS.
6. McREL will recommend goals, objectives and strategies that are measurable, feasible and attainable.
7. Diagnostics will be completed with the goal that leads to action that will improve programs, services, organizational structure, and operations, or a combination of these elements including comparison groups as a means for gap analysis (including, but not limited to: English Language Learners, and Socio-economically disadvantages).
8. Assists with setting priorities and determines criteria for solutions so that planners can make sound decisions.
9. Reports results in comprehensive report that prioritizes needs and includes possible action

steps.

10. Expectations, Action Plans, Timelines, Plans, Processes and Procedures will be monitored quarterly and reported to Nevada Virtual Academy’s Head of School and Board of Trustees. Documentations of notifications, needs and any gaps will be communicated immediately and adjustments made to ensure desired outcomes.

c) Nevada Virtual Academy will comply with appropriate laws, regulations, legislature, policies and procedures regarding appropriate protocols and will send NDE copies of all compliance documents.

d) One of the pioneering characteristics of Nevada Virtual Academy’s services is the virtual aspect of our teaching and learning. McREL has a long history of successes with creative and innovative models and the research to support and strengthen our deeply improvement efforts.

As evidence of McREL’s school improvement approach proposed will work, below are examples where McREL has conducted successful continuous improvement and school transformation projects. McREL utilizes an evolving contextual and adaptable process and approach supported by our highly qualified consultants/coaches. Several of the schools and districts working towards school transformation in several states including Colorado, Indiana, Kansas, Michigan, Minnesota, Missouri, North Carolina, South Dakota, and Tennessee. Examples of McREL’s past performance are included in Figure 6.

Past Performance for Similar Projects

School or District	Type of work	Results
Clarksville-Montgomery County School District, TN	Strategic support, consulting, coaching, technical assistance and thought partnership for increasing quality and reducing variability in instructional through PDSA processes.	Increased use and implementation of high-reliability PDSA processes at all levels of the system. Instructional quality improvement at most school sites and implementation of rapid-cycle prototyping and piloting of improvement and innovation initiatives.
Northeast Guilford High School, NC	Strategic ongoing school improvement support through <i>Success in Sight</i> for a comprehensive high school with 1,176 students enrolled.	During the time McREL worked with NEGHS, proficiency rates on the state’s end-of-course exams improved substantially over the course of one school year. Increases in all areas (except Algebra I) were as follows: 24.5% in Algebra II, 18% in Chemistry, 14% in U.S. History, 12% in Biology, 10% in English, and 11% in Physical Science. In addition, teacher increases were seen in setting higher expectations, holding themselves and student accountable for learning and developing, and implementing high-engagement classroom activities.
Indiana (TOPHAT) Consortium, IN	Strategic ongoing school turnaround support for school districts labeled as low-performing receiving legislated assistance through <i>Success in Sight</i> serving schools in seven rural high-poverty school districts in Indiana.	Of the seven school districts involved, all saw steady gains in student achievement and moved off of the “watch list”. One school district, for example, experienced 32% overall growth in all subject areas and all grade levels on the statewide achievement test. An elementary school moved from the “watch list” to 93 and 94.5% of students scoring proficient in reading/math respectively.
Jefferson County Schools (Jeffco), CO	Strategic ongoing school turnaround support through <i>Success in Sight</i> at 30 schools in a large school district.	Strategic goals aligned state student assessments at 74% in content areas determined by school teams. 82% of goals set by schools were fully met and supported state test gains. In addition, short-cycle improvement processes were implemented to achieve quick wins leading to larger scale improvements.

Figure 7

e) Nevada Virtual Academy representatives have investigated and researched McREL’s professional work in education, talked with others about their work and now feel confident they will stand behind their products and services as we move forward together to strengthen our services. Nevada Virtual Academy will set up clear expectations and communicate these expectations, measurements and desired outcomes along the way to McREL.

SCORING RUBRIC FOR REQUIREMENT 4

The LEA demonstrates the ability to recruit select, monitor and evaluate external providers.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

A detailed discussion of the recruitment process the LEA will undertake to identify potential external providers	Rating 0 1 2 3 Comments:
A detailed description of what specific services the external provider will be expected to provide as well as the timeline and separate and specific budget for such services	Rating 0 1 2 3 Comments:
A copy of the LEA’s application for external providers is supplied	Rating 0 1 2 3 Comments:
A detailed description of the process that the LEA would utilize to evaluate these applications	Rating 0 1 2 3 Comments:
A discussion of how final selections of external providers will be made	Rating 0 1 2 3 Comments:
LEAs should make expectations clear by establishing measures against which the performance of the external provider will be assessed. Development of such measures and targets should be created with the external provider	Rating 0 1 2 3 Comments:
A detailed process for the monitoring and evaluating the external provider’s quality of service	Rating 0 1 2 3 Comments:
Clear guidelines in how the LEA will hold the external provider accountable for the services to which they committed	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /24

SECTION D

This section of the application is due to NDE by December 11, 2015
only for LEAs / schools approved for planning year funding.

LEAs that are APPROVED for planning year funding must work with an external provider to complete a comprehensive needs assessment to inform the full SIG application. Each LEA applying to receive SIG funds must select one of the six intervention models described below and complete all the requirements in this section.

NOTE: All SIG funds must be used to support the LEA’s implementation of one of the six intervention models in a Priority or Focus school, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, the SEA will consider the following:

- Is the proposed use of the funds directly related to the full and effective implementation of the model selected by the LEA?
- Does it address the needs identified by the LEA needs assessment?
- Will it advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools?

This application must be completed at the LEA level with active participation from the school leadership team and input from students, families, school staff, and the community.

LEAs applying to serve multiple schools with SIG funds must complete section D for each site.

Requirement 5: School Needs Analysis

For each priority and/or focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.

1A) NDE requires that any LEA applying for the School Improvement Grant 1003(g) must perform a current needs assessment, facilitated by an external provider, to analyze the needs of each eligible Priority and / or Focus School. The LEA must include the following in each school’s needs analysis description:

- a) Explain the processes and tools utilized in conducting the needs assessment, and the level and type of involvement of school stakeholders (including external partners, LEA administrators, school staff, students, parents, community members, etc.)
- b) The percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement) using the most current available proficiency / achievement data
- c) Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement). School-level data informing the needs assessment should include, but is not limited to, student achievement data, classroom observations, surveys, principal/ teacher evaluations, family and community engagement data, professional development data and program data

- d) Demographic information relevant to the school's achievement in Reading/Language Arts and Mathematics
- e) Contextual data for the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys)
- f) Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations)
- g) Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround, Transformation, Evidence-Based Whole School Reform, and Early Learning models, administrator education, experience, and performance evaluations)
- h) Lessons learned from any prior school improvement efforts

a) Explain the processes and tools utilized in conducting the needs assessment, and the level and type of involvement of school stakeholders (including external partners, LEA administrators, school staff, students, parents, community members, etc.)

Multiple data sources were collected and examined to determine the school's current alignment to six Nevada Department of Education requirements: school leadership, school infrastructure, Tier 1 instruction aligned to state standards, PLC effectiveness, school climate, and teacher effectiveness. Active participation in the school diagnostic needs assessment included the external partner, school administrators, teachers, students, parents, and community members through the School Improvement Leadership Team.

Primary and existing data sources, including the measurement tools, are included in Table 1.

Table 1. Data Sources and Measurement Tools

Primary Data Sources	Existing Data Sources
<ul style="list-style-type: none"> • Principals' Sense of Efficacy Scale • Leadership Team Self-Assessment • Collective Efficacy Scale Short Form • Omnibus T-Scale • Parent perception survey • School leader interviews • Teacher focus group 	<ul style="list-style-type: none"> • School leader evaluation • Marzano Teacher Evaluation Model – Self-Audit • Documents related to PLC implementation (e.g., PLC agendas and minutes, school policy) • Student achievement and additional student-related data • Professional development

Table 1

Data from surveys, interviews, and a focus group were collected. Efficacy of the principal and school staff were assessed using the *Principals' Sense of Efficacy Scale* (Tschannen-Moran & Gareis, 2004) and the *Collective Efficacy Scale Short Form* (Goddard, 2002a), respectively. The *Leadership Team Self-Assessment* is a reflection tool that allows school leaders to gauge how well they are functioning as a team in terms of communication among team members and between the leadership team and the rest of the NVVAHS staff. Social trust was assessed using the *Omnibus T-Scale* (Hoy & Tschannen-Moran, 2003). Parent feedback regarding NVVAHS was gathered using a parent perception survey (The Broad Foundation, 2009).

Interviews were conducted with the three NVVAHS leaders (one principal and two vice principals) to assess the school infrastructure. School infrastructure is the alignment of standards, curriculum, instruction, assessment, and teacher professional development, as described in the *Nevada Plan to*

Ensure Equitable Access to Excellent Educators (Nevada Department of Education, 2015). A focus group with teachers was conducted to gather more detailed data on the implementation of PLCs. Findings from the focus group and the review of PLC-related documents, such as PLC agendas and minutes, informed the assessment of PLC effectiveness.

Existing data were obtained from the NVVAHS leaders, including student achievement data, teacher instructional practice scores on standards and indicators from the NEPF, documents related to the current implementation of PLCs (e.g., PLC agendas and minutes, school policy), and school leader performance scores. Table 2 shows the alignment of the school diagnostic requirements, the data source(s) or measurement tool(s), and the audience from which data was collected.

Table 2. School Diagnostic Requirements Aligned with Data Sources, Measurement Tools, and Audience

School Diagnostic Requirement	Data Source/ Measurement Tool	Audience
School Leadership	School leader evaluation	Existing data
	Professional development	
	<i>Principals' Sense of Efficacy Scale</i>	School leaders
	<i>Leadership Team Self-Assessment</i>	
School Infrastructure	School leader interviews	School leaders
Tier I Instruction aligned to state standards	Marzano Teacher Evaluation Model – Self-Audit	Existing data
PLC effectiveness	Teacher focus group	Teachers
	School leader interviews	School leaders
	Documents related to PLC implementation	Existing data
School climate	<i>Collective Efficacy Scale Short Form</i>	School leaders and teachers
	<i>Omnibus T-Scale</i>	
	Parent perception survey	Parents
Teacher Effectiveness	Marzano Teacher Evaluation Model – Self-Audit Student achievement Additional student-related data (i.e., dropout rate, graduation rate, and high school credit deficiency) Professional development	Existing data

Table 2

b) The percent of students scoring proficient in Reading/ Language Arts and Mathematics (LEAs must consider both overall school and subgroup achievement) using the most current available proficiency / achievement data

Student Achievement

The HSPE is administered to students while they are in grade 11. To be considered proficient and eligible for a Nevada high school diploma, students must score “meets standard” or above on the HSPE in the content areas of math, reading, writing, and science. The following results are for Nevada as the “State” as well as NVVAHS students. The NVVAHS students are further disaggregated by student gender, ethnicity, individualized learning plan (IEP) status, and free/reduced lunch (FRL) status for the 2011– 2012, 2012–2013, 2013–2014, and 2014–2015 school years.

Math

Table 3 shows the total number of State students and NVVAHS students and the corresponding percentage of those students tested in math for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 8 displays the percentage of those students who are proficient in math.

Table 3. Total Number of Grade 11 Students and Percentage Tested in Math

Year	State		NVVAHS	
	Number	Percentage	Number	Percentage
2011-2012	31183	98.5%	235	89.4%
2012-2013	31096	98.2%	374	97.9%
2013-2014	31471	97.5%	230	97.4%
2014-2015	32238	97.0%	135	97.0%

Table 3

Figure 8. Percentage of Tested Students Proficient in Math

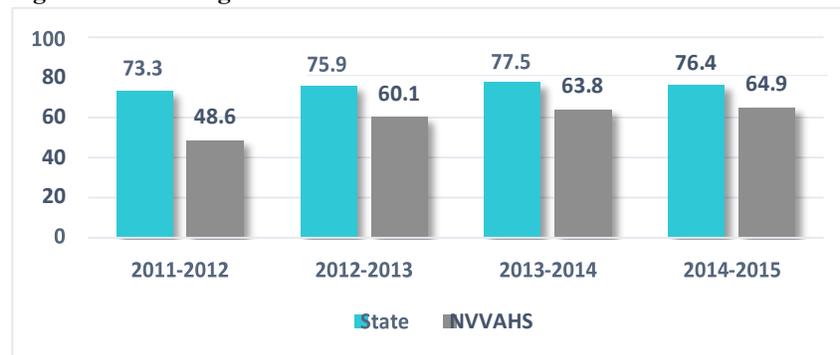


Figure 8

Table 4 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by gender and ethnicity, and the corresponding percentages of those students tested in math for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 9 displays the percentage of those students who are proficient in math. Please note that there are no results for students who are American Indian/Alaskan Native, Asian, or Pacific Islander, and there are no results for students who are Black in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 4. Total Number of Grade 11 Students and Percentage Tested in Math by Gender and Ethnicity

Year	NVVAHS		Female		Male		Black		Hispanic		White	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2011-2012	235	89.4%	143	90.2%	92	88.0%	28	85.7%	32	90.6%	160	91.9%
2012-2013	374	97.9%	204	98.0%	170	97.6%	37	97.3%	67	95.5%	239	98.7%
2013-2014	230	97.4%	126	96.8%	104	98.1%	27	96.3%	33	93.9%	154	98.1%
2014-2015	135	97.0%	78	96.2%	57	98.2%			32	96.9%	80	98.8%

Table 4

Figure 9. Percentage of Tested Students Proficient in Math by Gender and Ethnicity

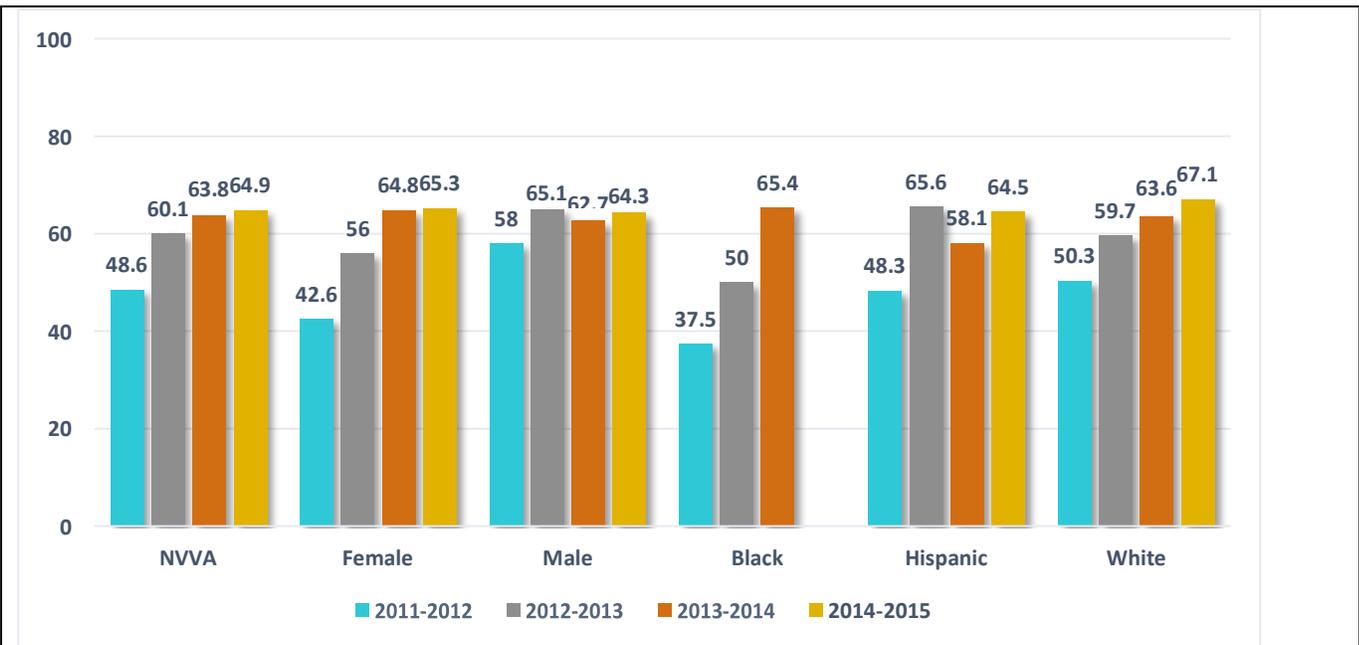


Figure 9

Table 5 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by IEP and FRL eligibility, and the corresponding percentage of those students tested in math for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 10 displays the percentage of those students who are proficient in math. Please note that there are no results for students who had an IEP in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 5. Total Number of Grade 11 Students and Percentage Tested in Math by IEP Status and FRL Status

Year	NVVAHS	IEP	FRL
2011-2012	235 89.4%	24 100.0%	119 92.4%
2012-2013	374 97.9%	34 97.1%	168 97.6%
2013-2014	230 97.4%	30 93.3%	109 98.2%
2014-2015	135 97.0%	118 97.5%	70 95.7%

Table 5

Figure 10. Percentage of Test Students Proficient in Math by IEP Status and FRL Status

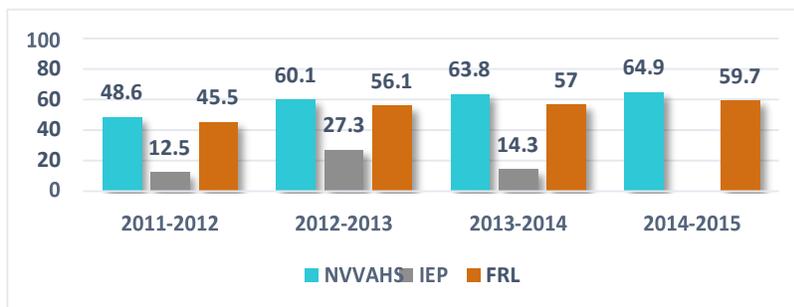


Figure 10

For math, the percent proficient for NVVAHS students (about 65% proficient) was lower than that for the state in the 2014–2015 school year. NVVAHS female and male students were comparable to each other (approximately 65% proficient) in the 2014–2015 school year. NVVAHS Black, Hispanic,

and White students increased proficiency percentages over time, with Black students making bigger gains (37.5% to 65.4% proficient from 2011–2012 to 2013–2014 school year²) than Hispanic and White students, who were at approximately 65% proficient in 2014–2015 school year. NVVAHS students with IEPs had the lowest proficiency percentages, at 14.3% proficient in the 2013–2014 school year. NVVAHS students who were eligible for FRL increased proficiency percentages over time and were almost 60% proficient in the 2014–2015 school year.

Reading

Table 6 provides information about the total number of State students and NVVAHS students and the corresponding percentages of those students tested in reading for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 11 displays the percentage of those students who are proficient in reading.

Table 6. Total Number of Grade 11 Students and Percentage Tested in Reading

Year	State		NVVAHS	
	Number	Percentage	Number	Percentage
2011-2012	31183	98.3%	235	88.5%
2012-2013	31096	98.2%	374	97.6%
2013-2014	31471	97.5%	230	98.3%
2014-2015	32238	96.9%	135	97.8%

Table 6

Figure 11. Percentage of Tested Students Proficient in Reading

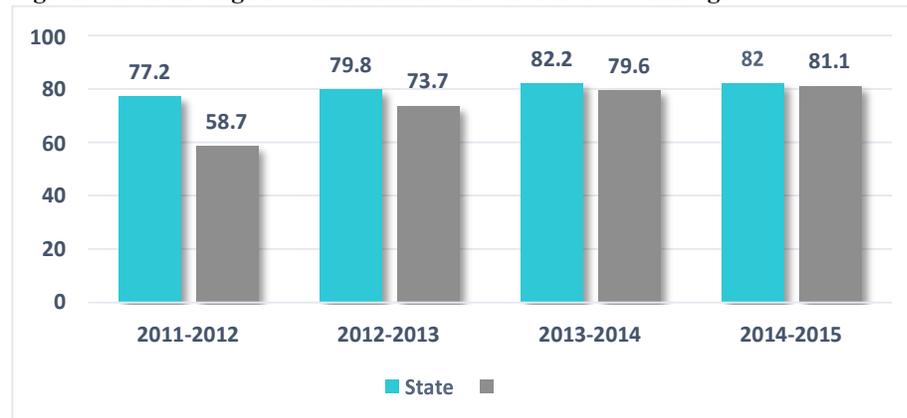


Figure 11

Table 7 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by gender and ethnicity, and the corresponding percentage of those students tested in reading for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 12 displays the percentage of those students who are proficient in reading. Please note that there are no results for students who are American Indian/Alaskan Native, Asian, or Pacific Islander, and there are no results for students who are Black in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 7. Total Number of Grade 11 Students and Percentage Tested in Reading by Gender and Ethnicity

Year	NVVAHS		Female		Male		Black		Hispanic		White	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2011-2012	235	88.5%	143	86.7%	92	91.3%	28	89.3%	32	87.5%	160	88.8%
2012-2013	374	97.6%	204	97.1%	170	98.2%	37	97.3%	67	95.5%	239	98.3%
2013-2014	230	98.3%	126	98.4%	104	98.1%	27	96.3%	33	97.0%	154	99.4%

2014-2015	135	97.8%	78	97.4%	57	98.2%			32	100.0%	80	100.0%
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Table 7

Figure 12. Percentage of Test Students Proficient in Reading by Gender and Ethnicity



Figure 12

Table 8 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by IEP and FRL eligibility, and the corresponding percentages of those students tested in reading for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years.

Figure 13 displays the percentages of those students who are proficient in reading. Please note that there are no results for students who had an IEP in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 8. Total Number of Grade 11 Students and Percentage Tested in Reading by IEP Status and FRL Status

Year	NVVAHS		IEP		FRL	
2011-2012	235	88.5%	24	100.0%	119	88.2%
2012-2013	374	97.6%	34	97.1%	168	98.2%
2013-2014	230	98.3%	30	96.7%	109	99.1%
2014-2015	135	97.8%			70	97.1%

Table 8

Figure 13. Percentage of Test Students Proficient in Reading by IEP Status and FRL Status

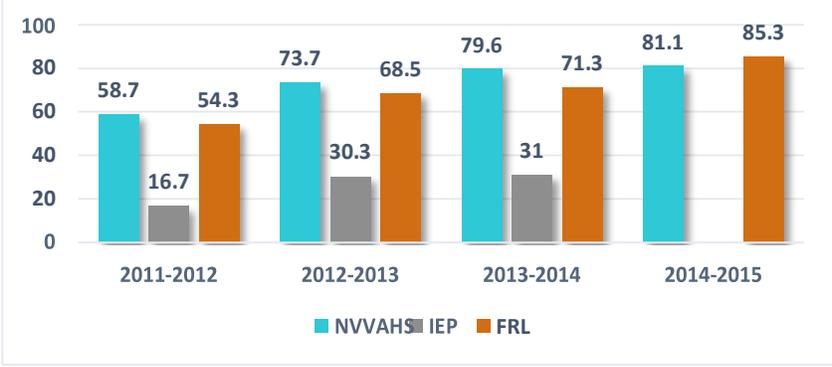


Figure 13

For HSPE reading, the percent proficient of NVVAHS students (80% proficient) was comparable to

that for the state (81% proficient) in the past two school years. NVVAHS female students had higher proficiency percentages than NVVAHS male students, with more than 80% proficiency for females and more than 70% proficiency for males. NVVAHS Black and Hispanic students varied in their proficiency percentages, ranging from 68% to 58% to 73% proficiency for Black students and from 54% to 77% to 91% to 75% for Hispanic students, while NVVAHS white students steadily increased their proficiency percentages over time from 56% to 74% to 80% to 85% proficiency. NVVAHS students with IEPs had the lowest proficiency percentages, at 31% proficiency in the 2013-2014 school year, while NVVAHS students who were eligible for FRL increased proficiency percentages over time, from 54% to 85% proficiency.

Writing

Table 9 provides information about the total number of State students and NVVAHS students and the corresponding percentages of those students tested in writing for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 14 displays the percentage of those students who are proficient in writing.

Table 9. Total Number of Grade 11 Students and Percentage Tested in Writing

Year	State		NVVAHS	
2011-2012	31183	98.0%	235	95.7%
2012-2013	31096	96.5%	374	93.9%
2013-2014	31471	96.4%	230	96.5%
2014-2015	32238	95.7%	135	98.5%

Table 9

Figure 14. Percentage of Tested Students Proficient in Writing



Figure 14

Table 10 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by gender and ethnicity, and the corresponding percentages of those students tested in writing for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 15 displays the percentages of those students who are proficient in writing. Please note that there are no results for students who are American Indian/Alaskan Native, Asian, or Pacific Islander, and there are no results for students who are Black in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 10. Total Number of Grade 11 Students and Percentage Tested in Writing by Gender and Ethnicity

Year	NVVAHS	Female	Male	Black	Hispanic	White
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2011-2012	235	95.7%	143	96.5%	92	94.6%	28	96.4%	32	93.8%	160	96.9%
2012-2013	374	93.9%	204	93.6%	170	94.1%	37	89.2%	67	89.6%	239	95.8%
2013-2014	230	96.5%	126	97.6%	104	95.2%	27	92.6%	33	93.9%	154	98.1%
2014-2015	135	98.5%	78	97.4%	57	100.0%			32	96.9%	80	100.0%

Table 10

Figure 15. Percentage of Test Students Proficient in Writing by Gender and Ethnicity



Figure 15

Table 11 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by IEP and FRL eligibility, and the corresponding percentages of those students tested in writing for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 16 displays the percentage of those students who are proficient in writing. Please note that there are no results for students who had an IEP in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 11. Total Number of Grade 11 Students and Percentage Tested in Writing by IEP Status and FRL Status

Year	NVVAHS		IEP		FRL	
2011-2012	235	95.7%	24	100.0%	119	95.8%
2012-2013	374	93.9%	34	97.1%	168	93.5%
2013-2014	230	96.5%	30	93.3%	109	97.2%
2014-2015	135	98.5%			70	97.1%

Table 11

Figure 16. Percentage of Tested Students Proficient in Writing by IEP Status and FRL Status

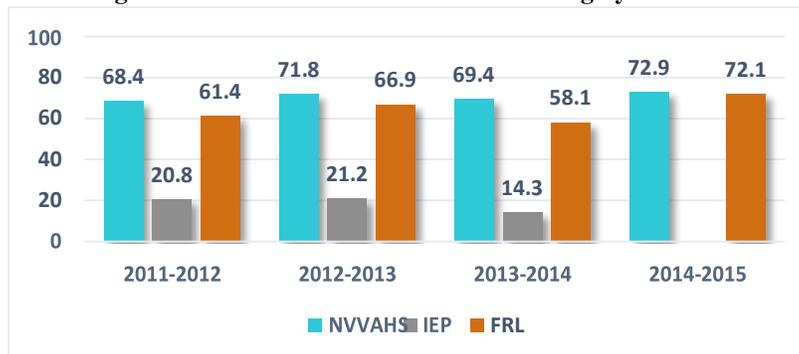


Figure 16

For HSPE writing, the percent proficient of NVVAHS students (70% proficient) was slightly lower than that for the state (80% proficient). NVVAHS female students had much higher proficiency percentages, at 81– 85% proficient, than NVVAHS male students, at about 55% proficient. NVVAHS Black and White students remained somewhat steady over time, at about 65% proficient and about 70% proficient, respectively while NVVAHS Hispanic students varied in their proficiency percentages over time, from 60% to 73% to 71% to 68% proficiency. NVVAHS students with IEPs had the lowest proficiency percentages, at about 14% proficiency, and NVVAHS students who were eligible for FRL varied in their proficiency percentages over time, from 61% to 67% to 58% to 72% proficiency.

Science

Table 12 provides information about the total number of State students and NVVAHS students and the corresponding percentages of those students tested in science for the 2011–2012, 2012–2013, 2013– 2014, and 2014–2015 academic years. Figure 17 displays the percentages of those students who are proficient in science.

