



Nevada State Public Charter School Authority

Site Evaluation Report: **Signature Prep**
Evaluation Date: 2/9/2022
Report Date: 3/28/2022

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Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on February 9, 2022, at Signature Preparatory. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Signature Preparatory is located in Henderson, NV in a facility at 498 S. Boulder Highway. The school serves 971 (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "Our mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

Note: Due to lack of data at this time, this portion of the report and its data seats are incomplete at this time as they are impacted by the COVID-10 pandemic. This information is provided to explain the lack of data due to the global pandemic.

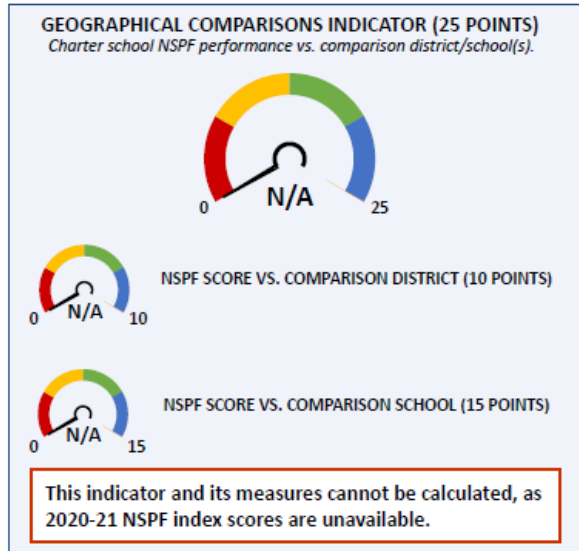
Signature Preparatory serves 971 students in grades kindergarten through eight.

Signature Prep Math and ELA Results Nevada School Performance Framework 2019

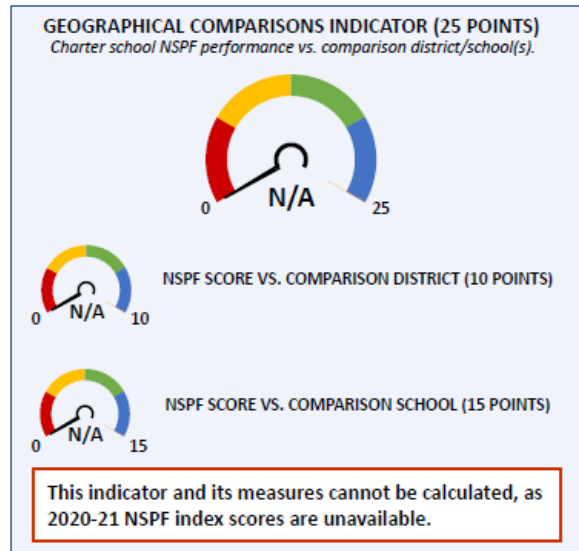
Note: Due to lack of data at this time, this portion of the report and its data seats are incomplete at this time as they are impacted by the COVID-10 pandemic. This information is provided to explain the lack of data due to the global pandemic.