Table 12. Total Number of Grade 11 Students and Percentage Tested in Science

Year	State		NVVAHS	
2011-2012	31183	97.6%	235	86.8%
2012-2013	31096	96.8%	374	75.9%
2013-2014	31471	97.3%	230	97.0%
2014-2015	32238	96.9%	135	95.6%

Table 12

Figure 17. Percentage of Tested Students Proficient in Science

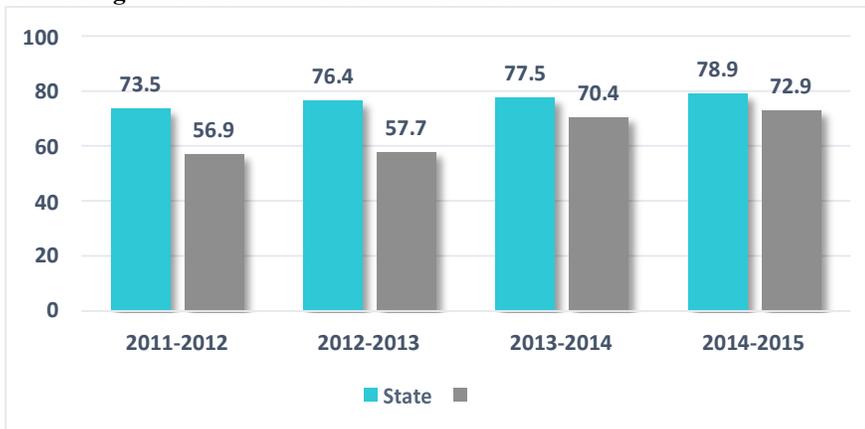


Figure 17

Table 13 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by gender and ethnicity, and the corresponding percentage of those students tested in science for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 18 displays the percentages of those students who are proficient in science. Please note that there are no results for students who are American Indian/Alaskan Native, Asian, or Pacific Islander, and there are no results for students who are Black in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 13. Total Number of Grade 11 Students and Percentage Tested in Science by Gender and Ethnicity

Year	NVVAHS	Female	Male	Black	Hispanic	White						
2011-2012	235	86.8%	143	85.3%	92	89.1%	28	89.3%	32	90.6%	160	85.6%
2012-2013	374	75.9%	204	82.8%	170	67.6%	37	78.4%	67	70.1%	239	77.8%
2013-2014	230	97.0%	126	97.6%	104	96.2%	27	96.3%	33	93.9%	154	98.1%
2014-2015	135	95.6%	78	94.9%	57	96.5%			32	96.9%	80	98.8%

Table 13

Figure 18. Percentage of Tested Students Proficient in Science by Gender and Ethnicity



Figure 18

Table 14 provides information about the total number of NVVAHS students, NVVAHS students disaggregated by IEP and FRL eligibility, and the corresponding percentages of those students tested in science for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 15 displays the percentages of those students who are proficient in science. Please note that there are no results for students who had an IEP in the 2014–2015 academic year because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 14. Total Number of Grade 11 Students and Percentage Tested in Science by IEP Status and FRL Status

Year	NVVAHS	IEP	FRL	
2011-2012	235	86.8%	24 95.8%	119 87.4%
2012-2013	374	75.9%	34 85.3%	168 77.4%
2013-2014	230	97.0%	30 90.0%	109 97.2%
2014-2015	135	95.6%		70 95.7%

Table 14

Figure 19. Percentage of Tested Students Proficient in Science by IEP Status and FRL Status

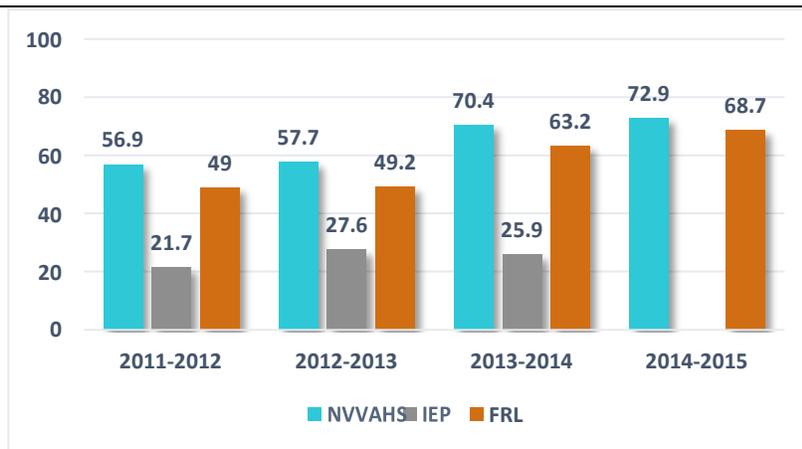


Figure 19

For HSPE science, the percent proficient for NVVAHS students (about 71% proficient) was lower than that for the state (about 78% proficient). NVVAHS female and male students were comparable to each other at about 70% proficient. NVVAHS Black, Hispanic, and White students increased proficiency percentages over time, with Black students going from 60% to 65% proficient, Hispanic students increasing their proficiency from 45% to 61%, and White students improving their proficiency from 60% to 82%. One exception is NVVAHS Black students in the 2012–2013 school year, when the percent proficient decreased by more than 30% from the previous year (from 60% to 27.6% proficiency). NVVAHS students with IEPs had the lowest proficiency percentages (approximately 25% proficient) and NVVAHS students who were eligible for FRL increased proficiency percentages over time, from 49% to 69%.

The approach to raise the achievement of students with special education needs is two pronged. Improving Tier 1 instruction for all students and increasing effective use of assessment data to differentiate instruction will raise the achievement of all students especially those with special education needs. The special education teachers will participate in the professional development for the math, English and science teachers that is planned at the start of the school year for alignment. Secondly, support of the administrative team, instructional coaches, school improvement team and PLCs to use specific student data to implement short cycle strategies to improve achievement of targeted student groups or individuals will address eliminating gaps in achievement while raising all achievement. Support for the administrative team and instructional coaches will also involve their analysis of the effectiveness of special education and RTI delivery of services and their impact on student learning possibly resulting in a change in delivery of services.

Nevada Virtual Academy ACT Data

In April 2015, all 11th graders in public school in Nevada took the ACT college entrance exam. The ACT is a standards-based achievement test and career planning tool that assesses students' academic readiness for college. In July 2014, the Nevada State Board of Education selected the ACT as Nevada's new college and career readiness assessment. The ACT is scored on a scale of 1 to 36 with 36 being the highest possible composite score.

Figure 20 demonstrates NVVAHS's 11th grade ACT Benchmark Proficiency for 2015.

ACT Benchmark Proficiency

11th Grade- Spring 2015

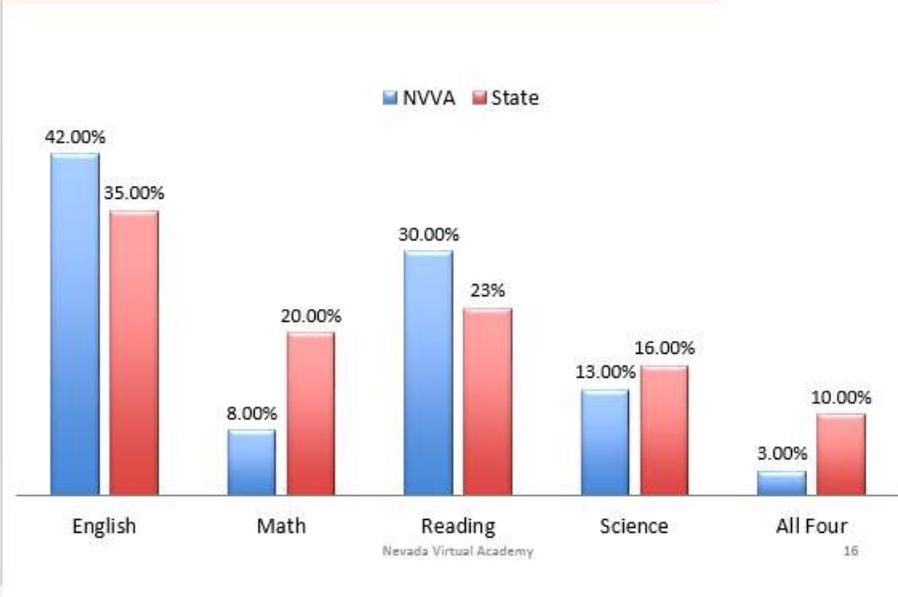


Figure 20

Figure 21 demonstrates NVVAHS's 11th grade average ACT scores for 2015.

Average ACT Scores

11th Grade- Spring 2015

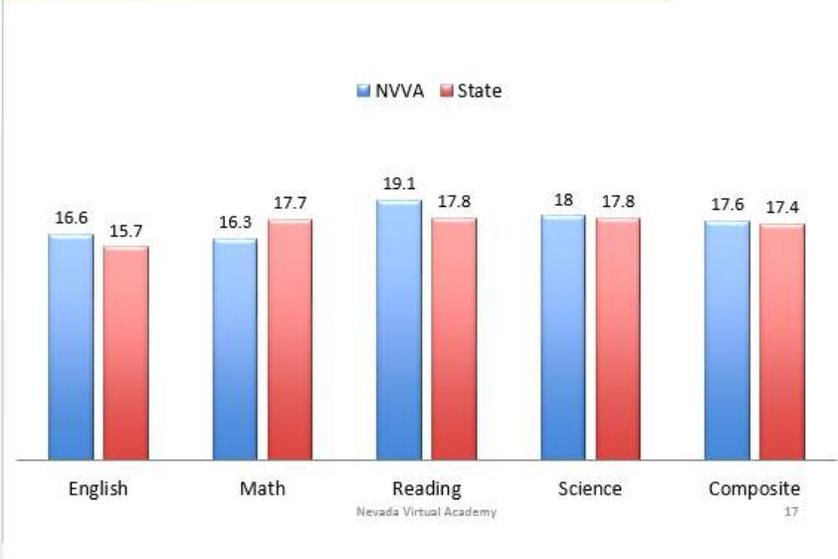


Figure 21

c) Trend data for both Reading/Language Arts and Mathematics (LEAs must consider overall school and subgroup achievement). School-level data informing the needs assessment should include, but is not limited to, student achievement data, classroom observations, surveys, principal/ teacher evaluations, family and community engagement data, professional development data and program data

Classroom Observations

NVVAHS's platform allows for some flexibility with observations. Classrooms observations within the virtual platform can be in real time, or administrators have the option of viewing classroom recordings;

classroom observations also occur at our blended sites.

Informal observations occur without a pre-observation conference, but formal observations are prefaced with a pre-observation conference. Teachers will also meet with their administrator to review their instructional and professional goals, as NVVAHS adapts the NEPF. Administrators observe and oversee teachers within their assigned departments: English (5), math (6), science (5), social studies (3), electives and foreign language (5), credit recovery (1) and special education (7).

Principal/Teacher Evaluations

Principals' Sense of Efficacy Scale

In October 2015, the *Principals' Sense of Efficacy Scale* (Tschannen-Moran & Gareis, 2004) was administered to the NVVAHS principal and vice principals. This survey is comprised of three subscales with six items in each subscale: efficacy for management, efficacy for instructional leadership, and efficacy for moral leadership. The response options range from 1 (*None at all*) to 9 (*A great deal*). Figure 22 presents the NVVAHS leader results on the *Principals' Sense of Efficacy Scale*.

Figure 22. NVVAHS Leader Results on the Principals' Efficacy Scale

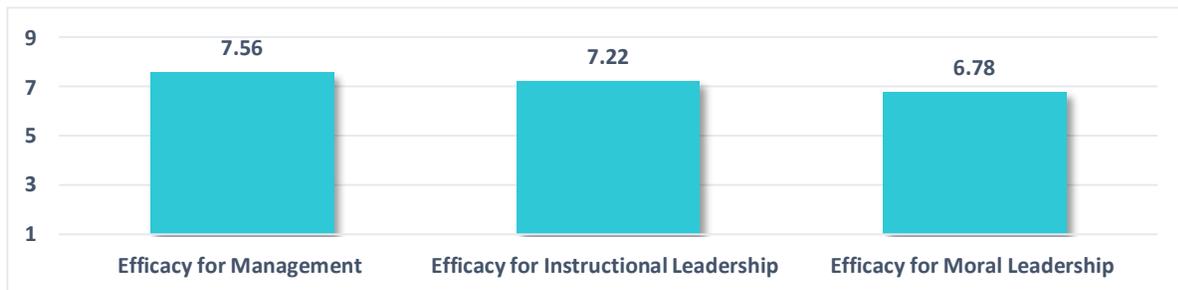


Figure 22

Leadership Team Self-Assessment

In October 2015, the *Leadership Team Self-Assessment* was administered to the NVVAHS leaders. McREL International developed the *Leadership Team Self-Assessment* as a component of the school improvement process and method for school leaders to reflect on how they operate as a team guiding the school's initiatives. This survey examines the functioning of the school leadership team (in this case, the three NVVAHS leaders) and their communications with school staff. The response options range from 1 (*None at all*) to 5 (*To a great extent*). Figure 23 presents the NVVAHS leader results on the *Leadership Team Self-Assessment*.

Figure 23. NVVAHS Leader Results on the Leadership Team Self-Assessment

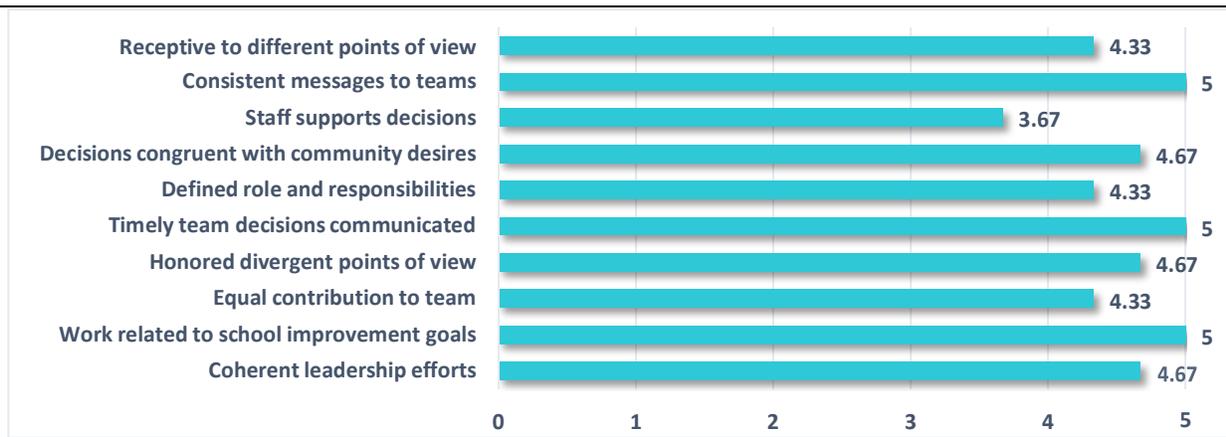


Figure 23

Tier 1 Instruction Aligned to State Standards

Tier 1 instruction aligned to state standards was assessed using self-audit data from the Marzano Teacher Evaluation Model (Appendix E) from the 2014–15 school year. Teachers completed a self-audit in the fall 2014 (n = 19) and summer 2015 (n = 14). Data were included for those teachers who were still at NVVAHS for the 2015–16 school year; data for teachers who did not return to NVVAHS after the 2014–15 school year were not included in the results. The Marzano Teacher Evaluation Model is categorized into four domains with numerous elements in each. Each element has five categories: Innovating, Applying, Developing, Beginning, and Not Using. NVVAHS school leaders believed that Elements in Domains 1 and 2 addressed Tier 1 instruction aligned to state standards. Domain 1 relates to classroom strategies and behaviors; Domain 2 relates to planning and preparing. Figure 24 presents the results for Domain 1 Elements 1 and 2, which have to do with providing clear learning goals and scales as well as tracking student progress, respectively.

Figure 24. Domain 1 Elements 1 and 2 Results

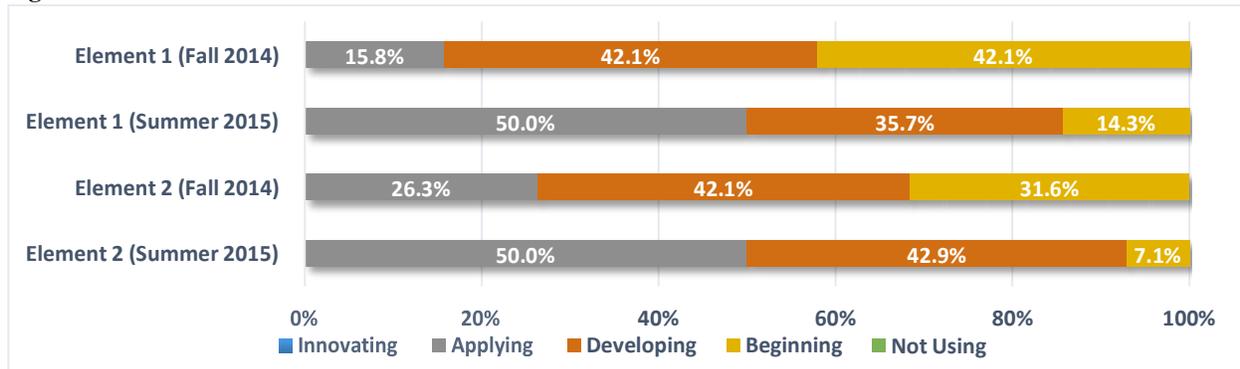


Figure 24

Figure 25 presents the results for Domain 1 Elements 6, 9, 11–13, 15, and 19–20, which have to do with identifying critical information, chunking content into “digestible bites,” helping students elaborate on new information, helping students record and represent knowledge, helping students reflect on their learning, organizing students to practice and deepen knowledge, helping students to practice and deepen knowledge, and helping students revise knowledge, respectively.

Figure 25. Domain 1 Elements 6, 9, 11 -13, 15, and 19-23 Results

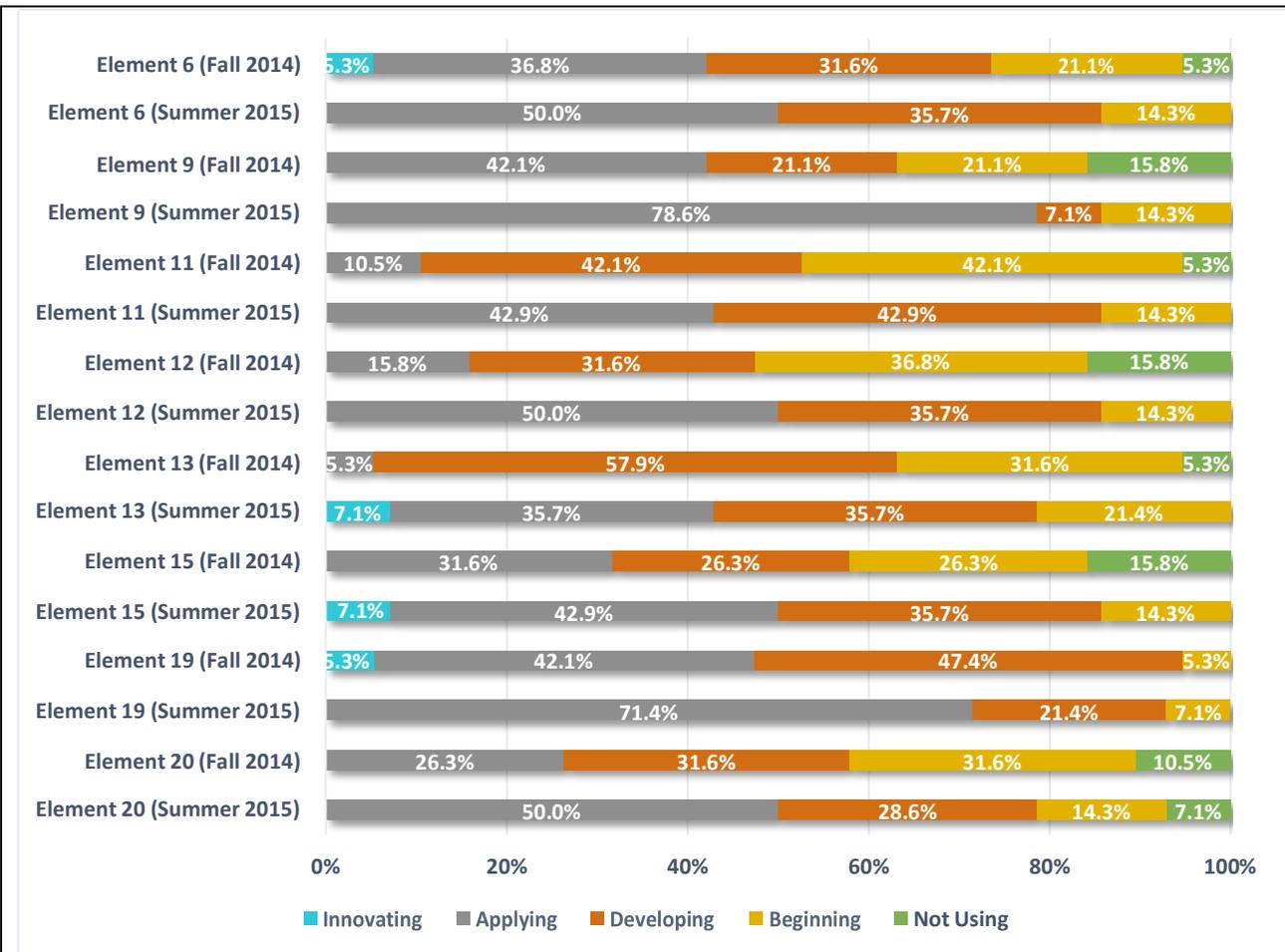


Figure 25

Figure 26 presents the results for Domain 1 Elements 21–23, which have to do with organizing students for cognitively complex tasks, engaging students in cognitively complex tasks involving hypotheses generation and testing, and providing resources and guidance, respectively.

Figure 26. Domain 1 Elements 21-23 Results

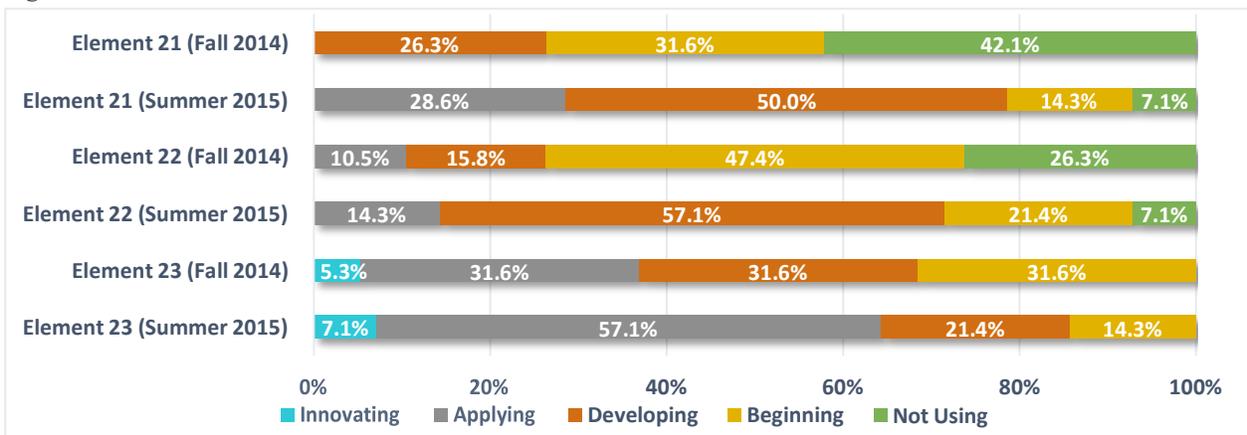


Figure 26

Figure 27 presents the results for Domain 2 Elements 42–44, which have to do with planning and preparing for effective scaffolding of information within lessons, planning and preparing for lessons within a unit that progresses toward a deep understanding, planning and preparing for appropriate

attention to established content standards, respectively.

Figure 27. Domain 2 Elements 42-44 Results

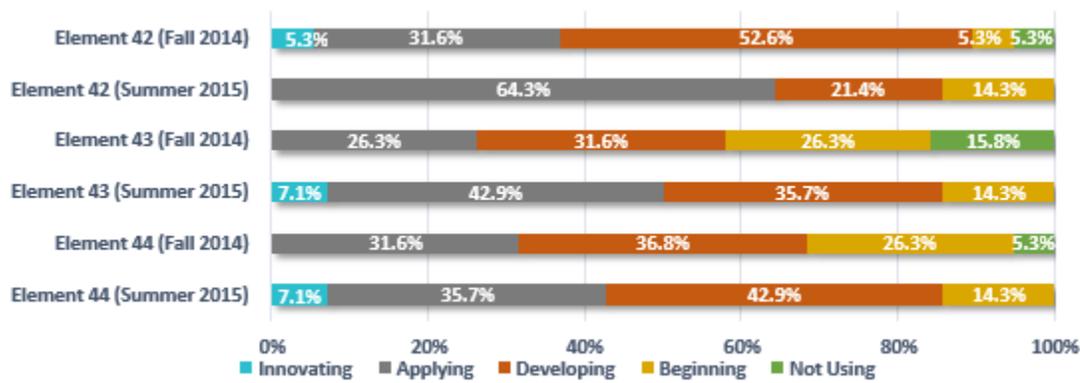


Figure 27

Family and Community Engagement Data

Gathering feedback can provide insights to how key stakeholder groups view the school. It also engages the stakeholder groups to become more supportive of improvements made based on their feedback. A parent perception survey (The Broad Foundation, 2009) was administered to approximately 800 parents of NVVAHS students in grades 9–12. A total of 117 parents completed the survey, which is a response rate of 14.6%. Four areas assessed with this survey: school environment, educational program, principal, and overall perceptions of the school. Results are shown in Figures 28 through 30. Please note that every respondent did not answer every item; therefore, sample sizes are provided after each item.

Figure 28. School Environment Results

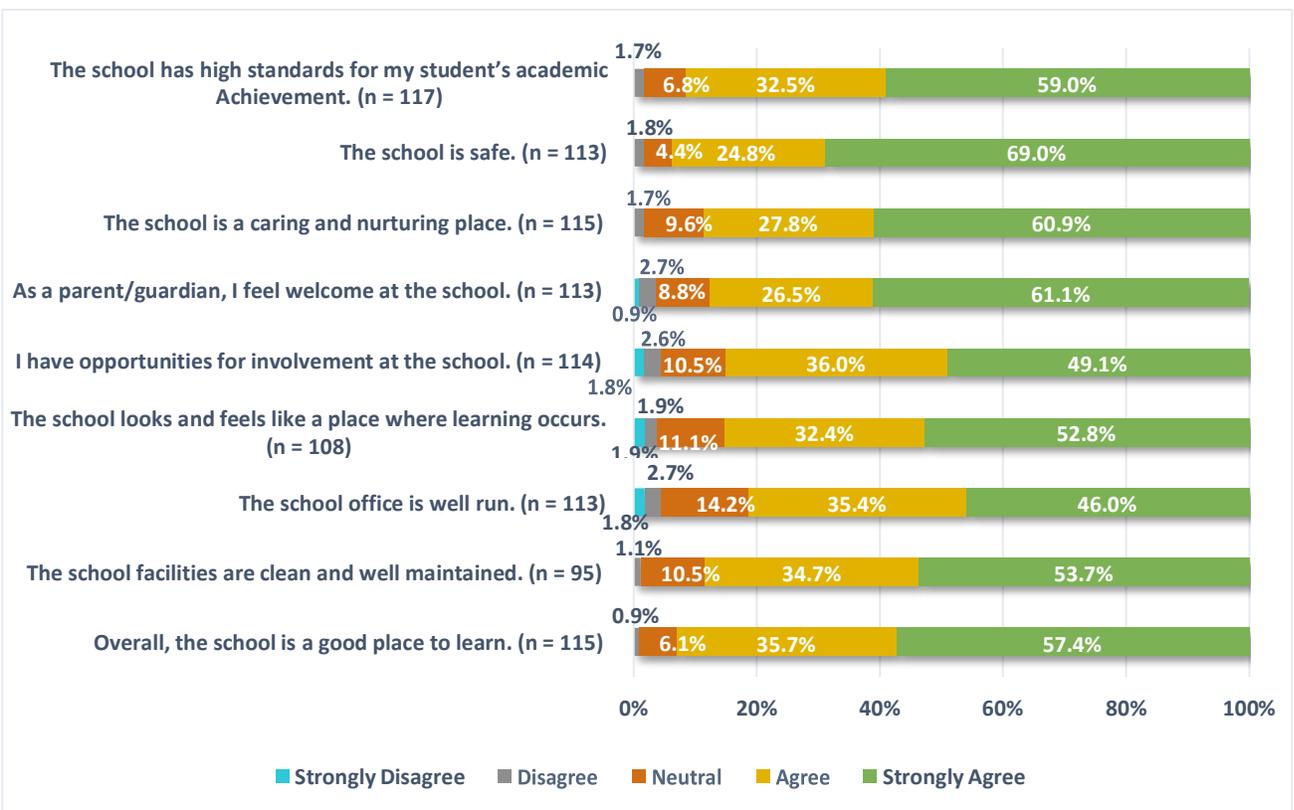


Figure 28

Figure 29. Educational Program Result

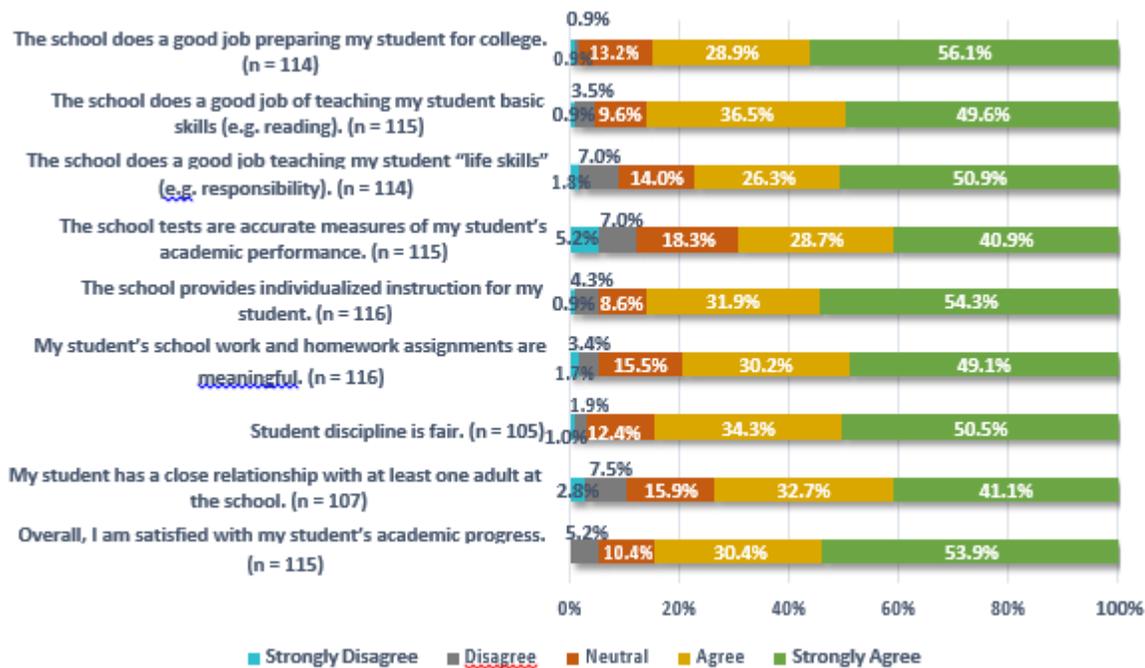


Figure 29

Figure 30. Principal Results

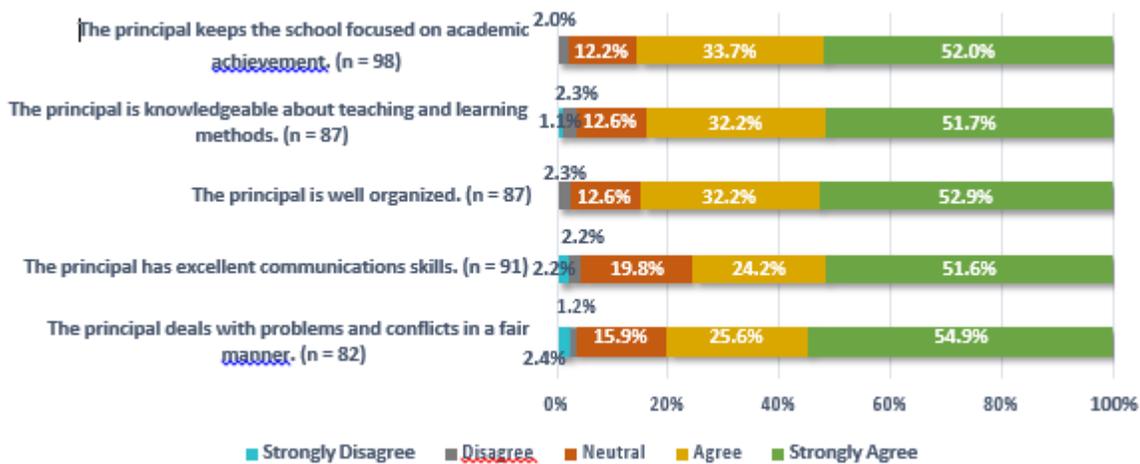


Figure 30

Respondents were also asked what they most appreciate about NVVAHS and what suggestions they have for improving NVVAHS. Tables 16 and 17 present the themes that emerged from their responses and the number of respondents who indicated it. Please note that some responses applied to numerous themes and therefore were counted twice.

Table 16. Appreciate about NVVAHS Findings (n=72)

Themes	Number
Student-paced learning	12
Teacher tracking and following up with students to enhance their learning	7
Blended learning (i.e., tutors, face-to-face learning and support)	7

Flexibility	7
Home learning	6
Individualized instruction	6
Online format (i.e., recorded classes and live help)	6
Ease of communication	6
Teachers care about students	6
Availability of teachers	5
Teaching life skills (i.e., discipline to work independently)	4
Respect towards parents	4
Teacher follow-up with parents	4
Appreciate everything	3
Availability of school supplies	2
The curriculum	2
Pathways	2
Teacher follows IEP	2
Appreciate nothing	1
Accredited	1
Dual Credit	1
Organized	1
Student clubs offered	1

Table 15

Table 17. Suggested Improvements for NVVAHS Findings (n=56)

Themes	Number
No suggested improvements	20
Offer more social opportunities and field trips	6
Make website easier to navigate to find things like the school calendar, contact information, and extracurricular opportunities	5
Put due dates on all assignments	4
Notify teachers of students who have IEPs and follow the IEPs	2
Separate honors students/classes from traditional students/classes	2
Focus on core content areas rather than electives	1
Clarify grading system for parents and students	1
More dedication from teachers	1
Offer more one-on-one tutoring in content areas students are struggling with	1
Stop teaching to the test	1
Start a virtual academy in Reno	1
Give parents more information on aim.com	1
Employ teachers who are trained on how to provide an online education	1
Allow students to sign in five minutes ahead of live classes	1
Provide suggestions and discounts for rural families for tutoring	1
Make enrollment an easier process	1
Provide textbooks for Advanced Placement and Honors classes	1
Provide extracurricular opportunities for students not located in Las Vegas	1
Reduce testing to once at the beginning and once at the end of the school year	1
Provide live classes in the morning	1
Return to individualized video lessons	1

Slow down instruction, especially for those students with an IEP	
More frequent communication from the school (e.g., weekly newsletter)	
Provide following week's lessons on Fridays	
Have longer Illuminate sessions	
Provide teachers with professional development	
Pay teachers more	
Provide supplies (e.g., computers) to students	

Table 16

Professional Development Data

NVVAHS school leaders participate in and attend professional development (PD) throughout the school year. Table 18 provides the number of school leaders who engaged in PD during the 2013 – 14 and 2015 – 16 school years.

Table 18. Number of NVVAHS School Leaders Participating in Professional Development

	2013-2014	2014-2015
Model Schools (International Center for Leadership in Education [ICLE] Conference)	3	3
Professional Learning Communities (Solution Tree)	2	
Co-Teaching (Fitzell)	3	
Accreditation (AdvancED)	3	3
Academic Coaching (Global Results for Coaching)		3
Art and Science of Teaching (Marzano)		3
Teach Like A Champion (Lemov)	3	
ACT State Conference	3	1
American Association of School Administrators Annual Conference		1
Title I Annual Conference	1	1
Advanced Placement Conference	1	1
ASCD Annual Conference	2	
Flipped Classroom (book study)	3	
Common Core State Standards (ICLE)	3	
National Charter Conference	3	1
Blended Learning (Clayton Christensen)		2
Council for Exceptional Children Conference	2	1

Table 17

Student Data Tracker

Each week, K12 compiles student data on proficiency and mastery in all subject areas. The data is in an Excel spreadsheet and shared with all teachers at Nevada Virtual Academy. Teachers use the student tracker to identify students that may be struggling and provide instructional interventions. Furthermore, teachers collaborate on the trackers in their professional learning communities (PLCs) to share data-driven interventions and design common formative assessments. Students with data that falls in the 40-60th % are classified with an orange box meaning interventions are needed to support the student. Below is an example of a Nevada Virtual High School teacher student tracker reflection upon classroom data.

Teacher Name:

Course(s): __Eng II/Eng III

School-wide SMART goal: By the end of each semester, the passing rate in each class will be 80%

or better as measured by students' achievement grade.

1. How many orange students do you have this week? 32
2. How many orange students did you have last week? 42
3. Are they the same students? Why or why not? (What happened to last week's orange kids? Did they move up or down? Why do you have new kids?)
 - o Only 4 of the same kids have remained on there from week to week. 22 students moved down from orange to red, while 16 moved from orange to blue. 28 came into the orange this week, but I don't know how to track which way they're moving.
4. Using this week's tracker, what is your passing rate (remove the "red" students when calculating)
 - o A. Total number of orange students 32
 - o B. Total number of orange, yellow, green, and blue students 117
 - o 80%
 - o What is your department's passing rate? (filter out electives) 76%
5. Was your intervention from last week successful? How do you know? (Use a data driven response--X number of students raised their grade at least Y%)
 - o While 16 students went from the orange to the blue, 22 dropped down into the red. The optimist would call that 16 successes; however, 22 students moving downwards is not very encouraging.
6. Based on your analysis (#5) which interventions will you be continuing, and what new interventions will you be introducing?

I plan on using formative data from unit tests to provide intervention to students as they fail units. Using the test data allows me to clearly identify students and their areas of need. They will attend an extra mandatory class connect session where we reteach the content they need.

If I have any time or energy left over after helping my students who are engaging to succeed, I will try to take measures to reach out to those who are engaged. (BBC calls, k-mail, etc.) That being said, my focus as a teacher is sincerely on helping those who want the help because time is limited, and it is best spent on those who are trying.

7. Which students will you be targeting? (all "orange" kids? New "orange" kids? Continued "orange" kids?)

Last week, I realized that I needed to hone down my intervention list to about a dozen students. Outside of that, it becomes "too big" of an issue, and nearly impossible to provide individualized intervention for the students. First I will contact the 4 students who stayed on from last week to this

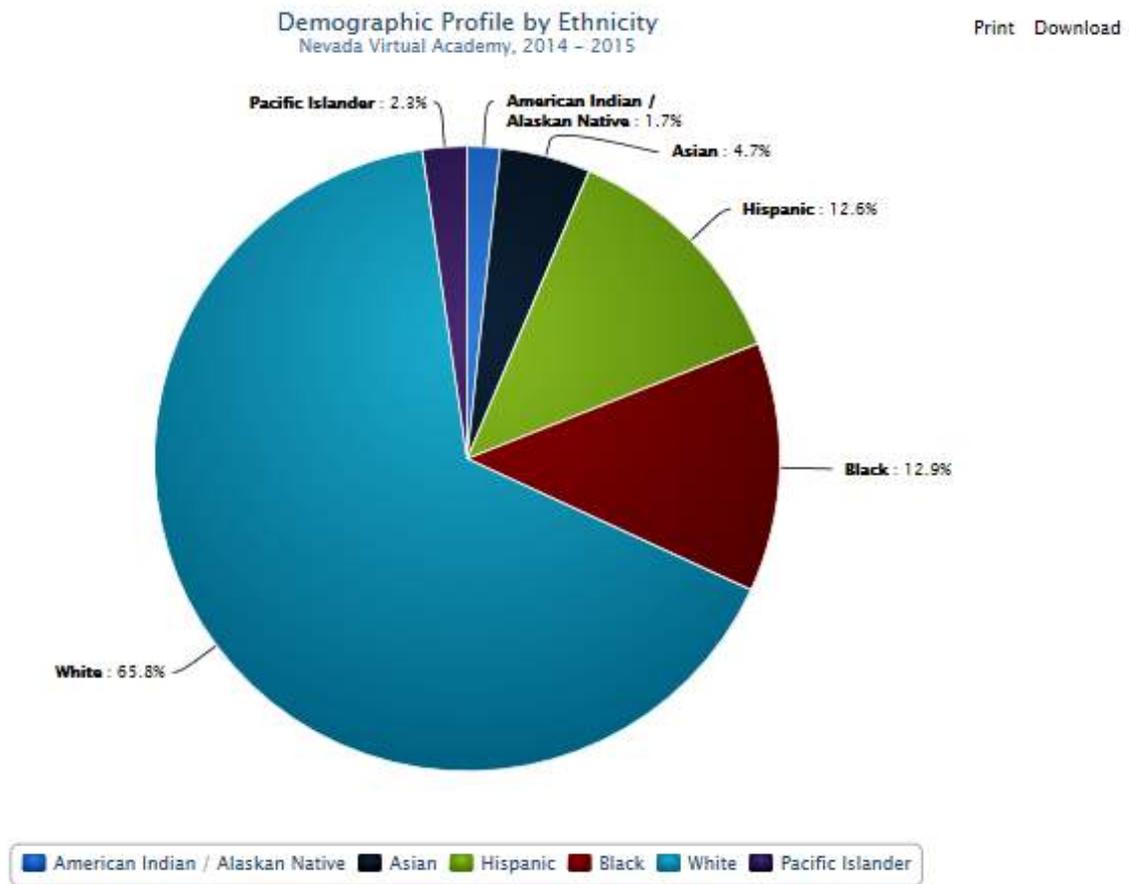
week, then I will focus on engaged general education students who have between a 40 and a 65% that attend class connects, while my cc teacher focuses on the SPED students.

d) Demographic information relevant to the school's achievement in Reading/Language Arts and Mathematics

Student Enrollment Data

<u>Year</u>	<u>Total Enrollment</u>	<u>Am. Indian/AK Native</u>	<u>Asian</u>	<u>Black/Afr American</u>	<u>Hispanic</u>	<u>Pac. Islander</u>	<u>White/Caucasian</u>	<u>IEP</u>	<u>ELL</u>	<u>FRL</u>
<u>2012</u>	<u>1367</u>	<u>2.0 %</u>	<u>4.0%</u>	<u>13.2%</u>	<u>12.9%</u>	<u>2.0%</u>	<u>65.8%</u>	<u>4.4%</u>	<u>0.0%</u>	<u>NA</u>
<u>2013</u>	<u>1759</u>	<u>2.2%</u>	<u>3.4%</u>	<u>13.7%</u>	<u>16.1%</u>	<u>2.3%</u>	<u>62.4%</u>	<u>11.0%</u>	<u>0.0%</u>	<u>52.5%</u>
<u>2014</u>	<u>1155</u>	<u>2.0%</u>	<u>3.7%</u>	<u>11.0%</u>	<u>14.6%</u>	<u>2.6%</u>	<u>65.5%</u>	<u>12.9%</u>	<u>1.8%</u>	<u>51.6%</u>
<u>2015</u>	<u>796</u>	<u>N/A</u>	<u>3.9%</u>	<u>12.2%</u>	<u>14.3%</u>	<u>2.0%</u>	<u>65.7%</u>	<u>11.1%</u>	<u>3.0%</u>	<u>51.0%</u>

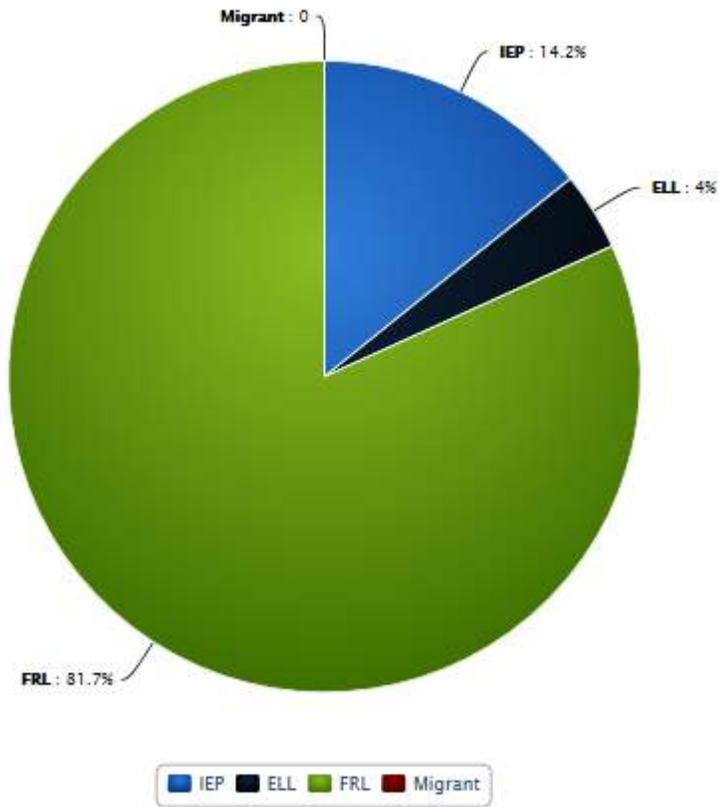
Nevada Virtual Academy Demographic Profile by Ethnicity 2014 - 2015



Nevada Virtual Academy Demographics are 65.8% white, 12.9% Black, 12.6% Hispanic, 4.7% Asian, 2.3% Pacific Islander, and 1.7% American Indian or Alaskan Native.

Nevada Virtual Academy Demographic Profile by Special Populations 2014 - 2015

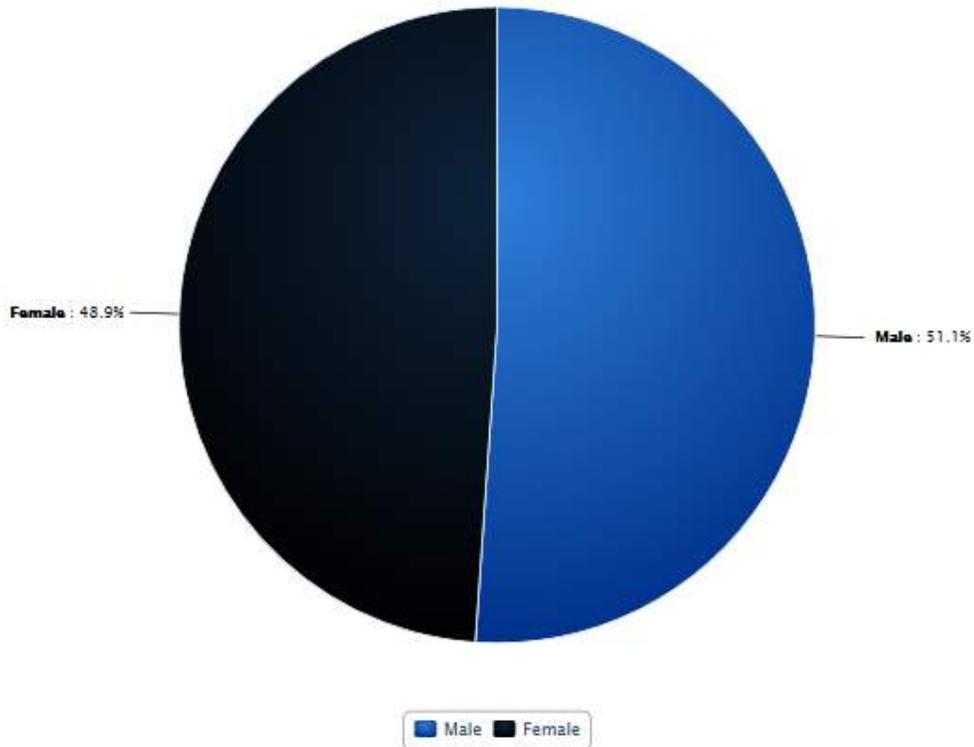
Demographic Profile by Special Populations
Nevada Virtual Academy, 2014 – 2015



Nevada Virtual Academy's Special Populations include 81.7% of students qualifying for Free and Reduced Lunch, 14.2% of students with an Individualized Education Plan (IEP), and 4% of students are English Language Learners.

Nevada Virtual Academy Demographic Profile by Gender 2014 – 2015

Demographic Profile by Gender
Nevada Virtual Academy, 2014 – 2015



Nevada Virtual Academy’s student population consists of 51.1% male students and 48.9% female students.

e) Contextual data for the school (attendance, graduation and dropout rates, discipline reports, parent and community surveys)

Student Data on Behavior

Due to Nevada Virtual Academy’s unique learning environment, the 2014 – 2015 student behavior data includes 0 incidents resulting in suspension or expulsion

Dropout Rate

The 2014–2015 school year was the first year that dropout rate was required for the Nevada Annual Reports of Accountability. In previous years, these results were optional. To ensure consistency across the state, the Nevada Department of Education collected these data as a uniform assignment for all schools. Thus, the dropout rate was provided by the state. Figure 31 presents the dropout rates for the state of Nevada as well as NVVAHS.

Figure 31. 2014–2015 Dropout Rate for the State and NVVAHS

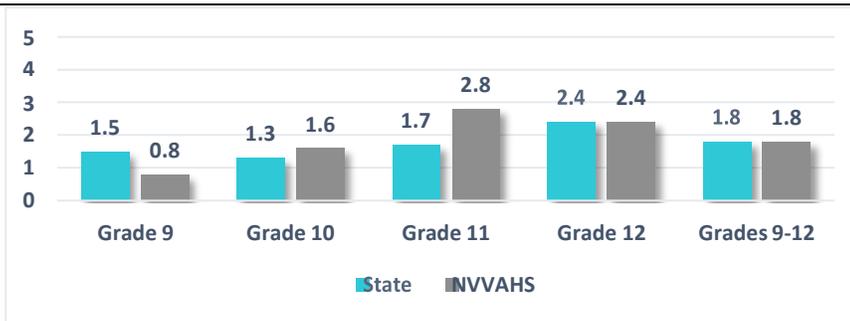


Figure 31

Graduation Rate

The graduation rate is calculated by dividing the total number of graduates by the total number of students minus transfer students. For example, there were a total of 158 female students in the 2011–2012 school year, with 111 of those students transferring out of NVVAHS, which left 47 female students. Of those students, 21 graduated; therefore, 44.7% of female students graduated. Table 19 provides information about the total number of NVVAHS students minus the transfer students disaggregated by gender and ethnicity for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 32 displays the percentages of those students who graduated. Please note that there are no results for students who are male for the 2011–2012 academic year; who are Black for the 2011–2012, 2012–2013, and 2013–2014 academic years; or, who are Hispanic for the 2011–2012 and 2012–2013 academic years. This is because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 19. Total Number of Students Minus Transfer Students

Year	NVVAHS	Female	Male	Black	Hispanic	White
2011-2012	77	47	30	10	10	51
2012-2013	186	112	74	24	25	118
2013-2014	218	122	96	22	31	146
2014-2015	242	134	108	22	27	171

Table 18

Figure 32. Percentage of Students Who Graduated by Gender and Ethnicity

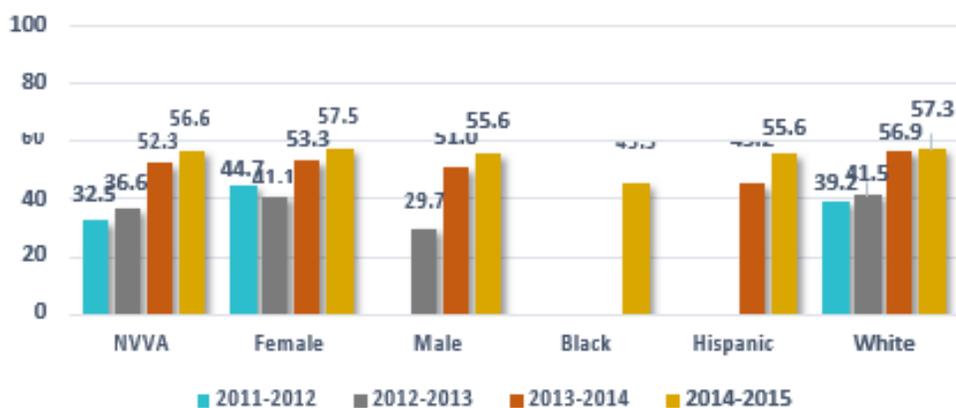


Figure 32

Table 20 provides information about the total number of NVVAHS students minus the transfer students disaggregated by IEP and FRL eligibility for the 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 33 displays the percentages of those students who graduated.

Please note that there are no results for students who had an IEP for the 2011–2012, 2012–2013, 2013–2014, and 2014– 2015 academic years or students who are eligible for FRL for the 2011–2012 and 2013–2014 academic years. This is because there were fewer than 20 students, and results are not reported for sample sizes of fewer than 20 students.

Table 20. Total Number of Students Minus Transfer Students

Year	NVVAHS	IEP	FRL
2011-2012	77	5	28
2012-2013	186	11	83
2013-2014	218	14	33
2014-2015	242	14	37

Table 19

Figure 33. Percentage of Students who Graduated by IEP Status and FRL Status

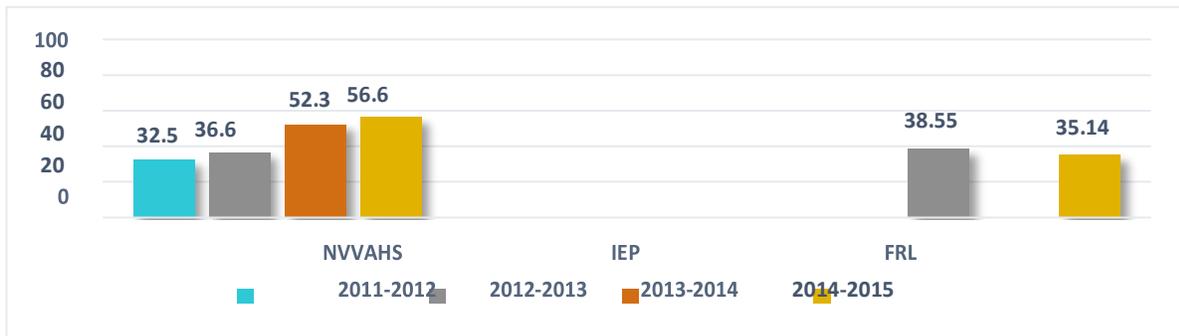


Figure 33

High School Credit Deficiency

In the 2014–2015 school year, credit deficiency data were collected for every grade; prior to the 2014–15 school year, credit deficiency data were not collected for every grade. *High school credit deficiency* is defined differently for each grade. For students in grade 9, credit deficiency is having less than five credits by the end of the school year. For students in grade 10, credit deficiency is obtaining less than 11 credits by end of the school year. For students in grade 11, credit deficiency is having less than 17 credits by the end of the school year. For students in grade 12, credit deficiency is obtaining less than 22.5 credits by the end of the school year. Credit deficiency is calculated by taking the number of students with fewer credits than defined above divided by the total number of students in the grade at the end of the school year.