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

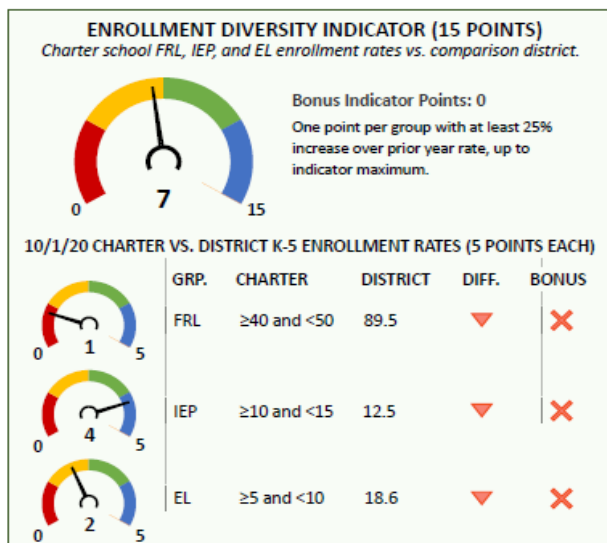


Middle School

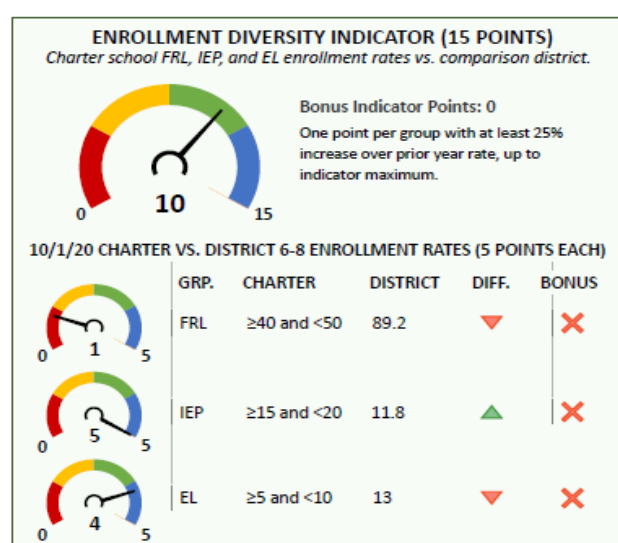


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	10	30 minutes
Students	8	30 minutes
School Leadership	4	30 minutes
Staff	12	30 minutes

Governing Board¹:

1. The governing board for Signature Preparatory meets every other month and convenes as necessary between regularly scheduled meetings. The board is kept up to date with an overview of information from Mr. Gabe Shirey. Data is uploaded to a shared drive before board meetings so members can review and bring questions to the meeting in an informed manner. The board is aware of current test scores, and where there is an area of need as reported by the principal's academic report. One board member stated they felt confident about the progress and goals of the academics at the school. Another said speakers or strategists are brought in as needed. Signature Preparatory has been in operation three years from creation. There is a structure in place for an academic committee, financial committee, and an operational committee. These committees have not been formally formed due to the size of the current board.
2. When asked what expertise was represented on the governing board, it was shared one member was a litigation attorney and connected to the community through youth athletics. Another board member, who is the current board secretary, is an educator and a former assistant principal. The board treasurer is a practicing tax attorney. There is one parent on the board and one retired principal from Clark County School District. Board members shared they travelled to Arizona and visited two schools to understand the framework for the system, goals, values that Signature Preparatory is modelled upon. These board members visited the Arizona schools to also understand how finances, curriculum, goals, and day-to-day operations work. Both board members stated the school support has been supportive and transparent, even with difficult conversations.
3. The board indicated they would like to continue increasing enrollment, the academic progress of students, as well as see the school become stronger financially. One board member said they had just completed a bonding process that has assisted in expenditures. "One of the unique aspects of Signature Preparatory is school pride. The school is clean and families like being a part of the school community." One board member shared part of the mission of Signature Preparatory is a wholesome one. "We demonstrate integrity and respect from leadership and staff. Once students and families see that being demonstrated there is buy in. We have parent involvement, and we would like to see more parent involvement. We want to continue what we are doing but take it to the next level."