At Nevada Virtual Academy, all high school students are tracked by counselors and advisors using an Excel Spreadsheet that is shared through Google Documents. Each cohort spreadsheet tracks each class’s graduation needs, including credits and participation and successful passing of state assessments. These spreadsheets are updated weekly, depending on enrollment and withdrawal, as well as any changes in identifying columns and rows. Students who are identified as credit deficient are placed in specific interventions, most notably A+ remediation classes, to help them recover lost credit. Students who are credit deficient are also required to attend remediation classes during the Winter, Spring, and Summer breaks in order to catch up with their cohort peers. With the A+ credit recovery program, all content area classes in all grade levels can be remediated and recovered. Students can also be remediated in any state assessments that they have failed in the past, which can help not only in passing the next round, but also in credit recovery.

Table 21 shows the number of NVVAHS students by grade that were credit deficient for the 2010–2011, 2011–2012, 2012–2013, 2013–2014, and 2014–2015 academic years. Figure 34 displays the percentages of students who were credit deficient. Please note that there are no results for the 2012–2013 and 2013–2014 academic years.

Table 21. Number of Credit Deficient Students by Grade

Year	9	10	11	12
2010-2011	41	23	24	14
2011-2012		309	263	55
2012-2013				
2013-2014				
2014-2015	56	55	64	33

Table 20

Figure 34. Percentage of Credit Deficient Students by Grade

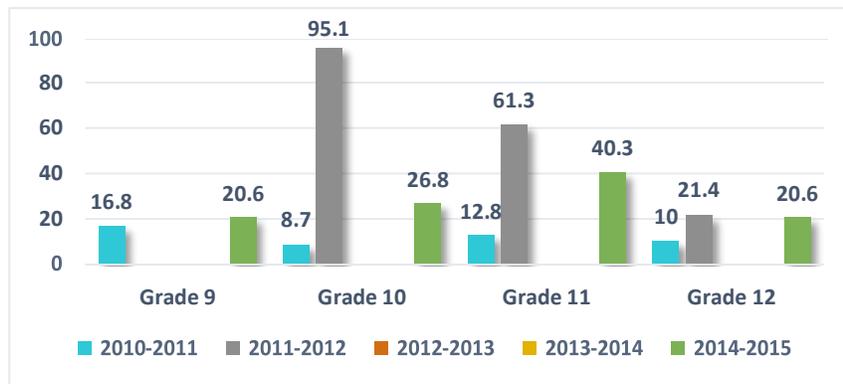
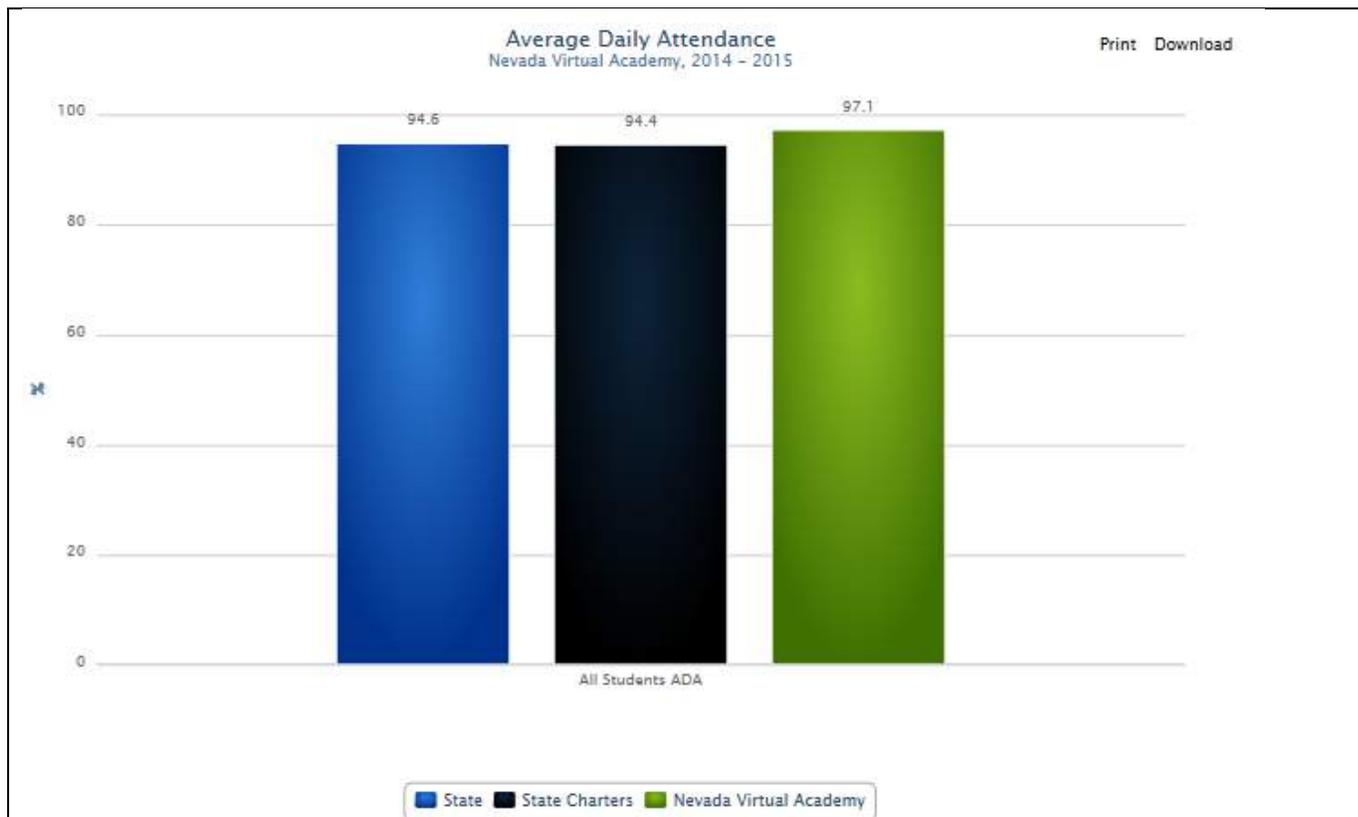


Figure 34

Dropout rate, graduation rate, and high school credit deficiency results were also provided. In the 2014–2015 school year, NVVAHS had a lower dropout rate for students in grade 9 (0.8%), a higher dropout rate for students in grades 10 and 11 (1.6% and 2.8%, respectively), and the same dropout rate for students in grade 12 (2.4%), when compared to the state. The dropout rate for NVVAHS students in grade 11 was more than 1% higher than their counterparts across the state. Graduation rates for NVVAHS female, male, Hispanic, and White students has steadily increased over the past four school years, ranging from 45% to 57% for female students, 30% to 56% for male students, 45% to 56% for Hispanic students, and 39% to 57% for White students. For NVVAHS Black students, data was available only for the 2014–2015 school year, with the graduation rate at 45.5%. The graduation rate has decreased slightly for NVVAHS students who are eligible for FRL, from 38.5% to 35.1%. In terms of high school credit deficiency, NVVAHS students were most credit deficient in the 2011–2012 school year. In the 2014–2015 school year, 20–27% of students in grades 9, 10, and 12 were credit deficient while students in grade 11 were 40% credit deficient.

Student Attendance Data



Nevada Virtual Academy’s Average Daily Attendance is taken as an entire K-12 school. Through the help of face-to-face tutoring and increased accountability, the school’s entire attendance rate has risen dramatically. The average daily attendance for 2014-2015, was 97.1%.

Average daily enrollment is based on progress of the student in the electronic learning management system, participation in a real-time class session, or two way communication with a licensed teacher per NAC 387.193:

2.If a pupil is initially enrolled in a program of distance education during the calendar week immediately preceding the count day prescribed by NRS 387.1233 and the school district or charter school does not have evidence of the pupil’s progression in each course of distance education as required by paragraph (c) of subsection 1, the pupil shall be deemed an enrolled pupil if:

(a) The school district or charter school documents that the pupil attended an orientation for the program of distance education or a similar admittance process for the program of distance education; and

(b) Within the first calendar week after count day, the school district or charter school has evidence of the pupil’s progression in each course as documented:

(1) In the electronic learning management system;

(2) By the pupil’s participation in a real-time class session for the course which is conducted by a person who is licensed pursuant to chapter 391 of NRS and who is authorized by the school district or charter school for the course; or

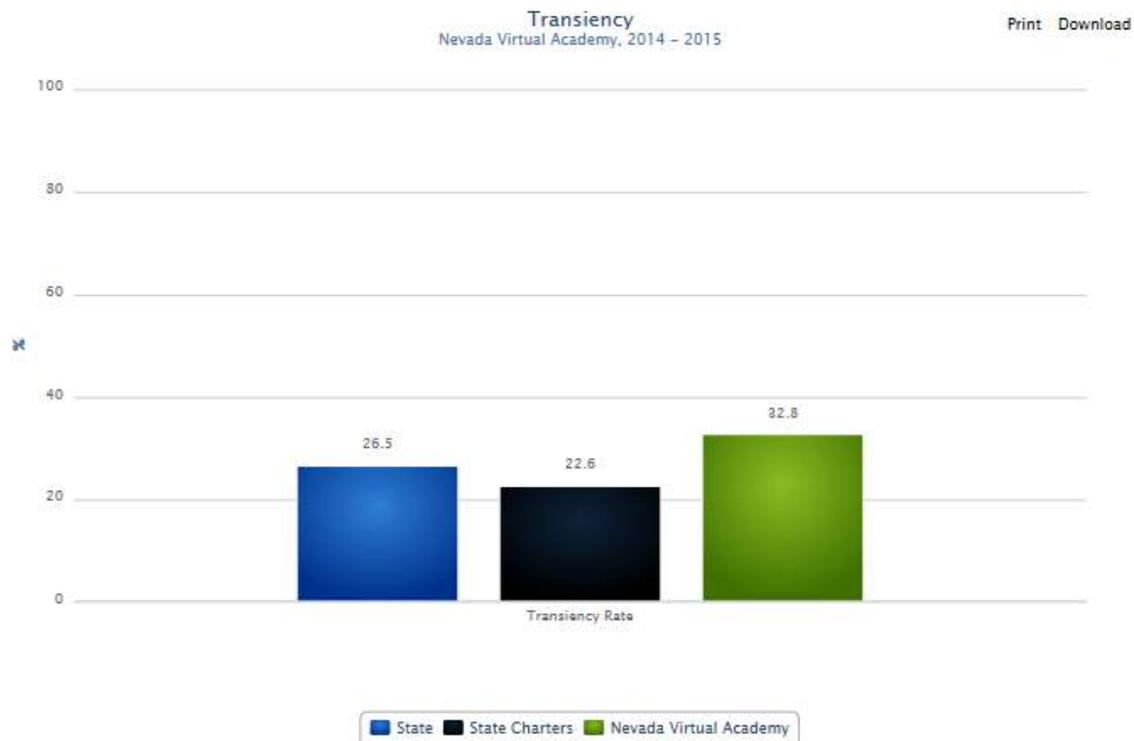
(3) By the pupil meeting or otherwise communicating with a person who is licensed pursuant to chapter 391 of NRS and who is authorized by the school district or charter school for the course to discuss the pupil’s progress.

Progress in these three areas is tracked in the LMS and through the SIS. (electronic management

systems).

Average Daily Attendance is calculated per NDE instruction by taking the daily enrollments by grade level for every in session day for the quarter and adding those totals up. Then dividing the sum of the enrollments by the number of days the students are in session for that quarter.

1000 kindergarten enrollments/20 days in school = 50 average daily enrollment for kindergarten



Nevada Virtual Academy's Transiency Rate for the 2014-2015 school year was 32.8%.

Student Participation in Extended Learning and Interventions

The high school curriculum provides more than 100 courses designed to help students find their own path to post-high school success. The on-line platform is easy to navigate. Nevada Virtual Academy courses are approved for distance education in the State of Nevada. Nevada Virtual Academy offers Advanced Placement and dual credit programs to provide more career and post-secondary opportunities for students. The high school offers five different pathways for students.



The most recent analysis of Nevada Virtual Academy high school student pathway data is:

Pathway	Approximate Number of Students
ACT National Career Readiness	17
Dual Credit	22
Jump Start	21
Math/ELA Readiness	253
Virtual	487

Nevada Virtual Academy’s unique program provides an individualized pathway for each student. High school students have the opportunity to be a part of Jump Start College, a collaboration with Western Nevada College that provides transferrable college courses; students obtain an Associate’s Degree along with a high school diploma upon completion of the two year program. Another option available to advanced learners is the Advanced Dual Credit Pathway which allows students to enroll in classes offered by University of Nevada- Las Vegas, University of Nevada- Reno, College of Southern Nevada, Nevada State College, Western Nevada College and Great Basin College. Students who are not achieving at grade level follow Nevada Virtual Academy’s Readiness Pathway. Students meet with teachers on a weekly basis for small group instruction and targeted remediation. Multiple locations provide more opportunities for face-to-face instruction and support. Finally, the virtual pathway is for students that are independent learners. These students work through their courses and attend live virtual classes without a blended requirement.

f) Teacher information (teacher attendance, turnover rates, teaching assignments aligned with highly qualified teacher status, teacher education, experience, and performance evaluations)

- a) 100 % of NVVAHS High School teachers are highly-qualified and teaching within their licensure area
- b) There are 32 total high school teachers with 13 holding a Master’s Degree or higher
- c) 10 high school teachers have 0-5 years teaching experience, 16 teachers have 5-10 years

teaching experience, and 6 teachers have more than ten years of teaching experience.

g)Administrator information (how long the administrator has been at the building, or the replacement of the principal as required in the Turnaround, Transformation, Evidence-Based Whole School Reform, and Early Learning models, administrator education, experience, and performance evaluations)

High School Principal

Experience at Nevada Virtual Academy: 6 years

Experience as the High School Principal at Nevada Virtual Academy: 4 years

Education

Bachelor of Art in History (University of British Columbia)

Bachelor of Art in Secondary Education (University of British Columbia)

Master of Education in Administration and Supervision (University of Phoenix)

High School Assistant Principal

Experience at Nevada Virtual Academy: 5 years

Experience as the High School Assistant Principal at Nevada Virtual Academy: 4 years

Education

Bachelor of Art in Sociology (Hofstra University)

Master of Education in Counseling (Hofstra University)

Master of Education in Elementary Education (Nova Southeastern University)

Master of Education in Educational Leadership and Administration (University of Phoenix)

High School Assistant Principal

Experience at Nevada Virtual Academy: 4 months

Experience as the High School Assistant Principal at Nevada Virtual Academy: 4 months

Education

Bachelor of Science in Secondary English Education (Boston University)

Master of Education in Curriculum and Instruction (University of Phoenix)

Master of Education in Teacher Leadership (Sierra Nevada College)

2013-2014—EL Facilitator/Strategist at a Middle School (provided instructional support for teachers, monitored EL student achievement data at the state, school, and classroom level; worked very closely with the administrator to develop the School Performance Plan and monitor its implementation each year)

2012-2013 Instructional Coach for the Striving Readers Comprehensive Literacy Grant. Collaborated with district, state, and school level administration to ensure that the school was both compliant and growing.

2011-2012 Curriculum Leader/Learning Strategist for a Middle School. Assisted the administration with facilitating collaborative teams. The teams worked together to develop common assessments, align their instructional practices based on data, and reflect on the collaborative process.

2010-2011 Curriculum Leader for the English department at a High School, then transitioned to working with the entire Lower School (9th and 10th grade subject area teachers). Utilized professional development with Marzano Research Laboratory to create standards-based assessments.

School Improvement Administrator

Experience at Nevada Virtual Academy: 2 years

Experience as the School Improvement Administrator Nevada Virtual Academy: 4 months

Education

Bachelor of Science, Secondary Education Major with Minor in Special Education

Masters of Science, Educational Leadership and Counseling and Guidance

Doctorate of Education, Educational Leadership, University of La Verne, 1996

h) Lessons learned from any prior school improvement efforts

Evidence of lessons learned from Nevada Virtual Academy's past turnaround efforts have led to major change initiatives for Nevada Virtual Academy's students, staff and families. The first important lesson learned was that the exclusively virtual model was only successful for very few students. Student performance data including past CRT, ACT, and iReady data, showed that students struggled with content, mastery, and long-term achievement. Therefore, the initial turnaround effort was to have students and teachers provide small group face-to-face instruction. During the 2014 – 2015 school year, NVVAHS teachers utilized local facilities (libraries, coffee shops, small businesses) to meet and deliver face-to-face instruction with students. With data supporting the face-to-face instruction, Nevada Virtual Academy further adjusted for the 2015 – 2016 school year. This school year, administrators and teachers are now present at four locations throughout the state to provide consistent daily face-to-face instruction, remediation, and interventions for students. Data from formative assessments was used to identify students who would most benefit from learning at a site. The new model of delivery at Nevada Virtual is a balanced model of blended learning to support all students' academic growth.

Using the data in the Figures above, the administrative team identified a need to improve instruction, build teacher capacity, and provide ongoing professional learning for teachers. During the 2014 – 2015 school year, Nevada Virtual Academy implemented Instructional Coaching with the addition of four experienced and highly trained coaches. The NVVAHS coaches work with the school staff as a whole, within grade levels (both vertically and horizontally), specific content areas, and individually to support effective instructional practices. Both formative and summative data reveal that the Instructional Coaches have had a positive impact on the delivery of instruction. Therefore, during the 2015 – 2016 school year, an additional instructional coach will be serving Nevada Virtual Academy High School teachers and students in collaboration with this SIG application.

Finally, a major lesson learned from past turnaround efforts is the delivery of professional learning at Nevada Virtual Academy. Prior to the current school year, all professional learning was front loaded in the beginning of the year. In August 2014, the Marzano group led three days of professional learning. However, without a plan or system to sustain, monitor, and shape the learning, the professional learning was minimally sustained. In January 2015, the Instructional Coaches began to take a more active role in facilitating professional development and maintaining the adult professional learning through PLCs and with individual teachers. Research suggests that professional learning may be most useful when it focuses on instruction, occurs within the school context, and includes collaborative interaction that is sustained over time (Hawley and Valli, 1999, Garet et al., 2001; Richardson and Placier, 2001, Hallman, Wenzel, and Fendt, 2004). Another lesson learned from NVVAHS's past turnaround efforts is that a model of professional development in a partnership with the external experts at McREL and the Instructional Support staff at Nevada Virtual Academy provides a plan to build teacher capacity and sustainability.

Formative and summative data from the past two school years (including the lessons learned) has been used to guide the planning of this intervention and application.

SCORING RUBRIC FOR REQUIREMENT 5A

The LEA analyzed the needs of each eligible school identified in the application.

0= provides no data 1=provides limited data 2=provides most data 3=provides all data

a) Provides a detailed description of the needs assessment process, and stakeholders involved	Rating 0 1 2 3 Comments:
b) The percent of students scoring proficient for Language Arts and Mathematics includes overall school and subgroup achievement	Rating 0 1 2 3 Comments:
c) Trend data for both Language Arts and Mathematics for the overall school and subgroup achievement is included. The analysis of current conditions incorporates multiple data points including, but not limited to, school achievement data, classroom observations, surveys, principal/ teacher evaluations, family and community engagement data, professional development data and program data	Rating 0 1 2 3 Comments:
d) Demographic information is complete and includes relevant data	Rating 0 1 2 3 Comments:
e) Contextual data is complete and includes all relevant data. Student data on behavior, graduation rate, attendance, participation in extended learning and interventions is described in the current conditions	Rating 0 1 2 3 Comments:
f) Teacher information is complete and includes all relevant data	Rating 0 1 2 3 Comments:
g) Administrator information is complete and includes all relevant data	Rating 0 1 2 3 Comments:
h) Effectiveness of prior school reform efforts is included	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /24

1B) Based on the thorough analysis of the above data, the LEA must select, design, and implement interventions consistent with the final federal requirements for the school intervention model chosen:

- a) Identify the needs in each school and prioritize to determine the top primary concerns and

root causes to be addressed immediately. Conclusions are based on analyzed data, observations and findings

- b) Identify the selected intervention model that is directly aligned with the findings of the needs assessment
- c) Provide the rationale for the model chosen for each school
- d) The performance targets for each school are identified (at minimum) for math and reading/ELA, as well as graduation rates (if applicable) for each year of proposed SIG funding; and:
 - i. are aligned to the Priority or Focus school exit criteria; and
 - ii. are aligned to needs assessment findings; and
 - iii. are likely to substantially raise student achievement each year

Insert narrative here for Requirement 5B:

- a) *Identify the needs in each school and prioritize to determine the top primary concerns and root causes to be addressed immediately. Conclusions are based on analyzed data, observations and findings*

Under the guidance of McREL consulting, the School Improvement Leadership Team, identified a few root causes to be addressed immediately. The first root cause was not previously having a School Improvement Leadership team (SILT) that was composed of teacher leaders and administration. To address this root cause, a top primary concern to be addressed was the formation of a SILT in the fall of 2015. Moving forward, the SILT will meet bimonthly to focus on school improvement and raise student achievement by:

- Using data to guide school improvement and assess progress
- Using research-based practices to make improvements and increase student achievement
- Fostering and engaging in shared leadership for improvements
- Creating and maintaining a purposeful community, and
- Applying a comprehensive and systematic continuous improvement process

The SILT team is an intentional, visible alignment of focus of school leaders (administrative team), instructional coaches, and PLCs. The SILT team will be guided through coaching and the shared leadership model in collaboration with McREL.

Another root cause identified through data, observations, and findings is the possible misalignment of K12 curriculum and assessments with the Nevada Academic Content Standards and new End of Course Exams. This primary concern will be addressed in the Year 2 SIG planning with 1.5 days of professional development with English, Math, and Science teachers and through coaching of Instructional Coaches.

McREL Curriculum Specialists in math, language arts and science will lead 1.5 days of professional development on-site at the beginning of the 2016-2017 school year. The professional development will focus on developing the knowledge, understanding and skills that Nevada Virtual Academy High School's math, language arts and science teachers and coaches need to understand the Nevada state standards and assess alignment of the K12 curricula with the standards. During the remainder of the school year, the McREL Curriculum Specialists will provide monthly virtual support for the coaches and teachers for on-going alignment of the Nevada State Standards, K12 curricula, their instruction and formative and summative assessments.

Nevada Virtual Academy High School will provide the K12 curricular documents to the McREL consultants prior to the on-site professional development, so the sessions can be designed specifically to address the context of NVVA. McREL will not complete a curriculum audit but will instead develop the capacity for the coaches and teachers to continually align the K12 curricula, their instruction and formative and summative assessments. By building capacity, modeling a process, and providing on-going support throughout the year, McREL will help NVVA staff ensure Nevada Virtual Academy High School students become proficient in the Nevada State Standards and are able to prove proficiency on a variety of assessment tasks, including the Nevada End of the Course assessments.

The final primary concern identified is that a deeper analysis of special education and other achievement gaps to identify true root cause and build specific action plan to address the groups and individuals.

The Recommendations for each of the school diagnostic requirements based upon analyzed data, observations, and findings are in Table 21.

Recommendations by School Diagnostic Requirements

School Diagnostic Requirement	McREL Recommendation
School Leadership	<ul style="list-style-type: none"> • Focus leadership practices on increasing student achievement by <ul style="list-style-type: none"> ○ Implementing the 21 responsibilities of Balanced Leadership (Waters & Cameron, 2007) ○ Implementing and managing change ○ Implementing systematic and systemic McREL’s Continuous Improvement Process (Cicchinelli, Dean, Galvin, Goodwin, & Parsley, 2009) ○ Building trust between and among students, parents, staff, and administrators ○ Monitoring teacher performance and PLC effectiveness to give continuous feedback to improve
School Infrastructure	<ul style="list-style-type: none"> • Deepen teachers’ implementation level of the K¹² curriculum aligned to the Common Core State Standards through teacher professional development, PLC implementation, administrative implementation of the NEPF, and teacher self-assessment on the NEPF • Increase teachers’ ownership of the curriculum • Develop teachers’ understanding of and skills in aligning formative and summative assessments to the standards and expectations of the annual state assessment
Tier 1 Instruction aligned to State Standards	<ul style="list-style-type: none"> • Monitor effective instruction through administrative implementation of the NEPF and teacher self-assessment on the NEPF • Use data generated to provide individual coaching, PLC support, and continuous improvement short-cycle improvement strategies
PLC Effectiveness	<ul style="list-style-type: none"> • Implement the PLC process in all subject areas with all teachers with quality, fidelity, intensity, and consistency • Increase effective use of data by PLCs to select strategies to increase student achievement • Increase effective use of data to select strategies to differentiate instruction based on student needs
School Climate	<ul style="list-style-type: none"> • Build shared leadership, collective efficacy, and a purposeful community through effective continuous improvement led by the NVVAHS School Improvement Leadership Team

Teacher Effectiveness	<ul style="list-style-type: none"> • Improve instruction of all teachers in the on-line environment to increase student achievement and address the achievement gaps, especially for special education students and students of color • Increase student engagement in the online environment through effective instruction • Improve implementation of the blended education model
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Table 21

b) Identify the selected intervention model that is directly aligned with the findings of the needs assessment

The intervention model selected that is directly aligned with the findings of the needs assessment is the Transformation Model.

c) Provide the rationale for the model chosen for each school

The School Improvement Leadership team reviewed each turnaround model. The team decided that the Transformation Model matched Nevada Virtual Academy’s specific needs best. Next, in our communication with USDOE and NDE staff they indicated it was the model most selected, and it made sense for us to do it since NVVAHS had started some informal Transformation Model is a systemic model that requires a school to change from within. The Transformation Model can be implemented immediately to meet urgent NVVAHS needs that will strengthen student performance and bring about more effective teaching.

d) The performance targets for each school are identified (at minimum) for math and reading/ELA, as well as graduation rates for each year of the SIG funding

Goal 1: The graduation rate will increase annually at Nevada Virtual Academy HS.

Objective 1.0 – Increase the high school graduation rate from 63.5% (Class of 2015) to 80% (Class of 2020), as measured by the Adjusted Cohort Graduation Rate (ACGR). Currently, Nevada Virtual Academy High School is tracking around a 70% ACGR based on past Dropouts/Transfers.

<u>Baseline*</u> <u>(Class of 2015)</u>	<u>Year 1 Target</u> <u>(Class of 2016)</u>	<u>Year 2 Target</u> <u>(Class of 2017)</u>	<u>Year 3 Target</u> <u>(Class of 2018)</u>	<u>Year 4 Target</u> <u>(Class of 2019)</u>	<u>Year 5 Target</u> <u>(Class of 2020)</u>
63.5%	70.0%	75%	80%	75%*	77.5%*

**The cohort classes of 2017/2018 will only have to participate in the End of Course exams while the cohort classes of 2019 and beyond will have to pass at least 4 exams as well as earn full credits.*

Goal 2: The credit sufficiency rates will increase annually at Nevada Virtual Academy HS.

Objective 2.1 – Increase the percent of 9th grade students who are credit sufficient by the end of their freshman year from 54.8% (Class of 2017) to 87.5% (Class of 2022), as measured by the Nevada Report Card. This translates into the following annual targets:

<u>Baseline*</u> <u>(Class of 2017)</u>	<u>Year 1 Target</u> <u>(Class of 2018)</u>	<u>Year 2 Target</u> <u>(Class of 2019)</u>	<u>Year 3 Target</u> <u>(Class of 2020)</u>	<u>Year 4 Target</u> <u>(Class of 2021)</u>	<u>Year 5 Target</u> <u>(Class of 2022)</u>
54.8%	60.0%	65.0%	70.0%	75.0%	87.5%

<u>2017)</u>	<u>(Class of 2018)</u>	<u>(Class of 2019)</u>	<u>(Class of 2020)</u>	<u>(Class of 2021)</u>	<u>(Class of 2022)</u>
54.8%	75%	80%	82.5%	85%	87.5%

Note: Nevada Department of Education defines 9th grade credit sufficiency as five or more credits.

Data availability: Officially- Annually in August

Objective 2.2 – Increase the percent of 10th grade students who earn 11 or more credits by the end of their sophomore year from 73.2% (Class of 2017) to 82.5% (Class of 2021), as measured by the Nevada Report Card. This translates into the following annual targets:

<u>Baseline*</u> <u>(Class of 2017)</u>	<u>Year 1 Target</u> <u>(Class of 2018)</u>	<u>Year 2 Target</u> <u>(Class of 2019)</u>	<u>Year 3 Target</u> <u>(Class of 2020)</u>	<u>Year 4 Target</u> <u>(Class of 2021)</u>
73.2%	75%	77.5%	80%	82.5%

Data availability: Officially- Annually in August

Objective 2.3 –Increase the percent of 11th grade students who earn 17 or more credits by the end of their junior year from 59.7% (Class of 2016) to 80.0% (Class of 2020), as measured by the Nevada Report Card. This translates into the following annual targets:

<u>Baseline*</u> <u>(Class of 2016)</u>	<u>Year 1 Target</u> <u>(Class of 2017)</u>	<u>Year 2 Target</u> <u>(Class of 2018)</u>	<u>Year 2 Target</u> <u>(Class of 2019)</u>	<u>Year 3 Target</u> <u>(Class of 2020)</u>
59.7%	65.0%	70%	75%	80%

Data availability: Officially- Annually in August

Goal 3: The percent of students successfully completing advanced coursework will increase annually at Nevada Virtual HS.

Objective 3.1 – The percent of total 12th grade students who receive college credits will increase from 11.76% to 30% by Year 5, as measured by the Nevada School Performance Framework. This translates into the following annual targets:

<u>Baseline*</u> <u>(2014-15)</u>	<u>Year 1 Target</u> <u>(2015-16)</u>	<u>Year 2 Target</u> <u>(2016-17)</u>	<u>Year 3 Target</u> <u>(2017-18)</u>	<u>Year 4 Target</u> <u>(2018-19)</u>	<u>Year 5 Target</u> <u>(2019-20)</u>
11.76%	20%	22.5%	25%	27.5%	30%

Data availability: Annually in August

Writing Proficiency

During the 2014-2015 school year, Nevada Virtual Academy implemented a school wide Literacy Initiative. School stakeholders concluded that writing across content areas is so essential that a developing a school-wide system to increase student retention, proficiency, and growth in literacy was imperative. Therefore, to increase literacy across every grade and

content area, all K-12 students and teachers participated. The goal is for all of our students to be proficient writers as measured by End of Course exams in preparation for College and Career readiness. Students in the class of 2016, will have had two years of content area writing instruction through the Nevada Virtual Academy High School Literacy Initiative. Students struggling to achieve writing proficiency will attend face-to-face small group interventions to support growth.

The Literacy Initiative objective involves every teacher in each grade/content area K-12. Each teach the same scripted writing lesson and ten steps. The Literacy Initiative begins with each grade level or department PLC collaborating to identify a rigorous standards based text selection. The PLC then creates a writing prompt that requires students to use textual evidence in the response. Each teacher teaches the same textual passage, writing prompt, and ten steps in class. Students then use the Literacy Initiative framework to guide the writing process and support student writing that meets or exceeds grade level expectations. In writing to complex text, students analyze literary and informational text, make claims or inferences, and draw on the text itself for evidence.

The Literacy Initiative at Nevada Virtual Academy involves a ten step framework. To sustain the Literacy Initiative, ongoing professional learning occurs in small instructional shifts. In the past two years, teachers at Nevada Virtual Academy studied text dependent questions, academic vocabulary, writing to sources, and providing effective feedback as a means to support instruction.

With direct instruction based upon literacy research and best practices writing instruction is effective. Teachers will continue to engage in professional learning around writing instruction and giving students effective feedback.

SCORING RUBRIC FOR REQUIREMENT 5B

The LEA has selected an intervention model for each identified school based on the data from the needs assessment.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

Identify the intervention model chosen for the school	Rating 0 1 2 3 Comments:
Identify the needs in the school, prioritize to determine the primary concerns and root causes to be addressed immediately. Conclusions are based on analyzed data, observations and findings	Rating 0 1 2 3 Comments:
The selected intervention model best meets the needs for each school. There is a direct alignment between the needs assessment findings and the selected model	Rating 0 1 2 3 Comments:
The performance targets for each school are identified for math, reading and/or graduation rate for each of the five years, and are aligned to the exit criteria and needs assessment findings and are likely to substantially raise	Rating 0 1 2 3 Comments:

student achievement each year	
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TALLY FOR SECTION: _____ /12

REQUIREMENT 6: INTERVENTION MODEL

USDOE LEA Application Requirements 3, 11, 16, 17:

FOR ALL MODELS:

The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the turnaround model, restart model, school closure model, transformation model, evidence-based whole school reform model, early learning model.

The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model, one or more evidence-based strategies.

The LEA must include in its SIG application information that describes how it will implement with fidelity each of the requirements associated with the specific intervention model selected for its eligible schools. LEAs must include the following information:

- a. Describe how the LEA will implement with fidelity each requirement associated with the specific intervention model selected for each eligible schools
- b. The model implementation plan for each school is clearly aligned to the needs assessment findings, addresses the primary concerns and root causes and will lead to attainment of exit criteria
- c. Provide sufficient information describing how the LEA will successfully implement each requirement
- d. Describe any steps already taken by the LEA to initiate school improvement efforts that align with the selected SIG intervention model
- e. Provide a detailed timeline for implementation of the intervention model chosen for each school the LEA intends to serve

EVIDENCE-BASED WHOLE SCHOOL REFORM MODEL ONLY (in addition to above requirements for all models):

For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
- b. Partner with a whole school reform model developer, as defined in the SIG requirements.

LEAs may only implement evidence-based whole-school reform models that have been approved by the U.S. Department of Education. These models can be found here:

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

RESTART ONLY (in addition to above requirements for all models):

For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator

This is a checklist for use by the LEA to determine whether the application fulfills all of the chosen intervention model requirements. You must identify the page number(s) and paragraph/line for each requirement in the spots indicated. Applications without this completed will not be considered.

Turnaround Model Checklist:

If an LEA selects the Turnaround Model, each of the following actions must occur:

- 1) Replace the principal
Page number(s)_____ **Paragraph/Line**_____
- 2) Provide LEA support to the new principal
- 3) Grant greater flexibility to the principal (e.g. staffing, calendars, budget) it implement fully each element of the turnaround model
Page number(s)_____ **Paragraph/Line**_____
- 4) Locally develop and adopt competencies to screen existing staff
Page number(s)_____ **Paragraph/Line**_____
- 5) Identify and replace 50% of the existing staff, using locally adopted competencies
- 6) Implement strategies to recruit, place, and retain staff Strategies may include financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
Page number(s)_____ **Paragraph/Line**_____
- 7) Select and hire new staff
Page number(s)_____ **Paragraph/Line**_____
- 8) Provide ongoing job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies
Page number(s)_____ **Paragraph/Line**_____
- 9) Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability. If already in place, please include a description of this
Page number(s)_____ **Paragraph/Line**_____
- 10) Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Nevada Core Standards at each grade level
Page number(s)_____ **Paragraph/Line**_____
- 11) Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students
Page number(s)_____ **Paragraph/Line**_____
- 12) Establish a schedule and implement strategies that increase learning time for students
Page number(s)_____ **Paragraph/Line**_____
- 13) Provide appropriate social/emotional and community oriented services and supports for

students

Page number(s) _____ **Paragraph/Line** _____

14) Other permissible strategies (please specify)

Page number(s) _____ **Paragraph/Line** _____

Transformation Model Checklist:

If an LEA selects the Transformation Model, each of the following actions must occur:

- 1) Replace the principal who led the school prior to commencement of the Transformational Model if s/he has been the principal at the school more than two years

Page number(s) 93-94 **Paragraph/Line** Paragraphs 1-5

- 2) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals that include the following:

- 1) Are designed and developed with teacher and principal involvement, that is used for continual improvement of instruction

- 2) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates

Page number(s) 94-95 **Paragraph/Line** Paragraphs 1-2

- 3) Meaningfully differentiate performance using at least three performance levels;

- Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys
- Evaluate teachers and principals on a regular basis
- Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development
- Will be used to inform personnel decisions

Page number(s) 95-96 **Paragraph/Line** Paragraphs 1-4

- 4) Based on the above requirements, identify and reward school leaders, teachers, and other staff in implementing this model, who have increased student achievement and/or graduation rates; identify and remove those who after ample opportunities have been provided for them to improve, have not done so

Page number(s) 96 **Paragraph/Line** Paragraphs 1-4

- 5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in requirement 2 & 3

Page number(s) 96-97 **Paragraph/Line** Paragraphs 1-4

- 6) Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Core Standards at each grade level

Page number(s) 97 **Paragraph/Line** Paragraphs 1-2

- 7) Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet academic needs of individual students

Page number(s) 97-98 **Paragraph/Line** Paragraphs 1-5

- 8) Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Page number(s) 98-99 **Paragraph/Line** Paragraphs 1-5

- 9) Establish schedules and strategies that provide increased learning time

Page number(s) 99-100 **Paragraph/Line** Paragraphs 1-4

- 10) Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools; extended or restructured school day; approaches to improve climate and school discipline; full day kindergarten; or pre-kindergarten)

Page number(s) 100 **Paragraph/Line** Paragraphs 1

- 11) Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting, new governance arrangement, weighted per pupil budget formula)

Page number(s) 100 **Paragraph/Line** Paragraph 1

- 12) Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external provider

Page number(s) 101 **Paragraph/Line** Paragraph 1

Permissible Activities:

In addition to the required activities for the transformation model, the LEA may also implement other comprehensive strategies:

Developing teacher and school leader effectiveness activities:

- a. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school
- b. Instituting a system for measuring changes in instructional practices resulting from professional development
- c. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority

Page number(s) 101 **Paragraph/Line** Paragraphs 1-5 **Activity letter(s)** _____

Comprehensive instructional reform activities:

- a) Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective
- b) Implementing a school-wide "response-to-intervention" model
- c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skills to master academic content
- d) Using and integrating technology-based supports and interventions as part of the instructional program

Page number(s) 101-102 **Paragraph/Line** Paragraph 1-7 **Activity letter(s)** _____

Secondary schools activities:

- a) Increase rigor by offering opportunities for students to enroll in advanced course work (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning

opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework

- b) Secondary Schools only: Improve student transitions from middle school to high school
- c) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills
- d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate
- e) Increasing learning time and creating community-oriented schools

Page number(s) 103 **Paragraph/Line** Paragraphs 1-7 **Activity letter(s)**

Operational Flexibility and sustained support activities:

- a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA
- b) Implementing a per-pupil, school-based budget formula that is weighted based on student needs

Page number(s) 105 **Paragraph/Line** Paragraphs 1-2 **Activity letter(s)**

Restart Model Checklist:

If an LEA selects the Restart Model, each of the following actions must occur:

- 1) Develop, communicate, and implement the decision-making process for selecting the Restart Model

Page number(s) _____ **Paragraph/Line** _____

- 2) Develop and implement a rigorous review process for selecting: charter school operator; charter school management organization (CMO); and/or educational management organization (EMO)

Page number(s) _____ **Paragraph/Line** _____

- 3) Develop and implement a process for monitoring and evaluating the Restart Model to ensure that it serves and benefits students

Page number(s) _____ **Paragraph/Line** _____

- 4) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Page number(s) _____ **Paragraph/Line** _____

- 5) Other strategies (please specify)

Page number(s) _____ **Paragraph/Line** _____

The following considerations should be included in making the determination of whether the CMO or EMO is likely to produce strong results for the school.

- The LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years or the life of the school
- If the school has been open for fewer than three years), including—

- Significant improvement in academic achievement for all of the groups of students described in section 1111(b)(2)(C)(v) of the ESEA
- Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA
- High school graduation rates, where applicable, that are above the average rates in the State for the groups of students described in section 1111(b)(2)(C)(v) of the ESEA
- No significant compliance issues, including in the areas of civil rights, financial management, and student safety

Closure Model Checklist:

If an LEA selects the Closure Model, each of the following actions must occur:

- 1) Develop and implement a process for ensuring that all students are accommodated at higher-achieving schools
Page number(s)_____ **Paragraph/Line**_____
- 2) Develop and implement a communication plan to inform parents and the community about the Closure Model
Page number(s)_____ **Paragraph/Line**_____
- 3) Provide support for students who are transitioning to new schools (e.g. transportation, class assignments, etc.)
Page number(s)_____ **Paragraph/Line**_____
- 4) Other strategies (please specify)
Page number(s)_____ **Paragraph/Line**_____

Early Learning Model Checklist:

If an LEA selects the Early Learning Model, it must implement each of the following early learning strategies:

- 1) Offer full-day kindergarten for all kindergarten students
Page number(s)_____ **Paragraph/Line**_____
- 2) Establish or expand a high-quality preschool program (as defined in these requirements)
Page number(s)_____ **Paragraph/Line**_____
- 3) Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions
Page number(s)_____ **Paragraph/Line**_____
- 4) Replace the principal who led the school prior to commencement of the early learning model
Page number(s)_____ **Paragraph/Line**_____
- 5) Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that is required under the Transformation Model
Page number(s)_____ **Paragraph/Line**_____
- 6) Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have

- been provided for them to improve their professional practice, have not done so
- 7) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable

Page number(s)_____ **Paragraph/Line**_____

- 8) Use data to identify and implement an instructional program that:
- a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards; and
 - b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions

Page number(s)_____ **Paragraph/Line**_____

- 9) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students

Page number(s)_____ **Paragraph/Line**_____

- 10) Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Page number(s)_____ **Paragraph/Line**_____

Evidence-Based Whole School Reform Model

Under the final SIG requirements published in the National Federal Register (NFR), an evidence-based whole- school reform model must meet the following criteria:

- 1) Have evidence of effectiveness that includes at least one study that:
 - a. Meets What Works Clearinghouse evidence standards with or without reservations (i.e., are qualifying experimental or quasi-experimental studies)
 - b. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse;
 - c. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements listed here)

Page number(s)_____ **Paragraph/Line**_____

- 2) Be designed to:
 - a. Improve student academic achievement or attainment
Page number(s)_____ **Paragraph/Line**_____
 - b. Be implemented for all students in a school
Page number(s)_____ **Paragraph/Line**_____
 - c. Address, at a minimum and in a coordinated manner, each of the following:

- i. School leadership
Page number(s)_____ **Paragraph/Line**_____
 - ii. Teaching and learning in at least one full academic content area
(including professional learning for educators)
Page number(s)_____ **Paragraph/Line**_____
 - iii. Student non-academic support
Page number(s)_____ **Paragraph/Line**_____
 - iv. Family and community engagement
Page number(s)_____ **Paragraph/Line**_____
- 3) The Whole School Reform Model must be implemented by the LEA in partnership with the whole-school reform model developer that is an entity or individual that:
- a. Maintains proprietary rights for the model
 - b. If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process
- Page number(s)**_____ **Paragraph/Line**_____

LEAs may only implement evidence-based whole-school reform models that have been approved by the U.S. Department of Education. These models can be found here:

<http://www2.ed.gov/programs/sif/sigevidencebased/index.html>

How will you implement the model with fidelity?

Insert narrative here for Requirement 6:

Please note: Italics text is the exact wording and punctuation from Transformation Model Element Requirement in the application.

Bolded text is the NVVAHS Plan build around the Transformation Model requirements, the McREL diagnostic report, recommendations and School Improvement Leadership Team (SILT) conversations and collaborative work.

Transformation Model Element Requirement

1) Replace the principal who led the school prior to commencement of the Transformational Model if s/he has been the principal at the school more than two years

Nevada Virtual Academy High School Response

- **The current Principal was appointed in August of 2012. He had been working at Nevada Virtual Academy High School (NVVAHS) since 2010 in other administrative roles. Under this Principal’s leadership, the graduation rate has increased from 36.5% to 62% and student achievement has dramatically improved on state-mandated English, math, and writing tests. Until a new NVVAHS Principal is hired, the Interim Head of School is simultaneously serving as the High School Principal.**

- The hiring of a new high school principal was initiated in January 2016 with a formal application process. The new high school principal will have the experience and skills needed to successfully implement the chosen intervention model. The candidates for the high school principal position will be evaluated on a Behavioral Event Interview (BEI) administered by the Board of Trustees and HOS. The Board of Trustees in conjunction with the HOS will select the new high school principal. The HOS will evaluate the high school principal using the Nevada Educator Performance Framework (NEPF) for administrators.
- The HOS position will be solidified after Nevada Virtual Academy's hard review with the State Public Charter School Authority in March 2016. Mr. Dos Santos will remain in the position of Interim Head of School until the hard review process with the SPCSA is complete. Once the hard review is completed, an official application for HOS position with K12 Inc. will begin. At that time, Mr. Dos Santos will be one of the applicants for the position.
- **The two NVVAHS assistant principals have the necessary experience improving student achievement and graduation rates to continue to improve NVVAHS. The assistant principals have been involved in the planning of the SIG and are prepared to implement the SIG with fidelity when it is funded.**

January 2016

- **The NVVAHS Board of Trustees will initiate an annual workshop regarding the School Improvement Grant and the Transformation Model and give recommendations to the NVVAHS Principal if needed at that time.**

Transformation Model Element Requirement

2) *Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals that include the following:*

- 1) *Are designed and developed with teacher and principal involvement, that is used for continual improvement of instruction*
- 2) *Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates.*

Nevada Virtual Academy High School Response

January 2016, 2017, 2018, 2019 and beyond . . .

(1) Nevada Virtual Academy is committed to using the mandated Nevada Educators Performance Framework (NEPF) as the teacher and principal evaluation system. This system was designed over several years of collaboration and negotiation between state legislators and collective bargaining groups of teachers and administrators. This statewide evaluation model is being used for continuous improvement of instruction.

(2) The NEPF combines multiple criteria including student growth, multiple observations of performance, and reflective practice that is reviewed continuously throughout the evaluation cycle.

Transformation Model Element Requirement

3) *Meaningfully differentiate performance using at least three performance levels;*

Nevada Virtual Academy High School Response

January 2016

- **The NEPF summative tool includes four performance areas: (1) Highly Effective, (2) Effective, (3) Minimally Effective, and (4) Ineffective.**

*Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in these requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys
Evaluate teachers and principals on a regular basis*

Spring 2016

- **NEPF requires an annual evaluation and multiple announced and unannounced observations. Teachers and administrators develop data-driven instructional and professional goals to close achievement gaps for learners. Through the evaluation cycle, pre and post observation conferences provide opportunities for educators to monitor progress towards these goals. During these conferences, teachers and administrators make targeted plans for struggling learners, English learners, and students with disabilities by reviewing classroom, school, and state achievement data to create necessary interventions.**

Fall 2016

- **McREL will be assisting NVVAHS administrators and teachers identify and address root causes of gaps in student achievement.**

Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development.

Spring 2016

- **The NEPF includes multiple measures to evaluate performance levels and requires teachers and administrators to monitor and discuss student growth and achievement. During the year-long evaluation cycle, teachers**

will meet with their administrators for both goal setting, pre-observation, and post-observation conferences. During these conferences, teachers will receive specific and timely feedback aligned to their instructional and professional goals. Administrators will use both conference data and observation data to guide professional learning for teachers and departments throughout the year.

Transformation Model Element Requirement

4)Based on the above requirements, identify and reward school leaders, teachers, and other staff in implementing this model, who have increased student achievement and/or graduation rates; identify and remove those who after ample opportunities have been provided for them to improve, have not done so

Summer 2016

- **Nevada Virtual Academy’s Board of Trustees is researching opportunities to reward school leaders, teachers and staff, who have increased achievement and/or graduation rates.**

Spring 2016

- **The Nevada Virtual Academy administration is expected to identify and remove those who have not improved their practice after receiving targeted interventions and instructional support. NVVAHS Board of Trustees has released teachers found to be ineffective in the past year. There is no collective bargaining agreement at NVVAHS.**

Transformation Model Element Requirement

5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in requirement 2.

Nevada Virtual Academy High School Response

Spring 2016

- **The Board of Trustees, administration and staff recognize the value of providing financial incentives. Flexible work conditions have been designed to recruit, place, and retain staff with skills necessary to meet the needs of NVVAHS students. School leadership will be taking into consideration the results from the teacher and principal evaluation and support system described in Requirement 2.**

Implemented (2015)

- **Salaries for NVVAHS teachers were increased in 2014.**
- *The first part of the SIG application was submitted prior to adoption of the*

Clark County School District (CCSD) revised increase in teacher pay scale. To remain competitive with CCSD, in January 2016, NVVAHS leadership began to explore options to reallocate funding to match the pay scale of CCSD.

Spring 2016

- Fill Study Hall Aide position to extend learning opportunities for students. The Study Hall Aide position will extend learning opportunities for students by providing face-to-face instruction from 4 p.m. – 8 p.m. at a minimum of three days a week.

Transformation Model Element Requirement

6) Use data to identify and implement an instructional program that is research-based, vertically aligned, and aligned with Core Standards at each grade level

Nevada Virtual Academy High School Response

February 2016

- **NVVAHS 2015-16 Performance Plan outlines a goal to strengthen the delivery of instruction by better aligning it to Nevada Content Standards. NVVAHS has entered into partnership with McREL to identify and implement an instructional program that is research-based, and aligned with Nevada Content Standards at each grade level and content area. A systematic curriculum review will begin immediately upon funding of the SIG to identify gaps, and begin using data to alter the delivery of instruction where necessary.**

Spring 2016

- **Hire two high school instructional coaches (1 Mathematics Instructional Coach and 1 Secondary Literacy Specialist).**

Transformation Model Element Requirement

7) Promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet academic needs of individual students

Nevada Virtual Academy High School Response

Spring 2016

- **NVVAHS requires teachers to use their custom-made Data Tracker tool to quickly identify struggling students, and then intervene. Teachers use other formative, interim and summative data as part of ongoing monitoring, coaching, and conferencing, and through their structured Professional Learning Communities (PLC).**
- *Formative student data includes exit tickets in live online classrooms to*

assess student learning. In addition, the NVVAHS Literacy Initiative provides teachers with formative data through monthly written essays across the content areas. Teachers evaluate and reflect upon formative data in weekly PLC meetings.

- Interim student data includes quarterly iReady data in reading and math. Teachers discuss iReady data within PLCs each quarter and share assessment results with students and their families. In the spring of 2016, NVVAHS will also administer the ACT Aspire to selected grade levels as determined by the State Public Charter School Authority.
- Summative student data is evaluated in the online learning management system. Students take summative quizzes in each course weekly and unit assessments upon completion of a unit. Teachers have instant access to the summative data and review it in weekly PLCs. Teachers plan interventions and instruction based upon the weekly summative data. Summative data is also reviewed as a school-based team in regard to HSPE, ACT, and EOC data to identify school wide trends.
- **As part of the NVVAHS contract with McREL, NVVAHS staff will receive additional training regarding data collection to support the PLC work.**

Transformation Model Element Requirement

8) Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject- specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Nevada Virtual Academy High School Response

Spring 2016

- **McREL and the NVVAHS administration are committed to providing, monitoring and evaluating the effectiveness of high quality job-embedded professional development for teachers implementing Nevada Academic Content Standards aligned curriculum.**

Spring 2016

- **Highly trained NVVAHS and McREL coaches will work with administration and teacher leaders to provide personalized, high quality professional development (e.g., including protocols, subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, and differentiated instruction).**

Spring 2016

- **The NVVAHS instructional coach will work with teachers on their**

instruction. The instructional coach will use the SILT team’s decisions and goals to guide coaching conversations and interventions to improve instructional practice.

Fall 2016

- **NVVAHS department chairs will utilize their expertise in subject-specific pedagogy and collaborate with instructional coaches to provide and monitor ongoing embedded professional development. NVVAHS instructional coaches, administrators, and staff students will have the capacity to implement successful school reform strategies. McREL’s professional services will accelerate efforts and help to strengthen skills; McREL’s guidance and work with the SILT team will support the implementation of meaningful and measureable changes in NVVAHS, graduation rate, student achievement, and staff performance while building capacity and sustainability.**

Spring 2016

- **Hire a math-science specialist to provide embedded professional development for NVVAHS teachers and monitor the delivery of instruction ensuring all *students* receive high-quality instruction.**

Transformation Model Element Requirement

9) *Establish schedules and strategies that provide increased learning time*

Nevada Virtual Academy Response

The proposed Study Hall provides extended learning opportunities for students with dual purposes. First, all NVVAHS students living in the Las Vegas area will be invited to Study Hall from 4 p.m. – 8 p.m. at the face-to-face sites. A virtual option will be available for students in other parts of the state. The purpose of the Study Hall is to provide an opportunity for all NVVAHS to seek additional learning support within extended learning time. A Study Hall aide will be present at each face-to-face location to monitor student learning. Attendance at prior “open study hall” sessions supports the development of a program available beyond the school day. Many students thrive in the virtual setting but request a quiet place to complete work. A Study Hall would provide this for them. In addition, teachers will be incentivized to participate in the extended learning by flexing their contact time and/or the opportunity to earn substitute pay. Teachers flexing their time will provide virtual sessions for students. By staggering teacher start times, NVVA will be able to provide students instruction in core classes from 8AM to 8 PM each day—providing students will multiple opportunities to attend both classes and live help sessions. Currently, the instructional day ends at 4 PM. This extension would provide 4 more hours of instruction for students.

The second intent of Study Hall is to provide targeted Tier 2 and Tier 3 instruction to identified students. These students will be identified through multiple data points (iReady, credit proficiency, ACT Aspire, grades, attendance) and required to attend Study Hall for direct instruction in Literacy and math foundational skills.

Spring 2016

- **Once funding is secured through this grant, a face-to-face study hall service will be implemented.**
- **Input from teachers, students, and parents will continue to be collected by administrators while establishing schedules and strategies that provide increased learning opportunities for students and teachers. NVVAHS is seeking continuous improvement of implemented blended sessions.**

Spring 2016

- **Using the results of the Diagnostic Report as a guide, McREL will begin to utilize research based strategies to help NVVAHS administrators and teacher leaders enhance school culture climate.**

Transformation Model Element Requirement

10) Provide ongoing mechanisms for family and community engagement (e.g. partnerships with parents and community to create safe schools; extended or restructured school day; approaches to improve climate and school discipline; full day kindergarten; or pre-kindergarten)

- **NVVAHS will continue to reach out to families using a variety of media and technology. Administration and staff are exploring potential partnerships with parents, and safe and respectful schools organizations for assistance and support. The school has responded to family requests for extended school time, and researching a restructured school day. McREL has provided areas where NVVAHS needs improve school climate, (See Attached McREL Diagnostic Report. The administration and staff are working to strengthen school climate together).**

Transformation Model Element Requirement

11) Give the school sufficient operational flexibility (e.g. staffing, calendar/time, budgeting, new governance arrangement, weighted per pupil budget formula)

Nevada Virtual Academy High School Response

Ongoing

- **The Board of Trustees has given Nevada Virtual Academy High School maximum operational flexibility by allowing the NVVAHS Principal staffing autonomy with hiring and maintaining staff. The Head of School directly supervises and evaluates the NVVAHS Principal.**

Transformation Model Element Requirement

12) Ensure that the school receives ongoing, intensive technical assistance from the LEA, SEA, or external provider Calendar two meetings and consultative conversations

Ongoing

- **NVVAHS will continue its work with the Nevada Department of Education and the State Public Charter School Authority by communicating frequently regarding operations, progress, and support needed to bring about successful school improvement.**

Permissible Activities:

In addition to the required activities for the transformation model, the LEA may also implement other comprehensive strategies:

Developing teacher and school leader effectiveness activities:

- Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school*
- Instituting a system for measuring changes in instructional practices resulting from professional development*
- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority*

Nevada Virtual Academy High School Response

Summer 2016

Administration will work with the NVVAHS instructional coaches, SPSCA staff, and NDE to institute a system for measuring changes in instructional practices resulting from professional development by September 15, 2016.