¹ Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Families feel welcome at Signature Preparatory and provided several examples of courteous teachers and staff. Family members said they always feel welcome at the school. “The school leaders appear to know each family and “teachers in the car loop line know my child’s name and are smiling and welcoming.” Students are greeted by name during drop off and pick up by staff. “Teachers know students’ names, even if those students are not in their class.” Teachers communicate with families in a positive way. One parent remarked, “comments about students are never negative, and always phrased in positive terms.” Teachers remind families of school and class events during drop off and pick up.
2. Several parents felt that teachers “go above and beyond the expected” in meeting the academic needs of students. Several parents reported COVID was a “messy learning time” with on-line instruction a challenge. The transition back to in-person learning has been smooth and has helped with students’ emotional health. One parent shared they could tell when their child had not been in school for a while as their child struggled with using appropriate words to express himself; “now that is not a problem. I chose this school because of the RAISE Values. Signature Preparatory is not just about academics, it is about making good people.” Many families said teachers are supportive of each child with one parent articulating, “it feels like everyone is enthusiastic about the school from the leader down to every person at the school. The teachers are amazing.” Parents said there are many positive encouragements posted on the walls. The staff live out the expectations for the students. One parent stated, “there is not much conflict among students, and when there is, it is handled right away.”
3. Families were complimentary regarding the relationship between Signature Preparatory and families. Strong and visible school leadership were mentioned by many families. One parent said, “there is enthusiasm, and it shows from leadership down to all of the faculty and staff.” Students look forward to coming to school. One parent shared his child has attended Signature Preparatory for three years beginning with kindergarten. “She was very shy when she first started school, now she is socially extroverted.” Another parent said, “my daughter was having emotional problems before coming here. With the RAISE Values taught here the social emotional growth and this isn’t just about the academics but about making good people.”
4. Families were asked if they had any recommendations for the school. Generally, parents are concerned what happens after students successfully complete 8th grade and would like to see a high school added to signature Preparatory. One parent reported there is a volunteer service group of parents, but no official Parent Teacher Association. Gabe Shirey heads up a volunteer parent group and when there is an event coming up, a volunteer committee is put together, providing more parents an opportunity to volunteer, and not having the same volunteers for every event. There is a social media presence on Facebook for the parent group. Several family members mentioned their appreciation that Signature Preparatory scheduled virtual holiday events, award ceremonies and concerts during COVID, allowing students and families to be involved and feel connected with the school. However, parents suggested it would be nice to have a calendar listing the dates of school events for the academic year so parents can arrange dates to be away from