Completed

NVVA NVVAHS does not have a collective bargaining contract with any teacher organization. School administrators have discretion regarding hiring and related matters.

Completed

NVVA Board of Trustees approved and authorized an increase in teacher salaries last year and are in the process and considering budget revisions to remain competitive with CCSD in attracting and retaining teachers.

Fall, 2016

NVVAHS instructional coaches will institute a pilot system for measuring changes in instructional practices resulting from professional development.

Spring 2016

NVVA Board of Trustees has given the NVVAHS Principal discretion regarding teacher acceptance and placement.

Comprehensive instructional reform activities:

- Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective*

Nevada Virtual Academy High School Response

Fall 2016

- **NVVAHS instructional coaches will work closely with the McREL consultant(s), NVVAHS administrators, and teacher leaders to ensure that the written, taught and tested curriculum is utilized. Instructional coaches will work with teachers to implement instructional improvements with fidelity and measure the intended impact on student achievement. Coaches will also work with teachers to reflect on their practice and modify practice when it is ineffective. Coaches will work with teachers to model additional strategies to use during instruction to “course correct” when formative data shows students are struggling with concepts.**

b) Implementing a school-wide “Plan-to-intervention” model

Spring 2016

- **NVVAHS Professional Learning Communities will be trained, coached and expected to implement the continuous improvement model “Plan, Do, Study, Act” for their meetings and as a method for identifying students who may need interventions. During PLC meetings, teachers will analyze both formative and summative data to assess students’ intervention needs.**
- **PLC’s will identify and problem-solve issues of instructional fidelity based on observational and performance data.**
- **Teachers will continue to receive training regarding Response to Intervention (RTI) and proper use of RTI strategies, and are expected to implement RTI when appropriate. The RTI model being used at NVVAHS is attached to this application.**

c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skills to master academic content

Fall 2016

- **All NVVAHS teachers will receive best practice research-based training at least annually with English Learners and Special Education Specialists. Instructional Coaches and administrators will monitor the implementation of new strategies after the professional development.**

- **Spring 2016**

NVVAHS teachers will continue to integrate technology-based supports and interventions as part of their daily instructional program and will receive ongoing monitoring, coaching and support by instructional coaches. Coaches will work with teachers to strengthen and expand the use of technology in the virtual classroom to ensure all students have access to research based teaching and learning practices. McREL will provide support and ongoing training for this.

- **Spring 2016**

Administrators and coaches will monitor recordings of teaching and learning. Based on deficiencies noted in observations and recordings embedded professional development will be provided for teachers. E.g., teachers will be trained to maximize break-out sessions when teachers break students into virtual groups after the teacher's delivery of instruction. Meaningful conversations and differentiation strategies will be structured in breakout sessions.

Secondary schools activities:

- a) *Increase rigor by offering opportunities for students to enroll in advanced course work (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework*

Nevada Virtual Academy Response

Fall 2016

- **NVVAHS teachers and administrators will receive training and guidance as they integrate Science, Technology, Engineering, Mathematics, and Writing into instruction. During PLC meetings teachers will review student achievement data at both the school and classroom level. These results will be used to determine course placement recommendations.**

Spring 2016

- **All NVVAHS teachers, students and families will receive direction and ongoing updates regarding opportunities for students to participate in dual credit opportunities, highlighted by the Western Nevada College Jump Start program.**

b) *Secondary Schools only: Improve student transitions from middle school to high school*

Fall 2016

- **Middle school and high school teachers will meet together periodically to plan student transition from middle school to high school. This activity will be planned by the middle and high school principals and staff.**

c) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills*

Fall 2016

- **NVVAHS teachers will receive training regarding how to plan re-engagement strategies. Instructional coaches and administrators will monitor application and results. All teachers will receive embedded professional development regarding basic secondary reading strategies and mathematics skills by reading and mathematics specialists.**

d) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate*

Summer 2016

- **Additional early-warning systems will be developed to identify students who may be at risk of failing to achieve to high standards or graduate by use of a data tracker provided by the NVVAHS principal.**

e) *Increasing learning time and creating community-oriented schools*

Completed

- **Most NVVAHS students have opportunities to meet with teachers face-to-face each week via the newly implemented NVVAHS blended services. NVVAHS is researching additional ways to accommodate the needs of rural and remote students.**
- **NVVA leadership team will continue to look for innovative ways to accommodate students scheduling needs. All students, families and teachers will have opportunities to provide input regarding ways to increase learning time by participating in focus groups, workshops, meetings, and/or surveys.**

Operational Flexibility and sustained support activities:

a) *Allowing the school to be run under a new governance arrangement, such as a*

turnaround division within the LEA or SEA

Fall 2015

- **The Board of Trustees supports the Transformation Model and is eager to support the NVVAHS School Improvement Grant application in the following ways: monitoring the progress of the services to be provided in the model, and actively participating in the School Improvement Leadership Team meetings.**
- **The NVVA Board of Trustees will participate in annual School Improvement Grant Workshops held in January of each year. The Board of Trustees plan to continue supporting and advocating for students, teachers and administration as they implement this plan.**

SCORING RUBRIC FOR REQUIREMENT 6

The LEA has selected an intervention model for each identified school.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

Identify the model chosen for each selected school and complete the checklist for the school's selected model	Rating 0 1 2 3 Comments:
The model implementation plan for each school is clearly aligned to the needs assessment findings, addresses the top primary concerns and root causes and will lead to attainment of exit criteria	Rating 0 1 2 3 Comments:
Describe how the LEA will implement with fidelity each item associated with the selected intervention model for each eligible school	Rating 0 1 2 3 Comments:
Provide sufficient information describing how the LEA will successfully implement each requirement	Rating 0 1 2 3 Comments:
Describe any steps already taken by the LEA to initiate school improvement efforts that align with SIG intervention models	Rating 0 1 2 3 Comments:
Provides a detailed timeline for implementation of the school intervention model chosen for each school the LEA intends to serve	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /18 **x 2 (weighted)** = _____

Requirement 7: Resource Alignment

The LEA must describe actions it has taken, or will take, to align other resources with the selected intervention.

The LEA must present a well-developed narrative describing how it will align other resources that are available to the school and the district with the SIG funding in order to carry out the chosen intervention model. A fundable application narrative for this requirement must include:

- A workable plan for aligning resources to implement the components of a given intervention model is described

- Financial resources (over the life of the grant) that will help support the intervention is provided. For example, the application discusses how the LEA will combine existing funding resources, such as Title I, Part A Basic funds, Title I (1003a), Title II, Title III, 21st CCLC (if applicable), Early Childhood Education state funding (if applicable), state general and categorical funding, etc., with the SIG funding
- A description of how each of the financial resources listed above will support the goals of the school reform effort in the improvement plan
- A description of how LEA program personnel will collaborate to support student achievement and school reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deemed necessary to meet the specific needs of each school included in the LEA's SIG application)

Insert narrative here for Requirement 7:

Workable Plan for aligning resources to implement the components of the Transformation Model

- *The other resources NVVAHS currently receives are Title I and Title II funding. At this time, there are no other sources of revenue to fund a percentage of the requested positions. Having the SIG funded positions will strengthen focus on student achievement by providing job-embedded professional learning through instructional coaching. Upon conclusion of the SIG funding, the Board of Trustees and NVVAHS administration will review the achievement data to evaluate the need for further positions.*

Budget estimates of funding to support the Transformation Model

All FTE indicated in the SIG Budget will be paid for 100% through the SIG during the designated turnaround years. This includes payroll and benefits. *As the school enters the latter stages of the Transformation Model, teacher capacity will have been built and instructional shifts sustained.*

The 3rd party vendor, McREL, employed to assist NVVAHS during the Transformation Model with data focused professional development, will decrease their involvement each year until completely phased out after year 5.

Finally, there will be additional educational opportunities for students during this period. These are meant to help struggling students “catch up” or become more confident/proficient in the core subject areas. These will manifest in off-hour instruction or summer school teaching. Since these instances are outside the scope of work listed on the teachers’ individual contracts, stipends and incentives will be used to compensate teachers who engage in these extra instructional opportunities. The expectation is that after a couple of years, the students should be “back on track” and the extra sessions won’t need to be employed, except in special circumstances that can be funded by general funds. Funding for these opportunities will be more heavily employed in the first couple of years in the SIG Budget and any incentives or stipends paid for from the SIG Budget will be exclusively tied to the Transformation Model and core subject (IE-math, ELA, science) areas. The reduction in budget for these extra instructional opportunities is indicative of the reduction in need by the students as they catch up and become proficient in their core courses.

A description of how LEA program personnel will collaborate to support student achievement

and school reform (e.g. curriculum coordinators responsible for reading/language arts and mathematics, assessment, ESL/Title III services, Title I, special education, Indian Education, early childhood, counseling, professional development, gifted/talented, migrant, and any other program personnel deemed necessary to meet the specific needs of each school included in the LEA's SIG application.

Of the above funding sources, NVVAHS receives Title I and Title II funds only, administrative staff collaborate and manage these funds.

The School Improvement Leadership Team (SILT) will meet four more times this Spring with McREL facilitating and providing training, then the SILT will meet Quarterly to review data, and may make any appropriate recommendations to the Board of Trustees and Administration regarding the School Improvement process and Grant.

The administrative team will be receiving ongoing training from McREL each year regarding the importance of protocols, data driven decision-making, as well as leadership training and will have ample opportunities to collaborate.

The Professional Learning Communities will be receiving training and then be monitored to ensure they are using research-based best continuous improvement strategies with their Plan, Do, Study, Act and reflective model.

SCORING RUBRIC FOR REQUIREMENT 7

The LEA demonstrates the ability to align resources to support the intervention

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

A workable plan for aligning resources to implement the components of a given intervention model is described	Rating 0 1 2 3 Comments:
Budget estimates of other potential funding that could be used to help support the intervention	Rating 0 1 2 3 Comments:
The LEA has described how each of the financial resources listed above will support the requirements of the selected intervention model(s).	Rating 0 1 2 3 Comments:
The LEA has described how LEA program personnel will collaborate to support student achievement and school reform	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /12

Requirement 8: Willingness to Make or Change Policies & Procedures

The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively. For example,

lines of LEA accountability must be clearly articulated so schools aren't subject to multiple layers of management and/or redundancies.

The LEA SIG Application must demonstrate that the LEA has identified potential practices and/or policies that may serve as barriers to successful implementation of intervention strategies. Competitive applications must include the following:

- a. A list of practices and/or policies that may serve as barriers to successful implementation
- b. Proposed steps to modify identified practices and/or policies to minimize barriers
- c. A procedure in place to identify and resolve future issues related to practices and/or policies
- d. Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education)

Insert narrative here for Requirement 8:

- a) A list of practices and/or policies that may serve as barriers to successful implementation:

Governing level

- Changing federal mandates
- Transitioning state graduation requirements
- Fluctuating state School Performance Framework criteria

Staff level

- Holding infrequent staff meetings (1/quarter)

School level

Practices and policies currently address the following barriers, but they are ongoing challenges faced by NVVAHS

- Troubleshooting ways to retain quality teachers
- Overcoming the challenges of virtual communication
- Combating student transiency
- Enrolling approximately half of students that are already credit deficient
- Changing to an open enrollment policy
- Overcoming the challenges of virtual communication
- Reaching unengaged virtual learners

- b) *Steps to modify identified practices:*

Governing level

- Monitor all communications from federal and local levels
- Communicate changes in state and federal regulations to all stakeholders
- Attend all state charter authority board meetings
- Clarify questions or concerns with appropriate state charter representatives

Staff level

- Require one staff meeting per month (provide professional development based on

administrative observation data, discuss changes or updates from State Charter Authority, align vertical and cross-curricular practices and projects, discuss data and student achievement results and develop targeted instructional goals and benchmarks)

- Engage and enlist all involved stakeholders throughout the process
- Evaluate and change, when needed, the practices and policies throughout implementation

School level

- Continue to provide professional development aligned to teacher needs and concerns
- Provide opportunities for collaboration among stakeholders
- Establish protocols for decision making during meetings and assign roles (facilitator, recorder, time keeper, process observer)
- Require meeting minutes to be provided to all meeting members
- Ensure decisions are made using data and focused on results
- Engage students and families in the improvement process
- Celebrate growth and success
- Model an attitude of gratitude when working with staff, students, and families
- Utilize the ample opportunities afford the school to communicate both in person and remotely
- Encourage two way communication
- Provide support to teachers and establish a structure for them to voice concerns and questions

c) A procedure in place to identify and resolve future issues related to practices and/or policies:

Governing level

- Attend all meetings and read all communications from State Charter Authority

Staff level

- Provide updates to staff during monthly staff meetings

School level

- Utilize the structures and insight provided by McREL
- Maintain an open door policy and practice
- Continue to ensure leadership team is open and transparent regarding purposes, goals, and expectations
- Remain committed to using data to drive decisions
- Confront and manage conflict among adult

d) Description of how the LEA will collaborate with key stakeholders to implement necessary changes (e.g. associations, administrators, local board of education):

After reviewing the results of the McREL Diagnostic Report, leaders are committed to focusing on effective ways to frequently communicate with all staff, students, families and community. The NVVAHS administrators are engaged in the McRELs leadership trainings and will use the knowledge gained to continue to focus on school improvement and communicating to all stakeholders. The Board of Trustees supports the McREL trainings and has a standing agenda item for their board meetings regarding school improvement efforts and have committed to participate in an annual workshop regarding school improvement.

SCORING RUBRIC FOR REQUIREMENT 8

The LEA demonstrates the ability and willingness to modify practices and processes to implement the intervention successfully.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

A list of practices and/or policies that may serve as barriers to successful implementation	Rating 0 1 2 3 Comments:
Proposed steps to modify identified practices and/or policies to minimize barriers	Rating 0 1 2 3 Comments:
A procedure in place to identify and resolve future issues related to practices and/or policies	Rating 0 1 2 3 Comments:
Description of how the LEA will collaborate with key stakeholders to implement necessary changes	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /12

Requirement 9: LEA’s Oversight and Support

The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office, identifying roles, accountabilities, oversight and review processes, etc.).

The LEA must identify how it will provide adequate and ongoing oversight and support to each Priority and Focus School identified in the LEAs application. The description must include the following information on how the LEA will successfully implement the school intervention model:

- a. Specify how the LEA will provide leadership and support to each school identified in the application
- b. Describe how the LEA will provide ongoing technical assistance to make sure each school is successful
- c. Describe how the LEA will evaluate the effectiveness of the reform strategies being implemented
- d. Describe how the LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics
- e. Describe how the LEA will monitor student achievement by individual teacher/classrooms

- f. Describe how the LEA will measure progress on the leading indicators as defined in the final requirements
- g. Describe the frequency and format of LEA monitoring
- h. Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model

(Note: Use the model checklists provided as a guide for monitoring required elements needed)

- i. If student achievement results do not meet expected goals, describe how the LEA will assist the school in identifying and implementing strategies to improve outcomes

Insert narrative here for Requirement 9:

a) The Board of Trustees, School Improvement Leadership Team, Administration, and teachers will provide leadership and support to implement the Transformation Model in the School Improvement Grant.

b) The Administration, managers, specialists and teachers will provide ongoing technical assistance to make sure NVVAHS is successful by sharing Transformation Model information and expectations of the school improvement process and grant both verbally and written, as well as providing assistance at whatever level it is needed. All key stakeholders will also receive training in internal customer service.

c) NVVAHS will evaluate the effectiveness of the reform strategies being implemented by using the Transformation Model Implementation Plan as our guiding document, utilize data to measure growth, and celebrate and reduce gaps in performance.

d) NVVAHS will establish annual goals for student achievement on state assessments in both reading/language arts and mathematics through Professional Learning Communities, department meetings, staff meetings, School Improvement Leadership Team, Board Meetings and agendas. Annual goals for student achievement will be shared digitally, verbally and interpersonally.

e) NVVAHS administrators, specialists, department chairs, PLC members will monitor student achievement by observing live and recorded classes, collecting observational data and working with teachers to reduce gaps in the variability of the delivery of instruction to insure that students receive quality instruction.

f) NVVAHS will measure progress on the leading indicators as defined in the final requirements by growth in student achievement using formative, interim, state and federal assessments data, as well as NVVAHS tracker data collected on each student each week. The tracker includes data points such as course pass rates, attendance, and time spent in each online class. Data will be shared and used as guidance for intervention and the delivery of next instruction for each NVVAHS student. Homeroom teachers will monitor student progress.

g) The frequency and format of NVVAHS monitoring will include weekly student tracker reflections, daily student formative assessment, and frequent reviewing of class recordings to monitor student engagement and evaluate teacher performance. Teachers will collaborate weekly in PLC meetings to monitor Transformation Model goals and objectives.

h) The strategies NVVAHS will use to monitor the implementation of each requirement of the selected intervention model include utilizing Transformation Model as the guiding document to drive decision-making, and using data to review student achievement growth and gaps at each

weekly administrative meeting to evaluate the success of each strategy..

i) If student achievement results do not meet expected goals, NVVAHS will identify the root causes and implement new strategies to improve outcomes. Professional Learning Communities, School Improvement Leadership Team, teachers, administrators, students and families will be a part of the process to understand where the gaps are in the outcomes and participate in finding solutions.

SCORING RUBRIC FOR REQUIREMENT 9

The LEA demonstrates the capacity to provide effective oversight and support to schools.

0= provides no information 1=provides limited info 2=provides most o 3=provides all info

Specify how the LEA will provide leadership and support to each school identified in the application	Rating 0 1 2 3 Comments:
Describe how the LEA will provide ongoing technical assistance to make sure each school is successful	Rating 0 1 2 3 Comments:
Describe how the LEA will evaluate the effectiveness of the reform strategies being implemented	Rating 0 1 2 3 Comments:
Describe how the LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics	Rating 0 1 2 3 Comments:
Describe how the LEA will monitor student achievement by individual teacher/classrooms	Rating 0 1 2 3 Comments:
Describe how the LEA will measure progress on the leading indicators as defined in the final requirements	Rating 0 1 2 3 Comments:
Describe the frequency and format of LEA monitoring	Rating 0 1 2 3 Comments:
Describe the monitoring strategies the LEA will use to monitor the implementation of each requirement of the selected intervention model	Rating 0 1 2 3 Comments:
If student achievement results do not meet expected goals, describe how the LEA will assist the school in identifying and implementing strategies to improve outcome	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /27

Requirement 10: Sustainability

The LEA must describe how it will sustain the reforms after the funding period ends.

The LEA SIG application must demonstrate that the LEA has a plan to sustain the improvements

achieved through the SIG process when the funding period ends. Competitive applications include the following:

- a. The LEA clearly delineates what specific capacity is being built through this grant; outlining what this capacity looks like; and summarizing how it will sustain continuous improvement
- b. A list of the ongoing supports needed to sustain school improvement after the funding period ends
- c. A description of the anticipated local, state, and/or federal resources that will be committed to meet the needs identified above and support continued implementation of the model(s) chosen
- d. Written assurance from the district superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding
- e. Written assurance from the local school board that they will continue to support the implementation and refinement of the intervention model(s) described in the LEA application beyond the period of the grant funding

Insert narrative here for Requirement 10:

a) Starting Spring 2016, Nevada Virtual Academy High School will be working toward a common understanding of sustainability:

“Sustainability is the ability of a program (SIG) to maintain its core beliefs and values (Elements of Reform) and use them to guide program adaptations to changes and pressures over time.”(Adapted from Making Good Choices: Sustainable School Improvement).

During this time Nevada Virtual Academy High School will be working towards sustaining the Transformational Model by: (a) developing committed leadership, while using McREL’s 21 *Principal Leadership Responsibilities and Related Practices as a guide ((the School Leadership Team members have this guide to refer to as we move forward))* (b) showing adaptability (c) promoting strategic alignment of resources (d) developing a sense of accountability balanced with incentives systems (e) continuously building human capital,(f) embracing the continuous improvement *Plan, Do, Study, Act* (PDSA) processes, and (g) using data-driven decision making throughout the Professional Learning Communities protocols, processes and procedures.

Nevada Virtual Academy Board of Trustees, administration and staff will focus on improvement outcomes and prioritize spending to ensure it follows these proven measures. Resources will be allotted to activities, training and programs that have a proven, positive impact on teaching and learning. The school leadership team will continually reflect on the following questions: What are our prioritized needs? Do we want the improvement measure or the money? Why do we pursue funds? How are our budgets and spending behaviors aligned with our prioritized needs? What are our critical inputs? Can we prove the impact? (Adapted from Making Good Choices: Sustainable School Improvement)

b) Ongoing supports needed to sustain NVVAHS school improvement after the funding period ends includes:

- Effective leaders and teachers
- Increased time for teaching and collaboration

- Continual capacity building and operational flexibility
- Strong aligned, and responsive instruction
- Family and community engagement
- Supportive and safe risk-free learning environments

c) The Nevada State Public Charter School Association is committed to helping NVVAHS meet the needs identified above in b) and support continued implementation of the Transformation Model by collaborating and supporting efforts to sustain school improvement efforts by NVVAHS.

The Regional Professional Development Program (RPDP) consultants will continue to provide services to strengthen the Nevada Educators Performance Framework. The RPDP consultants will provide four separate on-site professional learning on the NEPF.

Professional Learning with RPDP dates for the 2015-2016 school year are:

November 23, 2015 (General NEPF Overview)

February 29, 2016 (Standard 1 & 5 / Alignment)

April 4, 2016 (Standard 2 / Instructional practice)

May 9, 2016 (Standard 3 & 4 / Student work, DOK)

NVVAHS is committed to continuing the partnership with RPDP and McREL to build teacher capacity and instructional growth through SIG years 2-5. This research-based instructional focus and data-driven decision making will guide professional learning and increase student achievement.

McREL's *Success in Sight, Continuous Improvement* process, training and practice will help NVVAHS create systematic and systemic change with the ultimate goal to improve student achievement. NVVA leadership teams must develop deep knowledge and skills in:

1. Using data to guide school improvement and assess progress
2. Using research-based practices to make improvements and increase student achievement
3. Foster and engage in shared leadership for improvement
4. Create and maintain a purposeful community
5. Applying a comprehensive and systematic continuous improvement process.

NVVAHS will be building capacity in these five areas, and able to initiate and sustain improvement efforts for the longer term without the assistance of an external provider.

e) Written assurance from the Nevada Virtual Academy High School Board of Trustees that they will continue to support the implementation and refinement of the intervention model(s) described in this Nevada Virtual Academy High School application beyond the period of the grant funding is attached.



**WRITTEN ASSURANCE FROM THE NEVADA
VIRTUAL ACADEMY HEAD OF SCHOOL**

**Nevada Virtual Academy High School
School Improvement Grant
Transformation Model Implementation Plan
Effective 2015 - 2020**

The Nevada Virtual Academy High School School Improvement Grant Transformation Model is effective from 2015 to 2020. It is my intent to continue to support the implementation and refinement of the School Improvement Transformation Model described in the Nevada Virtual Academy High School Improvement application beyond the period of the grant funding.

Orlando Dos Santos, (Interim) Head of School

11/28/15
Date

e)Written assurance from the Nevada Virtual Academy High School Board of Trustees that they will continue to support the implementation and refinement of the intervention model(s) described in this Nevada Virtual Academy High School application beyond the period of the grant funding is attached.



Written Assurance from the Nevada Virtual Academy
Board of Trustees

Nevada Virtual Academy High School
School Improvement Grant
Transformation Model Implementation Plan
2015 - 2020

The Nevada Virtual Academy High School
School Improvement Grant
Transformation Model . . .

is effective from 2015 to 2020. It is my intent to continue to support the implementation and refinement of the School Improvement Transformation Model described in the Nevada Virtual Academy High School Improvement application beyond the period of the grant funding.



Don Curry, President, Board of Trustees

11/30/15
Date

SCORING RUBRIC FOR REQUIREMENT 10

The LEA demonstrates the ability and willingness to sustain the reforms after funding period ends.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The LEA clearly delineates what specific capacity is being built through this grant; outlining what this capacity looks like; and summarizing how it will sustain continuous improvement	Rating 0 1 2 3 Comments:
The LEA includes a list of the ongoing supports needed to sustain school improvement after the funding period ends	Rating 0 1 2 3 Comments:
The LEA describes and enumerates the anticipated resources that will be committed to meet the needs identified above	Rating 0 1 2 3 Comments:
The LEA included a written assurance from the superintendent or charter school leader that s/he will continue to support the implementation and refinement of the intervention model(s) described in the LEA application	Rating 0 1 2 3 Comments:
The LEA included a written assurance from the local school board that it will continue to support the implementation and refinement of the intervention model(s) described in the LEA application	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /15

Requirement 11: Targets and Goals

The LEA must describe how it will monitor each priority and focus school that receives school improvement funds including by

- a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and,
- b. Measuring progress on the leading indicators as defined in the final requirements.

The LEA has or will develop well-established policies and procedures to evaluate why schools achieve the results they do. This system pays particular attention to the fidelity with which implementation of a given variable occurs. Results continually help drive on-going implementation and progress.

The LEA must describe the annual goals for student achievement on the State's annual assessments and how the LEA will monitor each priority and focus school that receives school improvement funds including by:

- a. The performance targets for each school are identified annually for math, reading and/or graduation rate and are aligned to the exit criteria (priority or focus) as described in Nevada's ESEA Flexibility Waiver
- b. Measuring progress on the leading indicators as defined in the final SIG requirements
- c. The LEA effectively demonstrates that it has or will have a comprehensive evaluation system in place to assess and monitor the overall performance of the organization over time in implementing the selected model

- d. The LEA has described the process to ensure fidelity to the evaluation timeline and the review of data to monitor progress
- e. The LEA describes the plan to make mid-course corrections to modify strategies and/or action steps if data does not indicate targets have been met

Insert narrative here for Requirement 11:

a)The performance targets for each school are identified annually for math, reading and/or graduation rate and are aligned to the exit criteria (priority or focus) as described in Nevada’s ESEA Flexibility Waiver

Nevada Virtual Academy will monitor the high school by establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics.

Goal 1: The graduation rate will increase annually at Nevada Virtual Academy HS.

Objective 1.0 – Increase the high school graduation rate from 63.5% (Class of 2015) to 80% (Class of 2020), as measured by the Adjusted Cohort Graduation Rate (ACGR). Currently, Nevada Virtual Academy High School is tracking around a 70% ACGR based on past Dropouts/Transfers.

<u>Baseline *</u> <u>(Class of 2015)</u>	<u>Year 1 Target</u> <u>(Class of 2016)</u>	<u>Year 2 Target</u> <u>(Class of 2017)</u>	<u>Year 3 Target</u> <u>(Class of 2018)</u>	<u>Year 4 Target</u> <u>(Class of 2019)</u>	<u>Year 5 Target</u> <u>(Class of 2020)</u>
63.5%	70.0%	75%	80%	75%*	77.5%*

**The cohort classes of 2017/2018 will only have to participate in the End of Course exams while the cohort classes of 2019 and beyond will have to pass at least 4 exams as well as earn full credits.*

Goal 2: The credit sufficiency rates will increase annually at Nevada Virtual Academy HS.

Objective 2.1 – Increase the percent of 9th grade students who are credit sufficient by the end of their freshman year from 54.8% (Class of 2017) to 87.5% (Class of 2022), as measured by the Nevada Report Card. This translates into the following annual targets:

<u>Baseline *</u> <u>(Class of 2017)</u>	<u>Year 1 Target</u> <u>(Class of 2018)</u>	<u>Year 2 Target</u> <u>(Class of 2019)</u>	<u>Year 3 Target</u> <u>(Class of 2020)</u>	<u>Year 4 Target</u> <u>(Class of 2021)</u>	<u>Year 5 Target</u> <u>(Class of 2022)</u>
54.8%	75%	80%	82.5%	85%	87.5%

Note: Nevada Department of Education defines 9th grade credit sufficiency as five or more credits.

Data availability: Officially- Annually in August

Objective 2.2 – Increase the percent of 10th grade students who earn 11 or more credits by the end of their sophomore year from 73.2% (Class of 2017) to 82.5% (Class of 2021), as measured by the Nevada Report Card. This translates into the following annual targets:

<u><i>Baseline*</i></u> <u><i>(Class of 2017)</i></u>	<u><i>Year 1</i></u> <u><i>Target</i></u> <u><i>(Class of 2018)</i></u>	<u><i>Year 2</i></u> <u><i>Target</i></u> <u><i>(Class of 2019)</i></u>	<u><i>Year 3</i></u> <u><i>Target</i></u> <u><i>(Class of 2020)</i></u>	<u><i>Year 4</i></u> <u><i>Target</i></u> <u><i>(Class of 2021)</i></u>
<u>73.2%</u>	<u>75%</u>	<u>77.5%</u>	<u>80%</u>	<u>82.5%</u>

Data availability: Officially- Annually in August

Objective 2.3 –*Increase the percent of 11th grade students who earn 17 or more credits by the end of their junior year from 59.7% (Class of 2016) to 80.0% (Class of 2020), as measured by the Nevada Report Card. This translates into the following annual targets:*

<u><i>Baseline*</i></u> <u><i>(Class of 2016)</i></u>	<u><i>Year 1</i></u> <u><i>Target</i></u> <u><i>(Class of 2017)</i></u>	<u><i>Year 2</i></u> <u><i>Target</i></u> <u><i>(Class of 2018)</i></u>	<u><i>Year 2</i></u> <u><i>Target</i></u> <u><i>(Class of 2019)</i></u>	<u><i>Year 3</i></u> <u><i>Target</i></u> <u><i>(Class of 2020)</i></u>
<u>59.7%</u>	<u>65.0%</u>	<u>70%</u>	<u>75%</u>	<u>80%</u>

Data availability: Officially- Annually in August

Goal 3: The percent of students successfully completing advanced coursework will increase annually at Nevada Virtual HS.

Objective 3.1 – *The percent of total 12th grade students who receive college credits will increase from 11.76% to 30% by Year 5, as measured by the Nevada School Performance Framework. This translates into the following annual targets:*

<u><i>Baseline*</i></u> <u><i>(2014-15)</i></u>	<u><i>Year 1</i></u> <u><i>Target</i></u> <u><i>(2015-16)</i></u>	<u><i>Year 2</i></u> <u><i>Target</i></u> <u><i>(2016-17)</i></u>	<u><i>Year 3</i></u> <u><i>Target</i></u> <u><i>(2017-18)</i></u>	<u><i>Year 4</i></u> <u><i>Target</i></u> <u><i>(2018-19)</i></u>	<u><i>Year 5</i></u> <u><i>Target</i></u> <u><i>(2019-20)</i></u>
<u>11.76%</u>	<u>20%</u>	<u>22.5%</u>	<u>25%</u>	<u>27.5%</u>	<u>30%</u>

Data availability: Annually in August

For the class of 2019, since End of Course Exams are compensatory starting with this cohort, we will have to wait for the standards settings and compensatory model to become available, but for now we can have the same goals as the cohort classes of 2017 and 2018 and adjust once the state delivers more information.

B)Measuring progress on the leading indicators as defined in the final SIG requirements

NVVAHS will measure progress on the leading indicators as defined in the final SIG requirements. NVVAHS has a full time Testing Coordinator and a full time Data Analyst to pull the data on the leading indicators. These leading indicators include:

- *The number of minutes within the school year will reflect increased learning time by implementing an extended learning day via a Study Hall. The Study Hall will be available to all students from 4 p.m. to 8 p.m. at least three evenings a week. All NVVAHS students are invited to attend and seek additional instruction and resources. Targeted Tier 2 and Tier 3 students will be required to attend Study Hall hours for literacy and math interventions based upon data. Learning time is increased by providing non-traditional*

school hours for students to participate in extended learning opportunities.

- Student participation rate on state assessment in reading/language arts and in mathematics, student subgroup
- Dropout rate
- Student attendance rate
- Number and percentage of students completing advanced coursework
- Discipline incidents
- Truants
- Distribution of teachers by performance level on the NEPF
- Teacher attendance rate

Once the data has been compiled, the School Improvement Leadership Team (SILT) will analyze the data and inform other school stakeholders.

c)The LEA effectively demonstrates that it has or will have a comprehensive evaluation system in place to assess and monitor the overall performance of the organization over time in implementing the selected model

Nevada Virtual Academy has developed a Data Analysis Team that helps to compile, disseminate, and facilitate discussion using the Nevada School Performance Framework and the State Public Charter School Authority Framework to monitor schoolwide performance on state assessments and College and Career Readiness Goals.

d)The LEA has described the process to ensure fidelity to the evaluation timeline and the review of data to monitor progress

- The NVVAHS Testing Coordinator and Data Analyst will provide regular review of data and progress to present to the administration and School Improvement Administrator during weekly meetings.
- The School Improvement Leadership Team will meet four more times this spring then quarterly to review data, and may make recommendations to the Board of Trustees and Administration regarding the evaluation timeline and to review the data and monitor progress.
- Each month the Board of Trustees will have a standing agenda and annual SIG workshops to stay informed on the progress and evaluation timeline of the grant.

e)The LEA describes the plan to make mid-course corrections to modify strategies and/or action steps if data does not indicate targets have been met

The SILT, Administration, and Board of Trustees understand the importance of adaptability in sustaining school improvement.

NVVAHS administrators and teachers use the school wide data tracker weekly to assess data and progress. Using student data and teacher feedback, instructional practices are shifted to better meet the needs of students. An example of an instructional shift was the implementation of the 45-45-90 minute rotation of instruction during blended face-to-face meeting. This was a mid-course correction made recently after reviewing tracker data and feedback from teachers.

Following the shared leadership model, the SILT and administrators appreciate and encourage teachers to present their ideas.

SCORING RUBRIC FOR REQUIREMENT 11

The LEA describes their evaluation system including clear and specific targets and goals.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The performance targets for each school are identified annually for math, reading and/or graduation rate and are aligned to the exit criteria	Rating 0 1 2 3 Comments:
Measuring progress on the leading indicators as defined in the final requirements	Rating 0 1 2 3 Comments:
The LEA effectively demonstrates that it has or will have a comprehensive evaluation system in place to assess and monitor the overall performance of the organization over time in implementing the selected model	Rating 0 1 2 3 Comments:
The LEA has described the process to ensure fidelity to the evaluation timeline and the review of data to monitor progress	Rating 0 1 2 3 Comments:
The LEA describes the plan to make mid-course corrections to modify strategies and/or action steps if data does not indicate targets have been met	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /15

Requirement 12: Rural Flexibility

LEAs that propose to modify one element of the Turnaround or Transformation model must describe how they will still be able to meet the intent and purpose of that element in order to successfully implement the selected school intervention model.

Currently, there are no SIG-eligible Nevada Priority schools that are also eligible for services under Title VI part B subpart 1 or 2 (Rural Education Assistance Program). However, there are SIG-eligible Focus schools in LEAs that qualify for services under REAP.

The Nevada LEAs that are both:

- a) eligible for services under the Rural Education Assistance Program (REAP)
- b) have SIG-eligible Focus schools are:

Churchill, Elko, Humboldt, Lincoln, Nye, Pershing, and White Pine counties.

The description must include the following information:

- Identification of the specific element of either the Turnaround or Transformation model that the LEA proposes to modify

- LEA's rationale for the need to modify the element identified given constraints that are specific to their rural school district

NOTE: If an LEA that is eligible for services under REAP selects the Early Learning Model, it cannot modify the requirement that the principal who led the school prior to the implementation of the model must be replaced.

Insert narrative here for Requirement 12:

SCORING RUBRIC FOR REQUIREMENT 12

The LEA describes their specific need for flexibility as a rural district (REAP-eligible schools)

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

LEA eligible for services under REAP	YES or NO (ineligible schools will not receive points for this section)
LEA specifically identifies the model and elements for proposed modification	Rating 0 1 2 3 Comments:
The LEA demonstrates the need to modify the element(s) identified given constraints that are specific to their rural school district	Rating 0 1 2 3 Comments:
The LEA describes how they will still be able to meet the intent(s) and purpose(s) of the element(s) in order to successfully implement the selected school intervention model	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ / 9

Requirement 13: Intervention Timeline

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA’s application.

The LEA provides a detailed and comprehensive timeline delineating the following during the implementation and post implementation process:

- Steps
- Benchmarks

The LEA identifies the person(s) / positions responsible for intervention steps during full implementation and the sustainability year for the Priority or Focus school identified.

Insert narrative here for Requirement 13:

A timeline to delineate the steps following the implementation is included as a draft; subject to adaptations made by the SILT, Administration, and Board of Trustees upon review of data, observations, and professional dialogue.

When the final SIG is approved, coordination with McREL will occur to being planning dates for professional development and coaching to include a narrative by semester.

Timeline	Step	Benchmark	Position Responsible
2016 – 2017	School leadership practices on increasing student achievement	Completion of leadership training and coaching	School Improvement Administrator
	Initiating Change through Shared Leadership	Completion of quarterly .5 day on-site coaching sessions for administrators from McREL 9 monthly virtual coaching sessions for administrators	School Improvement Administrator
	School Infrastructure and Tier 1 instruction aligned to state standards	3 (1.5) days on site professional development from McREL 1 in Math 1 in Science 1 in English Please note: The additional 2 sessions of 1.5 day of PD for improvement of instruction with math teachers in addition to the beginning of the year 1.5 days. 9 monthly virtual coaching sessions for instructional coaches Instructional classroom observations completed by administrators and instructional coaches.	School Improvement Administrator

		<p>3 Instructional Coaches (English, Math, and Science) are implemented to provide ongoing and sustainable Professional Learning.</p> <p>Completed Coaching Cycles with teachers by Instructional Coaches.</p> <p>Pilot program with an extended learning day.</p> <p>90% Student engagement as measured by pass rate, class connect attendance, face-to-face attendance, student work completion, and communication with teachers.</p> <p>Analysis of data from summative, interim and formative assessments.</p>	
	School Climate	Quarterly .5 day on-site visits to provide professional development to and the facilitation of the School Improvement Leadership Team.	School Improvement Administrator
	Review of Data	<p>Graduation Rate: 70%</p> <p>For the class of 2016, the goal for HSPE proficiency is 85% to have passed the Math assessment.</p>	Testing Coordinator

		90% to have passed the Reading assessment.	
2017 - 2018	Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability	School Leadership Coaching School Improvement Leadership Team Support Instructional Coach Coaching increase in performance as measured by NEPF	Head of School and NVVAHS Administrators
	School Infrastructure and Tier 1 instruction aligned to state standards	3 (1.5) days on site professional development from McREL 1 in Math 1 in Science 1 in English Please note: The additional 1.5 day of PD for follow-up with math teachers in addition to the beginning of the year 1.5 AND the additional 2 sessions of 1.5 day PD with Science teachers for Next Generations Science Standards. 9 monthly virtual coaching sessions for instructional coaches. 3 Instructional Coaches (English, Math, and Science) are implemented to provide ongoing and sustainable Professional Learning. Instructional	School Improvement Administrator

		<p>classroom observations completed by administrators and instructional coaches.</p> <p>Completed Coaching Cycles.</p> <p>Pilot program with an extended learning day.</p> <p>90% Student engagement as measured by pass rate, class connect attendance, face-to-face attendance, student work completion, and communication with teachers.</p> <p>Analysis of data from summative, interim and formative assessments.</p>		
		<p>Graduation Rate: 72.5%</p> <p>For the class of 2017 and 2018, since the End of Course Exams are participatory only, the goal for each cohort is to have 90% class passage and participation rate for the following classes:</p> <p>Algebra (Math I End of Course Exam) Geometry (Math II End of Course</p>	Testing Coordinator	

		Exam) 10 th Grade English (ELA I and ELA II End of Course Exam)	
2018-2019	Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability	School Leadership Coaching School Improvement Leadership Team Support Instructional Coach Coaching increase in performance as measured by NEPF	Head of School and NVVAHS Administrators
	School Infrastructure and Tier 1 instruction aligned to state standards	3 (1.5) days on site professional development from McREL 1 in Math 1 in Science 1 in English 9 monthly virtual coaching sessions for instructional coaches Instructional classroom observations completed by administrators and instructional coaches. Completed Coaching Cycles. 90% Student engagement as measured by pass rate, class connect attendance, face-to- face attendance, student work completion, and communication with teachers.	School Improvement Coordinator

		Analysis of data from summative, interim and formative assessments.		
		<p>Graduation Rate: 75%</p> <p>For the class of 2019, since End of Course Exams are compensatory starting with this cohort, we will have to wait for the standards settings and compensatory model to become available, but for now we can have the same goals as the cohort classes of 2017 and 2018 and adjust once the state delivers more information.</p>	Testing Coordinator	
2019-2020	Implementing Systemically a Systematic, Sustainable Continuous School Improvement Plan	<p>Support Instructional Coach Coaching increase in performance as measured by NEPF</p> <p>Instructional classroom observations completed by administrators and instructional coaches.</p> <p>Completed Coaching Cycles with teachers by Instructional Coaches.</p> <p>90% Student engagement as measured by pass</p>	School Improvement Administrator	Head of School NVVAHS Administrator

		<p>rate, class connect attendance, face-to-face attendance, student work completion, and communication with teachers.</p> <p>Analysis of data from summative, interim and formative assessments.</p>		
		<p>Graduation Rate: 75%</p> <p>For the class of 2019, since End of Course Exams are compensatory starting with this cohort, we will have to wait for the standards settings and compensatory model to become available, but for now we can have the same goals as the cohort classes of 2017 and 2018 and adjust once the state delivers more information.</p>	Testing Coordinator	

Teacher Implementation and Timeline

<u>Timeline</u>	<u>Step</u>	<u>Benchmark</u>	<u>Person Responsible</u>
<u>Weekly</u>	<u>Department Chair Meeting</u>	<u>Shared Leadership in Department Chair meetings and Facilitation of Department Meetings</u>	<u>Assistant Principals Department Chairs</u>
<u>Weekly</u>	<u>Department Meetings</u>	<u>Shared Leadership in Department Chair meetings and Facilitation of Department Meetings</u>	<u>Department Chairs</u>
<u>Weekly</u>	<u>Content Professional Learning Communities (PLCs)</u>	<u>Create Common Formative Assessments (CFAs), analyze student data, co-plan rigorous and standards based</u>	<u>Instructional Coaches (Math, Science, and English)</u>

		<i>aligned lessons, and engage in reflective practice</i>	
<i>Weekly</i>	<i>Evaluate Tracker Data and plan interventions</i>	<i>Increase student proficiency in courses</i>	<i>Assistant Principals, Instructional Coaches, and Teachers</i>
<i>Monthly</i>	<i>Live Face-to-Face Professional Learning as a whole school</i>	<i>Evaluate the alignment of K12 curriculum with the Nevada Academic Content Standards and plan standards based engaging live and virtual lessons</i>	<i>Principal, Assistant Principals, and Instructional Coaches</i>
<i>Bimonthly</i>	<i>Virtual Professional Learning in heterogeneous groupings based on teacher availability</i>	<i>Provide an opportunity for reflective practice and evaluation of formative and summative data on instructional implementations</i>	<i>Principal, Assistant Principals, and Instructional Coaches</i>
<i>Quarterly</i>	<i>Administer iReady Assessments</i>	<i>Review and plan instructional steps based on assessment data</i>	<i>English and Math Teachers Administer</i> <i>All Administrators, Coaches, and Teachers review data and plan interventions/enrichment</i>

SCORING RUBRIC FOR REQUIREMENT 13

The LEA describes their evaluation system including clear and specific targets and goals.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The LEA includes a detailed timeline of steps needed to implement the intervention	Rating 0 1 2 3 Comments:
The LEA includes benchmarks and milestones during the intervention process with target dates.	Rating 0 1 2 3 Comments:
The LEA includes detailed timeline of steps needed to take after the intervention in the sustainability year.	Rating 0 1 2 3 Comments:
The LEA identifies the person(s) / position(s) responsible for the intervention steps and milestones.	Rating 0 1 2 3 Comments:
The LEA also includes the person(s) / positions (2) responsible for steps and benchmarks during the sustainability year.	Rating 0 1 2 3 Comments:

TALLY FOR SECTION: _____ /15

SECTION E

Due by July 31, 2015 for planning year

BUDGET SUMMARY AND SUPPLEMENTAL SCHEDULE

LEAs will develop their budget in two parts:

- The initial application will include only the planning year budget.
- LEAs who are awarded funds for the planning year will submit a full application that includes budget details for full implementation and sustainability

An LEA must include a budget, along with a narrative, for each school to be served that indicates the amount of school improvement funds the LEA will use each year in each Priority and / or Focus school it commits to serve. All calculations in the summary and supplemental budget forms must be correct and the narrative extensions must link to the descriptions found in the overall budget narrative, demonstrating a clear tie between proposed expenditures and planning activities and /or the intervention model chosen.

For LEAs applying to serve multiple schools, please note that the Nevada allocation for this grant competition is \$3,865,237

***The budgetary forms found in Appendices A and B must be used for each of the fiscal periods listed below:

- | | |
|--|-----------------------|
| 1. September 11, 2015 to June 30, 2016 | Planning year |
| 2. July 1, 2016 to June 30, 2017 | Implementation year 1 |
| 3. July 1, 2017 to June 30, 2018 | Implementation year 2 |
| 4. July 1, 2018 to September 30, 2019 | Implementation year 3 |
| 5. July 1, 2019 to September 30, 2020 | Sustainability year |

NOTE: There is no specific limit on the amount of SIG funds that an LEA may spend during the planning year. However, funds for activities that are designed to prepare for full implementation in the 2016-2017 school-year SIG grant, which may be no more than \$2 million per school being served with SIG funds.

Therefore, the LEA needs to be thoughtful and deliberate when developing its budget and should consider, at a minimum, the following:

1. SIG funds awarded for the first year must cover relevant planning activities through the duration of the 2015-2016 school year, in addition to pre-implementation activities to ensure full and effective implementation on the first day of school for 2016-2017; and
2. All activities funded with SIG funds must be reasonable and necessary, directly related to the full and effective implementation of the model selected by the LEA, address the needs identified by the LEA, and advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools.

LEAs that are awarded SIG funds will be transitioned to NDE's electronic grants management system, ePAGE, for all future grant management activities. The above timeline will continue to be in effect after transition to ePAGE.

SECTION F: Submit with full application due 12/11/2015

STATEMENT OF ASSURANCE: CERTIFICATION - FY2015-16

Name Of District Or Agency: Nevada Virtual Academy

Printed Name And Title Of The District's (Agency's) Signatory: Orlando Dos Santos – Interim Head of School

The LEA must assure that it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority, Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority, and Focus school that receives school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
- (6) Report to the SEA the school-level data required under section III of the final requirements.
- (7) Ensure that each school it commits to serve receives all of the state and local funds it would otherwise receive in the absence of these funds and that the uses are aligned with the interventions.
- (8) Comply with the terms of the SIG Memorandum of Understanding, found in section A, pages 11-14 of the LEA application

By signing below, it indicates the individual has read and agrees to follow all of the assurances.



11/19/15

LEA Superintendent or Designee

Date

NEVADA DEPARTMENT OF EDUCATION

Part III

Appendices

- A. Budget Guidance*
- B. Budget Summary*
- C. Supplemental Schedule*

APPENDIX A: SIG BUDGET NARRATIVE GUIDANCE

A strong budget narrative can help sell your proposal as well as prevent any misunderstanding, plus help reviewers determine if the amount you are requesting is reasonable and accurate. Therefore the NDE is requiring that the following information be used in the SIG budget section (REMEMBER: the LEA will submit the planning year budget ONLY in the July 31 application).

- Budget narratives should explain every line item that appears on the budget form that contains a dollar figure. Salary and benefit line items, for example, should explain the annual salary for the position(s) of the people working on the project, their required experience or education, the percentage of their time they will spend on the project, and the percentage of fringe benefits that corresponds to the salary amount requested.
- In addition, each item included in the Budget narrative **must** be linked within the narrative to the planning activities or the chosen model(s), as applicable.
- To illustrate, here is a [sample](#) personnel segment that the NDE would like to see portrayed in the budget:

Project Director (1.0 FTE) \$50,000

The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.

Implementation Specialists (2 @ 1.0 FTE) (2 x \$35,000) = \$70,000

Two implementation specialists will be responsible for day-to-day school/community outreach activities as they are related to the intervention model. Implementation specialists will be responsible for coordinating and/or providing all professional development based on identified school needs as related to the chosen model. At a minimum, staff will hold a bachelor's degree (or equivalent) in the social services field.

Staff Assistant (1.0 FTE) \$25,000

The staff assistant will perform all clerical duties for the project staff. This position requires a high school diploma or equivalent.

Here are sample fringe benefits examples for the same proposal:

Happy Days School District will pay 100% medical, dental, vision, life, and disability for fulltime employees and is calculated at .25% of annual salary. The calculations are as follows:

Program Director (\$50,000 x .25) = \$12,5000

(2) Implementation Specialists (\$70,000 x .25) = \$17,500

Staff Assistant (\$25,000 x .25) = \$6,250

If you are purchasing equipment, it is helpful to indicate where the cost for the equipment originated. This might be a website, for example, or from a vendor quote. Again, let the reviewers know that these numbers are actual numbers provided by a reputable source.

APPENDIX B: BUDGET/EXPENDITURE SUMMARY
School Improvement Grants - Section 1003(g)

Applicant Name: Nevada Virtual Academy **Fiscal Year:** 2015-2016

Budget X **Amendment** _____ **Number** _____ **Report of Expenditures** _____

Planning X **Implement Year 1** _____ **Implement Year 2** _____ **Implement Year 3** _____ **Sustain** _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$103,000 & \$45,000		\$148,000
300	Purchased Professional/Technical Services	\$107,500		\$107,500
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous			
	Other (820, 830)			
	Total 800			
Subtotal 100 - 600 & 800				
** Approved Indirect Costs	Rate:	%		
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$255,500

Signature: 

Date: 7/29/2015

District Superintendent or Authorized Individual

APPENDIX C: SUPPLEMENTAL SCHEDULE
School Improvement Grant - Section 1003(g)

Applicant Name: _____ Nevada Virtual Academy _____ Fiscal Year: _____ 2015-2016 _____

Planning Implement Year 1 _____ Implement Year 2 _____ Implement Year 3 _____ Sustain _____

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Qty.	Unit Amount/ Calculations	Total Amount
100	PERSONNEL: School Improvement Administrator High School Instructional Coach Substitutes for teacher training	1.0 1.0 1.0	1 1 25	 \$52,000 \$48,000 \$120 per day x 25 days = \$3,000	\$103,000
<p>NARRATIVE: These funds will pay for:</p> <p>*School Improvement Administrator <i>The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.</i></p> <p>* High School Instructional Coach <i>The High School Instructional Coach will build capacity within instructional practice in the high school. The Instructional Coach will develop and facilitate professional learning in collaboration with McREL International. The High School Instructional coach will be an onsite constant support for teachers. At a minimum this position requires a master's degree in education.</i></p> <p>*Substitutes as needed to allow teachers to attend professional development opportunities</p>					
200	BENEFITS: 45% of salary for School Improvement Administrator 45% of salary for High School Instructional Coach			 \$52,000 x 45% = \$23,400 \$48,000 x 45% = \$21,600	\$45,000

				$\$23,400 + \$21,600 = 45,000$	
	NARRATIVE: Benefits for both full time employees are the base salary x 45% for PERS and health insurance.				
300	PURCHASED PROF. SERVICES: McREL International			\$107,500	\$107,500
	NARRATIVE: McREL's School Diagnostic Review Scope: <ul style="list-style-type: none"> • To facilitate school staff to understand the school diagnostic report • To facilitate the creation of a turnaround plan based on the school diagnostic report • To facilitate the completion of the Year 2-5 SIG application • To facilitate the identification of high leverage strategies to be implemented in short cycle improvement strategies to raise student achievement and meet the prioritized goals based on the diagnostic review. • To begin to implement and progress monitor short cycle improvement strategies. 				
400	PURCHASED PROPERTY SERVICES:				
	NARRATIVE:				
500	OTHER PURCHASED SERVICES (Staff Travel):				
	NARRATIVE:				
600	SUPPLIES:				
	NARRATIVE:				
800	OTHER OBJECTS:				

	NARRATIVE:				
Subtotal Objects 100 – 600 & 800					
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
	NARRATIVE:				
TOTAL					\$255,500

APPENDIX B: BUDGET/EXPENDITURE SUMMARY
School Improvement Grants - Section 1003(g)

Applicant Name: Nevada Virtual Academy **Fiscal Year:** 2016-2017

Budget X **Amendment** _____ **Number** _____ **Report of Expenditures** _____

Planning ___ **Implement Year 1** X **Implement Year 2** _____ **Implement Year 3** ___ **Sustain** _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$232,500 & \$103,275		\$335,775
300	Purchased Professional/Technical Services	\$124,500		\$124,500
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous	\$ 39,725		
	Other (820, 830)			
	Total 800			\$ 39,725
Subtotal 100 - 600 & 800				\$500,000
** Approved Indirect Costs	Rate:	%		
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$500,000

Signature: 

Date: 11/29/15

District Superintendent or Authorized Individual

- * All Items of Higher Value must be itemized in the Supplemental Schedule
- ** Indirect Cost Rates must be approved by the Nevada Department of Education before the subgrantee may budget for and charge those costs to the grant.