work in advance.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students unanimously said they like attending school. One student remarked, "I look forward to homeroom. I like to learn things. At other schools I have been to I was just there and didn't learn anything." Another student said, "I feel safe here and I am welcome." Several students nodded in agreement with one adding, "I see the principal and he is kind and welcoming." Several students mentioned they enjoy learning financial literacy. A middle school student articulated, "I appreciate my teachers and what I am learning. If concepts are challenging, the teacher breaks things down and goes through the process, step-by-step so I understand. Homework is even broken down into manageable items." Another student used his learned school-wide RAISE Values and said, "I would like to build on that statement." This student continued to report the school uses an app allowing families to monitor their child's academic progress. Teachers place notes in the app regarding specific assignments, progress, and/or areas in which families can assist at home. For example, the teacher lets families know math was challenging that day and then parents are aware of the need and how to help.
2. Students shared lesson expectations are posted in the classroom as well as on electronic devices through the classroom management systems Infinite Campus (IC) and/or Google Campus. One student said, "Infinite Campus (IC) shows me what I have missed, what is coming up and how I have done." Students provided several examples of how they monitor their academic progress and growth. Several students reported teachers use "I can..." statements and at the end lessons, students rate how well they can do the concept on a scale of one to five; five being the top of the scale and indicating "I can do this and teach someone else." Another student said, "teachers will talk to us and tell us what we need to work on." Extra credit is also offered that can be used "for bringing up an assignment, a quiz grade, or the overall grade." Another student replied, "I can email my teacher at home when I am stuck on homework. I am thankful my teacher has time outside of class to help me." Tutoring during Power Hour was mentioned as was scheduled tutoring that can be accessed from home. Several elementary school students mentioned *Catch-up and Pickles*, a once-a-month practice where students can "catch up on work we have missed." If students need assistance with a concept or an assignment, teachers and curriculum specialists are also available during *Catch-up and Pickles*.
3. Students were asked if they had any suggestions for the school. One student said, "add a high school. I love this school. I have been at this school since 4th grade and want to stay." The middle school focus group participants agreed. Four students stated they would like to see Signature Preparatory have a library. One middle school student mentioned "student government or student council would be nice so we could have a voice in decision making."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The return to in-person learning post winter break and the reemergence of COVID has been difficult. Leadership said getting to school on-time and returning to a routine has been challenging for some families. Many families and teachers are afraid of contracting COVID, contributing to an increase in chronic absenteeism. The school instituted temperature checks during drop-off where students are checked prior to exiting their vehicles. Signature Preparatory conducted approximately 700 temperature checks daily, providing some stress relief to the concern of catching the virus. During the height of COVID protocols, adjusting physical space and classroom configurations was difficult. Student stamina was reduced and wearing a mask for seven hours a day was fatiguing. The principal said, “half days and attendance in the afternoon was difficult. Students and staff felt tech fatigue.”
2. Students must use textual evidence during English language arts instruction. Writing workshops, rubrics, group discussion, then independent practice are the writing steps students complete. Writing prompts are aligned to the *Smarter Balanced Assessment Consortium* (SBAC). Students participate in Walk to Read for 30 minutes daily. Benchmark scores and daily work are monitored for overall student success. If and when students are not demonstrating success, students receive 45 minutes of intervention/enhancement per day including access to Lexia Core5, Lexia Power-Up, and Read 180 curriculum software platforms. “Signature Preparatory is a cooperative learning school”, the principal explained, “so one goal is to increase the number of words the students verbally say per minute of every lesson.”
3. Students participate in small groups based on ability level for math differentiation. Math kits with manipulatives along with Kathy Richardson math games are used for students who struggle with abstract concepts. Students who are at higher levels complete independent practice activities. Teachers are trained on how to use assessment data to incorporate actionable activities in lesson plans.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Faculty and staff feel communication between leadership and staff is fluid and open. Faculty reported the principal has an open-door policy and is an easy person in which to find and speak. Faculty said he responds readily to texts. If staff need something, they can easily find a leader and a solution to the problem right away. One teacher said the principal came into his classroom fifteen minutes before lunch and told the teacher to go to lunch early and that he, the principal, would take the students to lunch. This person said that in 15 years of working in public school, he never had a principal ever come visit his classroom in a collegial manner. One teacher shared she had an idea and mentioned the idea to leadership. At the next professional development day, she presented her idea and felt very comfortable. Teachers feel their voices are heard, they are viewed as professionals and their expertise is respected.
2. Teachers reported the sense of community, culture, RAISE Values, and core values are consistent at Signature Preparatory and part of why they like working here. One middle school teacher said she appreciates the integration of content areas, and she knows what each content area is working on with students. Another teacher said they like how easy it is to navigate the shared drive. "Whatever I need to find, I can find. Computer and software access to systems is user friendly. Faculty and staff are friendly. I can easily go up and talk to colleagues. The leadership team is very positive and energy trickles down to faculty." Another faculty member stated they prefer the small class sizes. Teachers said they specifically chose to work at Signature Preparatory because it is a newer school and they wanted to be part of something new where there is an "opportunity to be a part of change." Leadership assists with instructional mentorship, but this is also a challenge for veteran teachers as the opportunity to grow is not as robust as it is for novice teachers. Veteran teachers would also like to grow and hone their expertise.
3. When staff were asked if there was anything needing improvement, several teachers mentioned dismissal time extends beyond the contracted school day and is probably what faculty grumble about the most. "The contract day ends at 3:00 pm and yet dismissal lasts until 3:15 pm most days." Two middle-school faculty members would like stronger communication. "In middle school we sometimes feel like an island. We manage and have autonomy, and we like that. But clear, consistent, and more frequent communication would be helpful for consistency." Several faculty members would like more resources for Tier 2 and 3 resources. A majority of the focus group participants shared they would like a counselor or a student success advocate or a social worker on staff. "There are many students who carry a lot of stress and teachers do not have the skills set to assist with those stressors. Having someone on staff who has that skill set would be really helpful" summarized one faculty member. Several of the participants would like to see Signature Preparatory have a library for students.

CLASSROOM OBSERVATION TOTALS

A total of 19 were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 7	Total: 11	Total: 1	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 7	Total: 12	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 7	Total: 12	Total: 0	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 6	Total: 12	Total: 1	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 5</p> <p>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</p>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 8	Total: 11	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p>Area 6</p> <p>A</p> <p>Using Questioning and Discussion Techniques</p>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 8	Total: 8	Total: 1	Total: 0	Total: 2
<p>B</p>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 8	Total: 6	Total: 1	Total: 2	Total: 2