**APPENDIX C: SUPPLEMENTAL SCHEDULE
School Improvement Grant - Section 1003(g)**

Applicant Name: _____ Nevada Virtual Academy _____ Fiscal Year: 2016-2017

Planning ___ Implement Year 1 X Implement Year 2 _____ Implement Year 3 ___ Sustain _____

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Qty.	Unit Amount/ Calculations	Total Amount
100	PERSONNEL:				
	School Improvement Administrator	1.0	1	\$52,000	
	High School Instructional Coach	1.0	3	\$48,000 x 3 coaches = \$144,000	
	Study Hall Aide	1.0	1	\$33,500	
	Substitutes for teacher training	1.0	25	\$120 / day x 25 days = \$3,000	
					\$232,500
<p>NARRATIVE: These funds will pay for:</p> <p>*School Improvement Administrator <i>The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.</i></p> <p>* High School Instructional Coach <i>The High School Instructional Coach will build capacity within instructional practice in the high school. The Instructional Coach will develop and facilitate professional learning in collaboration with McREL International. The High School Instructional coach will be an onsite constant support for teachers. At a minimum this position requires a master's degree in education.</i></p> <p>*Study Hall Aide <i>The Study Hall Aide is a key academic coordinator that directly works with students and families. Duties include serving as a single point of contact for all non-instructional issues, contacting students, moderating homeroom/advisory, and serving</i></p>					

	<p><i>as a liaison between the student, academic teachers, and school administration. At a minimum, this position requires a Bachelor's degree from a four year college or University.</i></p> <p>*Substitutes as needed to allow teachers to attend professional development opportunities</p>			
200	<p>BENEFITS: 45% of salary for School Improvement Administrator</p> <p>45% of salary for High School Instructional Coaches (3)</p> <p>45% of salary for High School Study Hall Aide</p>		<p>$\\$52,000 \times 45\% = \\$23,400$</p> <p>$\\$144,000 \times 45\% = \\$64,800$</p> <p>$\\$33,500 \times 45\% = \\$15,075$</p> <p>$\\$23,400 + \\$64,800 + \\$15,075 = \\$103,275$</p>	\$103,275
	<p>NARRATIVE: Benefits for both full time employees are the base salary x 45% for PERS and health insurance.</p>			
300	<p>PURCHASED PROF. SERVICES: McREL International</p>		\$124,500	\$124,500
	<p>NARRATIVE: McREL's Implement Year 1 Scope of Work: School Leadership/Coaching/School Improvement Leadership Team Support</p> <ul style="list-style-type: none"> • 4 quarterly onsite visits of 2 days • 9 monthly virtual contacts <p>Alignment of K12 curriculum with state standards, EOC exams, and existing formative and summative assessments</p> <ul style="list-style-type: none"> • 3 (1.5 days) onsite visits for professional development (1 for math, 1 for science, 1 for English) • 9 monthly virtual contacts <p>Improvement of mathematics instruction</p> <ul style="list-style-type: none"> • 2 (1.5 days) onsite visits to provide instructional professional development for math teachers 			

	<ul style="list-style-type: none"> 9 monthly virtual contacts 						
400	PURCHASED PROPERTY SERVICES:						
	NARRATIVE:						
500	OTHER PURCHASED SERVICES (Staff Travel):						
	NARRATIVE:						
600	SUPPLIES:						
	NARRATIVE:						
800	OTHER OBJECTS:				\$39,725		
	Teacher Incentives/bonuses \$24,725 Teacher Stipends (Sci/Math/ELA) <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">\$1,000</td> <td>\$1,000/semester/teacher x 2 semesters x 3 teachers = \$6,000</td> </tr> <tr> <td>\$3,000</td> <td>\$3,000/teacher (summer school) x 3 = \$9,000</td> </tr> </table>	\$1,000	\$1,000/semester/teacher x 2 semesters x 3 teachers = \$6,000	\$3,000		\$3,000/teacher (summer school) x 3 = \$9,000	
\$1,000	\$1,000/semester/teacher x 2 semesters x 3 teachers = \$6,000						
\$3,000	\$3,000/teacher (summer school) x 3 = \$9,000						
NARRATIVE: Teacher incentives/bonuses will be awarded to highly effective teachers as designated by evaluation on the Nevada Educator Performance Framework to retain highly effective teachers. The teacher stipends will fund the Study Hall program to extend the school day into the evening hours and provide an alternate learning option for students.							
Subtotal Objects 100 – 600 & 800					\$500,000		
Approved Indirect Cost Rate: _____ x Subtotal Above							
700	EQUIPMENT:						

	NARRATIVE:	
	TOTAL	\$500,000

If you are purchasing equipment, it is helpful to indicate where the cost for the equipment originated. This might be a website, for example, or from a vendor quote. Again, let the reviewers know that these numbers are actual numbers provided by a reputable source.

APPENDIX B: BUDGET/EXPENDITURE SUMMARY
School Improvement Grants - Section 1003(g)

Applicant Name: Nevada Virtual Academy **Fiscal Year:** 2017-2018

Budget X **Amendment** _____ **Number** _____ **Report of Expenditures** _____

Planning __ **Implement Year 1** __ **Implement Year 2** X **Implement Year 3** __ **Sustain** __

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$232,500 & \$103,275		\$335,775
300	Purchased Professional/Technical Services	\$133,000		\$133,000
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous	\$ 31,225		
	Other (820, 830)			
	Total 800			\$ 31,225
Subtotal 100 - 600 & 800				\$500,000
** Approved Indirect Costs	Rate:	%		
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$500,000

Signature:

Date: 11/29/15

District Superintendent or Authorized Individual

** Indirect Cost Rates must be approved by the Nevada Department of Education before the subgrantee may budget for and charge those costs to the grant.

**APPENDIX C: SUPPLEMENTAL SCHEDULE
School Improvement Grant - Section 1003(g)**

Applicant Name: _____ Nevada Virtual Academy _____ Fiscal Year: _____ 2017-2018 _____

Planning ___ Implement Year 1 ___ Implement Year 2 X Implement Year 3 ___ Sustain ___

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Qty.	Unit Amount/ Calculations	Total Amount
100	PERSONNEL:				
	School Improvement Administrator	1.0	1	\$52,000	
	High School Instructional Coach	1.0	3	\$48,000 x 3 coaches = \$144,000	
	Study Hall Aide	1.0	1	\$33,500	
	Substitutes for teacher training	1.0	25	\$120 / day x 25 days = \$3,000	
					\$232,500
<p>NARRATIVE: These funds will pay for:</p> <p>*School Improvement Administrator <i>The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.</i></p> <p>* High School Instructional Coach <i>The High School Instructional Coach will build capacity within instructional practice in the high school. The Instructional Coach will develop and facilitate professional learning in collaboration with McREL International. The High School Instructional coach will be an onsite constant support for teachers. At a minimum this position requires a master's degree in education.</i></p> <p>*Study Hall Aide <i>The Study Hall Aide is a key academic coordinator that directly works with students and families. Duties include serving as a single point of contact for all non-instructional issues, contacting students, moderating homeroom/advisory, and serving as a liaison between the student, academic teachers, and school administration. At a</i></p>					

	<p><i>minimum, this position requires a Bachelor's degree from a four year college or University.</i></p> <p>*Substitutes as needed to allow teachers to attend professional development opportunities</p>			
200	<p>BENEFITS: 45% of salary for School Improvement Administrator</p> <p>45% of salary for High School Instructional Coaches (3)</p> <p>45% of salary for the Study Hall Aide</p>		<p>$\\$52,000 \times 45\% = \\$23,400$</p> <p>$\\$144,000 \times 45\% = \\$64,800$</p> <p>$\\$33,500 \times 45\% = \\$15,075$</p> <p>$\\$23,400 + \\$64,800 + \\$15,075 = 103,275$</p>	\$103,275
<p>NARRATIVE: Benefits for both full time employees are the base salary x 45% for PERS and health insurance.</p>				
300	<p>PURCHASED PROF. SERVICES: McREL International</p>		\$133,000	\$133,000
<p>NARRATIVE: McREL's Implement Year 2 School Scope of Work: School Leadership/Coaching/School Improvement Leadership Team Support</p> <ul style="list-style-type: none"> • 4 quarterly onsite visits of 2 days • 9 monthly virtual contacts <p>Alignment of K12 curriculum with state standards, EOC exams, and existing formative and summative assessments</p> <ul style="list-style-type: none"> • 3 (1.5 days) onsite visits for professional development (1 for math, 1 for science, 1 for English) • 9 monthly virtual contacts <p>Improvement of mathematics instruction</p> <ul style="list-style-type: none"> • 1 (1.5 days) onsite visits to provide follow-up professional development for improvement of instruction for math teachers 				

	Improvement of Science Instruction and Implementation of the Next Generation Science Standards <ul style="list-style-type: none"> • 2 (1.5 days) onsite visits (1 per semester) to provide instructional professional development for science teachers 			
	9 monthly virtual contacts			
400	PURCHASED PROPERTY SERVICES:			
	NARRATIVE:			
500	OTHER PURCHASED SERVICES (Staff Travel):			
	NARRATIVE:			
600	SUPPLIES:			
	NARRATIVE:			
800	OTHER OBJECTS: Teacher Incentives/bonuses		\$16,225	\$31,225
	Teacher Stipends (Sci/Math/ELA)	\$1,000	\$1,000/semester/teacher x 2 semesters x 3 teachers = \$6,000	
		\$3,000	\$3,000/teacher (summer school) x 3 = \$9,000	
	NARRATIVE: Teacher incentives/bonuses will be awarded to highly effective teachers as designated by evaluation on the Nevada Educator Performance Framework to retain highly effective teachers. The teacher stipends will fund the Study Hall program to extend the school day into the evening hours and provide an alternate learning option for students.			

Subtotal Objects 100 – 600 & 800					\$500,000
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
	NARRATIVE:				
TOTAL					\$500,000

APPENDIX B: BUDGET/EXPENDITURE SUMMARY
School Improvement Grants - Section 1003(g)

Applicant Name: Nevada Virtual Academy **Fiscal Year:** 2018-2019

Budget X **Amendment** _____ **Number** _____ **Report of Expenditures** _____

Planning ___ **Implement Year 1** ___ **Implement Year 2** ___ **Implement Year 3** X **Sustain** ___

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$133,500 & \$60,075		\$196,575
300	Purchased Professional/Technical Services	\$108,000		\$108,000
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous	\$ 20,425		
	Other (820, 830)			
	Total 800			\$ 20,425
Subtotal 100 - 600 & 800				\$325,000
** Approved Indirect Costs	Rate:	%		
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$325,000

Signature: 

Date: 11/29/15

District Superintendent or Authorized Individual

* All Items of Higher Value must be itemized in the Supplemental Schedule
 ** Indirect Cost Rates must be approved by the Nevada Department of Education before the subgrantee may budget for and charge those costs to the grant.

**APPENDIX C: SUPPLEMENTAL SCHEDULE
School Improvement Grant - Section 1003(g)**

Applicant Name: _____ Nevada Virtual Academy _____ Fiscal Year: _____ 2018-2019 _____

Planning ___ Implement Year 1 ___ Implement Year 2 ___ Implement Year 3 X Sustain ___

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Qty.	Unit Amount/ Calculations	Total Amount
100	PERSONNEL:				
	School Improvement Administrator	1.0	1	\$52,000	
	High School Instructional Coach	1.0	1	\$48,000	
	Study Hall Aide	1.0	1	\$33,500	
	Substitutes for teacher training	1.0	25	\$120 / day x 25 days = \$3,000	
					\$136,500
<p>NARRATIVE: These funds will pay for:</p> <p>*School Improvement Administrator <i>The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.</i></p> <p>* High School Instructional Coach <i>The High School Instructional Coach will build capacity within instructional practice in the high school. The Instructional Coach will develop and facilitate professional learning in collaboration with McREL International. The High School Instructional coach will be an onsite constant support for teachers. At a minimum this position requires a master's degree in education.</i></p> <p>*Study Hall Aide <i>The Study Hall Aide is a key academic coordinator that directly works with students and families. Duties include serving as a single point of contact for all non-instructional issues, contacting students, moderating homeroom/advisory, and serving as a liaison between the student, academic teachers, and school administration. At a minimum, this position requires a Bachelor's degree from a four year college or University.</i></p>					

	*Substitutes as needed to allow teachers to attend professional development opportunities			
200	BENEFITS: 45% of salary for School Improvement Administrator 45% of salary for High School Instructional Coach 45% of salary for High School Study Hall Aide		$\$52,000 \times 45\% = \$23,400$ $\$48,000 \times 45\% = \$21,600$ $\$33,500 \times 45\% = \$15,075$ $\$23,400 + \$21,600 + \$15,075 = \$60,075$	\$60,075
	NARRATIVE: Benefits for both full time employees are the base salary x 45% for PERS and health insurance.			
300	PURCHASED PROF. SERVICES: McREL International		\$108,000	\$108,000
	NARRATIVE: McREL's School Implement Year 3 Scope of Work: School Leadership/Coaching/School Improvement Leadership Team Support <ul style="list-style-type: none"> • 4 quarterly onsite visits of 2 days • 9 monthly virtual contacts Alignment of K12 curriculum with state standards, EOC exams, and existing formative and summative assessments <ul style="list-style-type: none"> • 3 (1.5 days) onsite visits for professional development (1 for math, 1 for science, 1 for English) • 9 monthly virtual contacts for Instructional Coaches 			
400	PURCHASED PROPERTY SERVICES:			
	NARRATIVE:			

500	OTHER PURCHASED SERVICES (Staff Travel):				
	NARRATIVE:				
600	SUPPLIES:				
	NARRATIVE:				
800	OTHER OBJECTS:				\$20,425
	Teacher Incentives/bonuses			\$11,425	
	Teacher Stipends (Sci/Math/ELA)	\$1,000		\$1,000/semester/teacher x 2 semesters x 3 teachers = \$6,000	
		\$3,000		\$3,000/teacher (summer school) x 1 = \$3,000	
	NARRATIVE: Teacher incentives/bonuses will be awarded to highly effective teachers as designated by evaluation on the Nevada Educator Performance Framework to retain highly effective teachers.				
	The teacher stipends will fund the Study Hall program to extend the school day into the evening hours and provide an alternate learning option for students.				
Subtotal Objects 100 – 600 & 800					\$325,000
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
	NARRATIVE:				
TOTAL					\$325,000

APPENDIX B: BUDGET/EXPENDITURE SUMMARY
School Improvement Grants - Section 1003(g)

Applicant Name: Nevada Virtual Academy **Fiscal Year:** 2019-2020

Budget X **Amendment** _____ **Number** _____ **Report of Expenditures** _____

Planning **Implement Year 1** **Implement Year 2** **Implement Year 3** **Sustain** X

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$103,000 & \$45,000		\$148,000
300	Purchased Professional/Technical Services	\$95,000		\$95,000
400	Purchased Property Services			
500	510 Student Transportation Services			
	580 Staff Travel			
	Other (520, 530, 540, 550, 560, 570, 590)			
	Total 500			
600	610 General Supplies (exclude 612)			
	* 612 Non-Technology Items of Higher Value			
	620 Energy			
	630 Food			
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies: Information Technology Related (exclude 651, 652, 653)			
	651 Software			
	* 652 Technology Items of Higher Value			
	653 Web-based and Similar Programs			
	Total 600			
800	810 Dues and Fees			
	890 Other Miscellaneous	\$ 7,000		
	Other (820, 830)			
	Total 800			\$ 7,000
Subtotal 100 - 600 & 800				\$250,000
** Approved Indirect Costs	Rate:	%		
700	730 Equipment			
	Other (710, 720, 740, 790)			
	Total 700			
TOTAL				\$250,000

Signature: 

Date: 11/29/15

District Superintendent or Authorized Individual

* All Items of Higher Value must be itemized in the Supplemental Schedule
 ** Indirect Cost Rates must be approved by the Nevada Department of Education before the subgrantee may budget for and charge those costs to the grant.

APPENDIX C: SUPPLEMENTAL SCHEDULE
School Improvement Grant - Section 1003(g)

Applicant Name: _____ Nevada Virtual Academy _____

Fiscal Year: _____ 2019-2020 _____

Planning ___ Implement Year 1 ___ Implement Year 2 ___

Implement Year 3 ___ Sustain X ___

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Qty.	Unit Amount/ Calculations	Total Amount
100	PERSONNEL: School Improvement Administrator High School Instructional Coach Substitutes for teacher training	1.0 1.0 1.0	1 1 25	 \$52,000 \$48,000 \$120 / day x 25 days = \$3,000	\$103,000
<p>NARRATIVE: These funds will pay for:</p> <p>*School Improvement Administrator <i>The project director will have oversight of the chosen intervention model(s). Duties include, but are not limited to, supervision, recruitment, and training of the implementation specialists, onsite monitoring of the plan, including monthly benchmark analysis and NDE site visits. At a minimum, this position requires a master's degree with an emphasis in social work or other related field.</i></p> <p>* High School Instructional Coach <i>The High School Instructional Coach will build capacity within instructional practice in the high school. The Instructional Coach will develop and facilitate professional learning in collaboration with McREL International. The High School Instructional coach will be an onsite constant support for teachers. At a minimum this position requires a master's degree in education.</i></p> <p>*Substitutes as needed to allow teachers to attend professional development opportunities</p>					
200	BENEFITS: 45% of salary for School Improvement Administrator 45% of salary for High School Instructional Coach			$\$52,000 \times 45\% = \$23,400$ $\$48,000 \times 45\% = \$21,600$	\$45,000

				\$23,400 + \$21,600 = \$45,000	
	NARRATIVE: Benefits for both full time employees are the base salary x 45% for PERS and health insurance.				
300	PURCHASED PROF. SERVICES: McREL International			\$95,000	\$95,000
	NARRATIVE: McREL's School Sustain Year 3 Scope of Work: School Leadership/Coaching/School Improvement Leadership Team Support <ul style="list-style-type: none"> • 4 quarterly onsite visits of 2 days • 9 monthly virtual contacts Support for Instructional Coaches <ul style="list-style-type: none"> • 9 monthly virtual contacts for Instructional Coaches 				
400	PURCHASED PROPERTY SERVICES:				
	NARRATIVE:				
500	OTHER PURCHASED SERVICES (Staff Travel):				
	NARRATIVE:				
600	SUPPLIES:				
	NARRATIVE:				

800	OTHER OBJECTS: Teacher Incentives/bonuses Teacher incentives/bonuses will be awarded to highly effective teachers as designated by evaluation on the Nevada Educator Performance Framework to retain highly effective teachers. The teacher stipends will fund the Study Hall program to extend the school day into the evening hours and provide an alternate learning option for students.			\$7,000	\$7,000
NARRATIVE:					
Subtotal Objects 100 – 600 & 800					\$250,000
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
NARRATIVE:					
TOTAL					\$250,000

SCORING RUBRIC FOR BUDGET SUMMARY & SUPPLEMENTAL SCHEDULE
The LEA summarizes the proposed budget in alignment with the selected turnaround model.

0= provides no information 1=provides limited info 2=provides most info 3=provides all info

The LEA budget is within the approvable range (between \$50,000 and \$2,000,000 per year) and all calculations are correct	Rating 0 1 2 3 Comments:
The LEA budget narrative concisely reflects an appropriate and clear breakdown and identification of administrative, support, and instructional expenses.	Rating 0 1 2 3 Comments:
The LEA demonstrates how the requested funds will be used to implement the selected model, and to conduct LEA-level activities designed to support implementation of the selected school intervention models	Rating 0 1 2 3 x 3 (weighted) = _____ Comments:

The LEA properly categorizes all budget items within the supplemental schedule	Rating 0 1 2 3 Comments:
--	------------------------------------

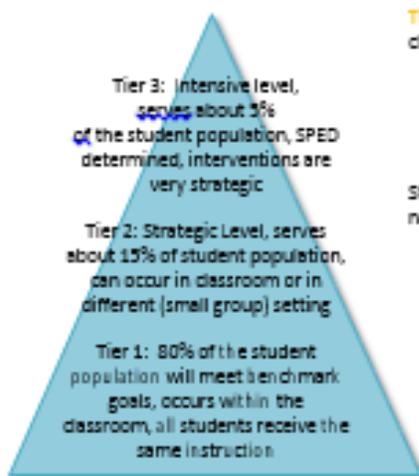
TALLY FOR SECTION: _____ /18

Appendix D
Nevada Virtual Academy
Response to Intervention (RTI)

Nevada Virtual Academy

What is RTI?

Response to Intervention (RTI) is a multi-tier approach to identifying and serving students with behavior and learning problems.



Research Based Intervention Resources:

- [Free-Reading Interventions/Lessons](#)
- [Scientificallly-based Reading Practices](#)
- [Florida Center on Reading Research Lessons](#)
- [Center on RTI 4 Success Webinars](#)
- [Intervention Central](#)
- [Institute of Education Sciences](#)

6th – 12th Grade Response to Intervention

Tier I: All students receive high-quality, scientifically based instruction provided by qualified teachers to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or district wide tests receive differentiated instruction during the regular classroom instruction block.

Tier II: Targeted interventions: Students not making adequate progress in the regular classroom in Tier 1 and meet the following criteria:

1. Are at least one full year below grade level standards as measured by state assessments and *iReady*.
2. Have at least 90% attendance rate in all live online classes

Student will then be provided with increasingly intensive instruction matched to their needs.

- Teacher discusses with the RTI Coordinator possible research based interventions for students.
- RTI Coordinator and the teacher complete RTI intervention tracker with measurable goals, check and balances for: evidence based strategies, duration of intervention, *intensity* of instruction/intervention (teacher to student ratio, curriculum used, time engaged), and fidelity to the plan.
- Parents of students are sent the Tier II notification letter.
- Tier II interventions consists of 3 (30 minute sessions) per week for a 4 week duration.
 - o 1 intervention can be a program
 - o The other blended or Class Connect instruction with teacher
- Teacher progress monitors with *iReady* each quarter
- Teachers mark student as STI in Total View School and update RTI student tracker information in Notes at the end of each week.
- Re-evaluation for Tier II interventions occurs after 4 weeks.

Tier III: Intensive interventions and comprehensive evaluation: Students who show too little or no progress are then considered for more intensive interventions.

- Teacher will meet with the RTI Committee (An administrator, homeroom teacher, RTI Coordinator and others as necessary).
- All RTI Committee meetings will take place Wednesday afternoon unless otherwise scheduled.
- Parents of students are sent the Tier III notification letter.
- Teacher will implement interventions suggested by the RTI Committee who will define duration, intensity, and fidelity for the Tier III Plan.
- Teacher will complete the RTI student tracker with suggested interventions in Notes at the end of each week.
- Re-evaluation for Tier III interventions occurs after 4 weeks.
- Students who do not show growth will be referred to Special Education for testing.

Appendix E

McREL Scope of Work

The difference between the cost of the 2016-2017 and 2017-2018 is the addition of 2 site visits of 1.5 days each to work with science teachers on instruction and implementation of Next Generation Science Standards.

Total Cost, Years 2016-2020: \$460,500 (inclusive of all materials, consultant time, travel)

	Professional Development	School Diagnostic Recommendation	Participants
2016-2017 <i>Building Capacity and Increasing Shared Leadership</i>	School Leadership Coaching School Improvement Leadership Team Support 4 Quarterly on-site visits of 2 days 9 monthly virtual contacts	School Leadership School Climate PLC Effectiveness Teacher Effectiveness	NVVA School Leaders (Principal and Vice Principals) School Improvement Leadership Team
Cost: \$124,500	Build capacity for continual alignment of K ¹² curriculum with state standards, NV End of Year Exams and existing formative and summative assessments 3 - 1.5 day on-site professional development (1 for Math, 1 for Science, 1 for English) 9 monthly virtual contacts	School Infrastructure Tier 1 Instruction aligned to State Standards PLC Effectiveness Teacher Effectiveness	Instructional Coaches English, Math and Science Teachers
	Improvement of Math Instruction 2 - 1.5 days on-site visits (1 per semester) to provide instructional professional development to math teachers 9 monthly virtual contacts	Teacher Effectiveness Tier 1 Instruction aligned to State Standards	Math Instructional Coach Math Teachers
	2017-2018 <i>Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability</i>	School Leadership Coaching School Improvement Leadership Team Support 4 Quarterly on-site visits of 2 days 9 monthly virtual contacts	School Leadership School Climate PLC Effectiveness Teacher Effectiveness
Cost: \$133,000	Focusing on alignment of K ¹² curriculum with state standards, NV End of Year Exams and existing formative and summative assessments 3 - 1.5 days on-site professional development (1 for Math, 1 for Science, 1 for English) 9 monthly virtual contacts	School Infrastructure Tier 1 Instruction aligned to State Standards PLC Effectiveness Teacher Effectiveness	Instructional Coaches English, Math and Science Teachers
	Improvement of Math Instruction 1 - 1.5 days on-site visits to provide instructional professional development to math teachers 9 monthly virtual contacts	Teacher Effectiveness Tier 1 Instruction aligned to State Standards	Math Instructional Coach Math Teachers

<p>2017-2018 continued</p>	<p>Improvement of Science Instruction and Implementation of the Next Generation Science Standards</p> <p>2 - 1.5 day on-site visits (1 per semester) to provide instructional professional development to science teachers</p> <p>9 monthly virtual contacts</p>	<p>Teacher Effectiveness Tier 1 Instruction aligned to State Standards</p>	<p>Science Instructional Coach Science Teachers</p>
<p>2018-2019 <i>Building Capacity, Increasing Momentum and Shared Leadership, Planning for Sustainability</i> Cost: \$108,000</p>	<p>School Leadership Coaching School Improvement Leadership Team Support</p> <p>4 Quarterly On-Site Visits of 2 days</p> <p>9 monthly virtual contacts</p> <p>Focusing on alignment of K¹² curriculum with state standards, NV End of Year Exams and existing formative and summative assessments</p> <p>3 - 1.5 day on-site professional development (1 for Math, 1 for Science, 1 for English)</p> <p>Support for Instructional Coaches</p> <p>9 monthly virtual contacts</p>	<p>School Leadership School Climate PLC Effectiveness Teacher Effectiveness</p> <p>School Infrastructure Tier 1 Instruction aligned to State Standards PLC Effectiveness Teacher Effectiveness</p> <p>Teacher Effectiveness Tier 1 Instruction aligned to State Standards</p>	<p>NVVA School Leaders (Principal and Vice Principals)</p> <p>School Improvement Leadership Team</p> <p>Instructional Coaches English, Math and Science Teachers</p> <p>Instructional Coaches</p>
<p>2019-2020 <i>Implementing Systemically a Sustainable Continuous School Improvement Process</i> Cost \$95,000</p>	<p>School Leadership Coaching School Improvement Leadership Team Support</p> <p>4 Quarterly on-site visits of 2 days</p> <p>9 monthly virtual contacts</p> <p>Support for Instructional Coaches</p> <p>9 monthly virtual contacts</p>	<p>School Leadership School Climate PLC Effectiveness Teacher Effectiveness</p> <p>School Infrastructure Tier 1 Instruction aligned to State Standards PLC Effectiveness Teacher Effectiveness</p>	<p>NVVA School Leaders (Principal and Vice Principals)</p> <p>School Improvement Leadership Team</p> <p>Instructional Coaches</p>

Memorandum of Understanding

Memorandum of Understanding (MOU) between Nevada Virtual Academy and Mid-Centiment Research for Education and Learning (McREL)

Support for School Diagnostic and School Turnaround Planning

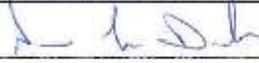
This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of the Nevada Virtual Academy and McREL. The overarching purpose of this partnership is to develop, implement and/or enhance school leadership, school infrastructure, Tier 1 instruction aligned to state standards, professional learning community (PLC) effectiveness, school climate and teacher effectiveness during the School Improvement Grant Years 2 - 5.

Project Period: July 1, 2016 to June 30, 2020.

SPECIFIC ROLES AND RESPONSIBILITIES

The partnership of the Nevada Virtual Academy and McREL, entails the following:

The Nevada Virtual Academy agrees to:	McREL agrees to:
<ul style="list-style-type: none"> • Assign a key Administrator who will serve as the Project Coordinator and contact • Provide the structure to facilitate meaningful dialogue between the Partners and school staff and leadership, through on-going opportunities to plan, coordinate and integrate partner activities with school and other activities. • Reinforce to school personnel the overall purpose, goals and corresponding actions required by the School Improvement Grant. • Administer all surveys to staff, students and parents to assess the impact of the SIG grant work • Provide all demographic, student performance, perception and program data requested by McREL, by requested deadline. • Keep all fiscal and programmatic responsibilities to maintain partner relationship. 	<ul style="list-style-type: none"> • Collaborate with Nevada Virtual Academy to determine school turnaround priorities, dates of on-site visits and virtual contacts. • Facilitate school leadership development and leadership coaching focused on school future and and raising student achievement. • Provide professional development and facilitation of the school improvement leadership team focused on school turnaround and raising student achievement. • Provide professional development to English, math and science teachers as well as instructional coaching support to raise student achievement and address gaps in achievement for special education students and other identified groups. • Provide technical assistance to NVVA leadership to meet the requirements of the School Improvement Grant as outlined by the Nevada Department of Education and United States Department of Education. • Collaboratively support and coach turnaround actions that are systematic, systemic and sustainable. • Fulfill the scope of work.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	11/30/2015
Type or print the name and title of the Chief Administrative Officer	
Orlando Dos Santos, Head of School, Nevada Virtual Academy	
EXTERNAL PARTNER	
Signature (in blue ink)	Date
	11/24/15
Type or print the name and title and organization of the partner Susan Dusch, Chief Financial Officer, McREL International	