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 7	Total: 11	Total: 1	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated. 2
	Total: 8	Total: 10	Total: 0	Total: 0	Total: 1
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 10	Total: 8	Total: 0	Total: 0	Total: 1
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	Total: 12	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one elementary classroom, the teacher introduced the purpose of the lesson. The lesson objectives were posted on the board. The teacher referred to the lesson objective throughout the lesson.
2. In one middle school project-based learning lesson, three classes (two general education classes and one special needs classroom) combined to determine mean, median, mode and range, using teams made automated vehicles. The teams consisted of a driver, a mechanic, a data analyst, and a data tracker. Teams of four ran their vehicles three times to determine mean, median, mode and range. This event was the culmination of a unit. The culminating event was student directed and facilitated, with support from teachers as needed. One student was the Gamemaster, and teams were awarded on 1) how fast they could do the math, 2) the accuracy of the math, 3) and teamwork. Teamwork is assessed by the RAISE Values of respect, accountability, and communication.
3. In one elementary classroom, the teacher facilitated silent reading. The lesson objectives were posted on the board.
4. One elementary classroom includes students in the day-to-day activities by providing students classroom jobs. These jobs are posted on their desks. Example: line leader, meteorologist, days of school counter, calendar monitor.
5. In several middle school classrooms, students felt comfortable raising their hand and indicating to the instructor they were lost and did not understand. The instructor immediately responded to the needs of the students.
6. In one elementary classroom, the expectations were posted on the wall. The teacher referred to the expectations when correcting unwanted behaviors. The teacher provided formative assessment to students using an online platform.
7. In one elementary classroom, the teacher facilitated flexible grouping rotations. The teacher posted the rotation schedule on the board and reviewed the activity and expectations for each group. The teacher used attention getters to refocus students. The teacher used effective transitioning techniques.
8. In each middle school classroom, students welcomed guests and let them know what is being learned, how learning is being assessed, and what students are supposed are to do to demonstrate learning,
9. In one elementary classroom, the teacher facilitated a whole group online activity to review standards.
10. In one elementary classroom, the teacher asked high level text dependent questions. The teacher reviewed the expectations for writing a written response.
11. In one elementary classroom, the teacher introduced the purpose of the lesson. The teacher reviewed prior learning and connected it to new learning.
12. In one elementary classroom, the teacher supported students in making text to self-connections with the text.
13. In one elementary classroom, students worked on Lexia, an online reading program that providing targeted skills practice. The lesson objectives were posted on the board. The expectations were posted on the walls. The teacher walked around and provided one on one support to students. The students were engaged in the lesson.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>2019 Charter One, Academic Department vetted nationally recognized and research-based programs for their alignment with the Nevada Academic Content Standards for Mathematics, English Language Arts, Science, and Social Studies, K-8. Achieve the Core Instructional Materials Evaluation Tool (IMET) utilized. Curriculum Maps created and updated by Charter One's Academic Team. Curriculum Maps have been provided for all teachers, kindergarten through 8th grade.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Signature Preparatory follows the Licensure Guidance Memo from SPCSA. There are 4 Instructional Aides per teacher. Signature Preparatory Collaborates with the following institutions: Teachers for Tomorrow Grand Canyon University Western Governors University and the University of Nevada, Reno. All SPCSA items are submitted on time in epicenter.</p>

<p>1c</p>	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>Leadership reports IEP Teams gather data from staff that works with the student to ensure the IEP works for the student across all areas. The Special Education Team meets with staff regarding each IEP student to ensure understanding of all information within the plans. Related services and progress toward goals are entered into Infinite Campus. Documentation by paraprofessionals within the classroom are logged daily on accommodation checklists.</p>
<p>1d</p>	<p>The school protects the rights of ELL students.</p> <p>Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Leadership reports the following trainings have been provided to support teachers with EL students: Kagan Cooperative Learning Structures, Kagan Brain Friendly Teaching, HMH Content Area Material Implementation. Support materials provided: WIDA overview, bilingual dictionaries, audio books. Teachers are provided the most recent WIDA scores for their students along with the WIDA can do descriptors to assist the teachers in translating their students' scores into actionable ways.</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Governing board meetings are held in accordance with Nevada Open Meetings Laws, including publicly posting notice in advance of any meeting and publicly posting the meeting minutes according to statutory guidelines. The governing board of Signature Preparatory is comprised of individuals with a wide range of experience and expertise, facilitating proper management of the school and oversight of the EMO. The board is composed in accordance with Nevada statute, containing a member who is a licensed or retired teacher, a member who has a pupil enrolled, and multiple members with knowledge and experience in accounting, financial services, law, and human resources. The board of Signature Preparatory receives regular reports from Charter One, LLC, the school's contracted EMO. These reports include audits performed according to Nevada laws and regulations that the board reviews for financial compliance and effective management of all funds.</p>

4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Pursuant to NRS 388A.450-459 Signature Preparatory does not discriminate in its admissions or enrollment practices based on race, gender, religion, ethnicity, disability, sexual orientation, or gender identity or expression of a pupil. Signature Preparatory is a tuition free charter school and no fee or donation is required in order to attend the school. Students interested in attending Signature Preparatory complete and submit an application to the school. Applications may be submitted during the open enrollment period, prior to the start of each school year. At the end of the open enrollment period, a determination will be made if a lottery is necessary based on the number of applications received. If the number of applications is less than the student capacity of the school, students shall be admitted on a first-come, first-serve basis pursuant to NAC 388A.535.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The Emergency Operations Plan is written by Gabe Shirey, Executive Director, in partnership with Danielle Strough, Assistant Principal. The Assistant Principal is a member of the SPSCA Safety Committee and attends regularly training throughout the year. These trainings ensure that we are kept apprised of all safety updates and changes necessary. The safety drills are conducted monthly and alternate between Shelter-In-Place, Earthquake, Hard Lockdown, and Soft Lockdowns. Fire drills are conducted monthly by the Safety Committee led by the Assistant Principal. Due to cross-contamination concerns as a result of the pandemic, safety drills have been held individually with each grade level.</p>

ORGANIZATIONAL PERFORMANCE

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. Board expansion was considered; ultimately elected not to expand. 2. Board agenda item, Principal's Report, has been added to the on-going agenda at board meetings (student success data, enrollment, plans, etc.). 3. School staff in collaboration with EMO was chosen to maintain most HR decisions. However, within Principal's Report annual HR-Budget items such as recommended staffing is discussed. 4. Principal attended West Ed's Formative Assessment Class and plans to implement the following elements for 2022-2023 school year: <ol style="list-style-type: none"> a) Instructional practice shift: from formative assessment as a noun to formative assessment as verb. b) Instructional practice shift: from formative assessment as something just given to students to produce data to be discussed with grade level teams, but a method for amplifying student's own agency in their own learning (metacognition). c) Content knowledge expansion: understanding nouns and verbs within and across grade level standards.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. Evidence of rigorous instruction. 2. Instruction provided in a variety of mediums. 3. Mission is reflected throughout the school.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ol style="list-style-type: none"> 1. Formative assessment is an on-going work in progress. 2. Middle school student proficiency is a challenge due to feeder schools. 3. Initial conversations regarding K-2, 3-5, and 6-8 Learning Targets have occurred. Still need to work to codify instructional culture within and across grade level, grade level bands.

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Overall teaching capacity and teachers invested in continually improving student achievement is readily evident. Teachers use academic language consistently across all content areas and grade levels. Teachers do not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals. Students respond with modeled academic vocabulary. Signature Preparatory offers high levels of individualized instruction. Students are comfortable within their learning environments, sharing concerns and thoughts with adults at the school. In many cases, the SPCSA evaluation team observed teachers working individually with students providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning.
2. Signature Preparatory has implemented many supports and interventions to address behavioral and social emotional concerns. Signature Preparatory is part of the SPCSA's MTSS cohort and receiving tiered level supports and intervention training. Signature Preparatory has implemented restorative practices, conducts dialogue circles, and reviews restorative justice action plans/behavior plans.
3. Students are welcoming to each other and guests that visit the school. This is modelled from leadership and staff, at pick-up and drop-off. It was observed by SPCSA staff during the site evaluation that students experience a hospitable environment from the moment they arrive on campus and throughout the day. Signature Preparatory visually displays clear school-wide expectations, core values and RAISE Values for students throughout the school. The RAISE Values are modelled by school leadership, teachers and staff creating community investment and engagement for school stakeholders. SPCSA staff observed students following the school-wide expectations and using the RAISE Values in their peer relationships and with adults. SPCSA staff also observed Signature Preparatory leadership and staff providing positive feedback when students followed the core values and RAISE Values.
4. Strong leadership is evident from the board, founder, and the leadership team as reported from the governing board, staff, student, and family focus groups. The governing board, founder, and the leadership team are current on the state of student academics, absenteeism, and the behavioral and emotional state of the student body. There is a shared and agreed vision and set of goals that the board, leadership team, staff, families and students share and work toward. A deep sense of community is apparent and modeled from leadership and staff down to the student body on a day-today basis.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. Leadership reported absenteeism is a challenge, with approximately 33% of families chronically absent. The principal created monthly “Coffee with Carey” where he meets with families and speaks to them about attendance and current concerns regarding contracting COVID and returning to school for in-person learning. Ten to thirteen families attend “Coffee with Carey” each month. COVID and COVID related fear is attributed to the absenteeism challenges.
2. Academic proficiency, especially at the middle school in math and English language arts (ELA) is a concern. The principal shared students transferring from feeder charter schools are sometimes behind or near proficiency. Concerted effort to address math and ELA deficiencies are an on-going conversation with leadership, the governing board, and teachers.
3. Sufficient physical, material, and personnel resources are a challenge. Significant student population growth over the three-year period that the school has been open has highlighted the resource need. Signature Preparatory has almost doubled their school population and resources have not keep pace with the population growth. There are currently limited resources to sufficiently meet the needs of students with special needs with an Individualized Education Plan (IEP) or 504 plan on file. There is currently no school counselor or social worker on staff. Adding paraprofessionals and classroom assistants to staff were suggested by teaching faculty. Physical resource challenges mentioned by leadership and staff include storage space, math kits, and appropriate current testing materials for specialized populations. Several faculty members suggested more physical resources and training for Tier 2 and 3 student success would enhance their skillset.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. Most classrooms observed by the site evaluation team were in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). To increase from proficient to distinguished on the COT, please consider implementing ways in which students contribute more to the representation of classroom content (7b Engaging students in learning on the COT). Signature Preparatory may also want to brainstorm ways in which to maximize student assumed responsibility for leading classroom discussion (6A using questioning and discussion techniques on the COT). The principal reported initial steps to achieve more classroom student responsibility by completing West Ed’s Formative Assessment training during the 2021-2022 school year. As reported in Measures of Progress from Previous Site Evaluations, this was an important first step to a more student-centered learning approach. Signature Preparatory plans to initiate the following formative assessment elements for 2022-2023 school year:
 - a. Instructional practice shift: from formative assessment as a noun to formative assessment as verb.
 - b. Instructional practice shift: from formative assessment as something just given to students to produce data to be discussed with grade level teams, but a method for amplifying student’s own agency in their own learning (metacognition).

c. Content knowledge expansion: understanding nouns and verbs within and across grade level standards.

Continuing the West Ed formative assessment training for faculty and staff and further school-wide implementation may provide students even greater opportunities to contribute more to the representation of classroom content and assumed responsibility for leading classroom discussion.

2. SPCSA staff recommend developing a year-long calendar that includes school events and important dates. A year-long calendar posted on the school's webpage, social media, or communicated directly to families, will allow families advance notice in which to schedule their time to volunteer for Signature Preparatory events. Now that COVID restrictions are being eased, many parents shared they would like to plan and participate more in school offerings.
3. Students and staff are well acquainted with MTSS Tier 1 supports. The foundation is set for Signature Preparatory to move to Tier 2 and Tier 3 MTSS supports. Leadership reported social emotional lessons are infused throughout the day in classroom lessons and modeled by adults school wide. Focus group families shared students readily implement social-emotional learning skills and RAISE Values learned at school for situations that arise at home. The foundation is set for Signature Preparatory to add MTSS Tier 2 and Tier 3 social emotional and behavioral supports. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth.

DEFICIENCIES

There were no deficiencies identified for Signature Preparatory during this evaluation.