Nevada State Public Charter School Authority

Site Evaluation Report: Imagine Schools at Mountain View
Evaluation Date: 4/8/2022
Report Date: 5/13/2022

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Contents

Introduction and School Background 3

Academic Performance 4

Focus Group Summaries 7

Classroom Observation Totals 13

Organizational Performance 17

Site Evaluation Findings 21

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 April 8, 2022, at Imagine Schools at Mountain View (ISMV). 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

Imagine Schools at Mountain View is located in Las Vegas, Nevada in a facility at 6610 Grand Montecito Pkwy. The school serves 673 students (as of the most recent Validation Day) in kindergarten through 6th grade. The mission of name of school is: "As a national family of public charter school campuses, ISMV partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2019

Imagine Academy serves 673 students in grades kindergarten through 6th grade.

Elementary School

Imagine School Mountain View

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-06
District: State Public Charter School Authority
School Address: 6610 Grand Montecito Parkway Las Vegas, NV 89149

56.5
Total Index Score

School Type: *Zoom SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

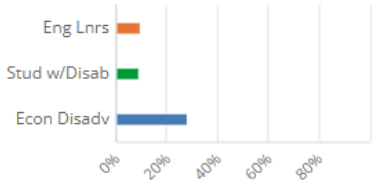
Student Race/Ethnicity

29.1%	White
16.4%	Bl/Afr Am
32.5%	Hisp/Latino
7.5%	Asian
0.9%	Am Ind/AK Nat
1.0%	Pac Isl
12.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	51.5 ★★★
2016-2017	N/A N/A

Additional Student Groups



Middle School

Imagine School Mountain View

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-06
District: State Public Charter School Authority
School Address: 6610 Grand Montecito Parkway Las Vegas, NV 89149

76.4
Total Index Score

School Type: *Zoom SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

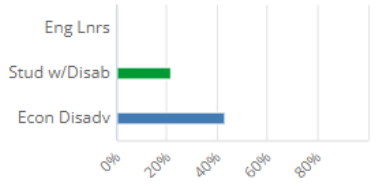
Student Race/Ethnicity

25.4%	White
19.6%	Bl/Afr Am
31.3%	Hisp/Latino
9.8%	Asian
1.9%	Am Ind/AK Nat
1.9%	Pac Isl
9.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Additional Student Groups



Imagine Schools at Mountain View
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	38.3	54.5	48.5	37.5	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	68.1	75.6	68.8	50.0	75.2	67.2
Black/African American	25.5	31.3	32.3	31.4	30.6	28.8
Hispanic/Latino	35.7	44.6	39.6	30.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	25.0	58.2	55.3	40.0	59.0	52.9
White/Caucasian	45.2	62.3	59.3	45.4	61.1	57.2
Special Education	29.1	27.4	28.6	23.8	29.2	24.8
English Learners Current + Former	40.1	42.3	35.8	43.1	37.4	32.4
English Learners Current	24.1	32.4		28.1	25.5	
Economically Disadvantaged	24.0	39.8	39	25.3	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	51.3	60.1	57	47.1	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	81.8	78.5	75.4	50.0	76.3	74.1
Black/African American	44.1	40.9	42.6	35.1	40.5	39.6
Hispanic/Latino	53.5	51.1	48.2	43.6	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	37.5	63.8	64.4	60.0	67.1	62.6
White/Caucasian	48.8	66.8	67.4	55.8	65.0	65.7
Special Education	20.8	26.7	30	23.8	29.3	26.3
English Learners Current + Former	55.1	42.2	41.4	36.3	38.9	38.4
English Learners Current	34.4	29.4		21.8	22.8	
Economically Disadvantaged	36.0	45.4	46.8	39.4	40.4	44

Middle School

Math Proficient

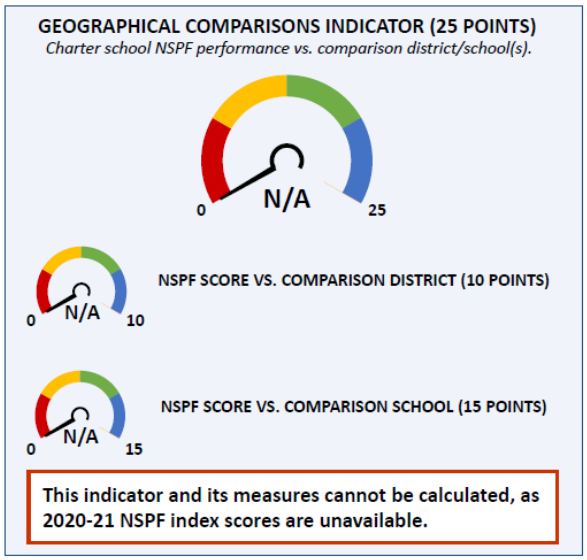
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.8	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	10.0	24.2	23.5			19.5
Hispanic/Latino	33.3	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	-	47.3	40.6			37.5
White/Caucasian	30.7	51.3	47.1			44.4
Special Education	-	12.1	18.6			14.3
English Learners Current + Former	30.7	26.9	20.2			16
English Learners Current	-	12.6				
Economically Disadvantaged	19.0	29.0	29.2			25.5

ELA Proficient

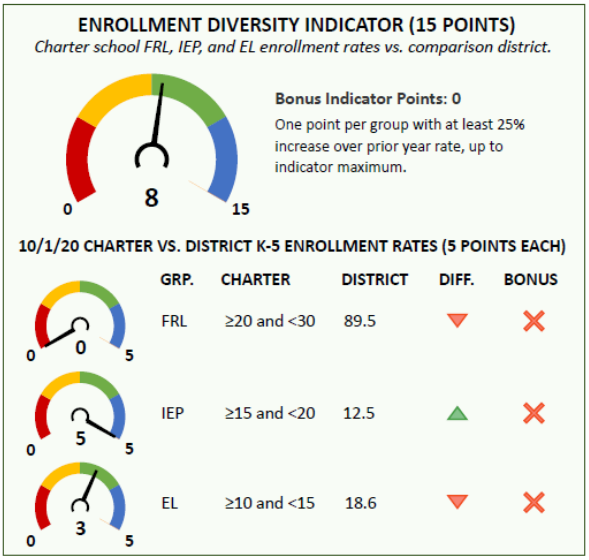
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	44.2	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	10.0	40.1	37.8			34.5
Hispanic/Latino	46.6	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	-	66.7	61.3			59.2
White/Caucasian	53.8	67.8	66.3			64.6
Special Education	-	19.9	21.9			17.8
English Learners Current + Former	46.1	42.7	24.3			20.3
English Learners Current	-	22.0				
Economically Disadvantaged	33.3	46.4	44.4			41.4

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

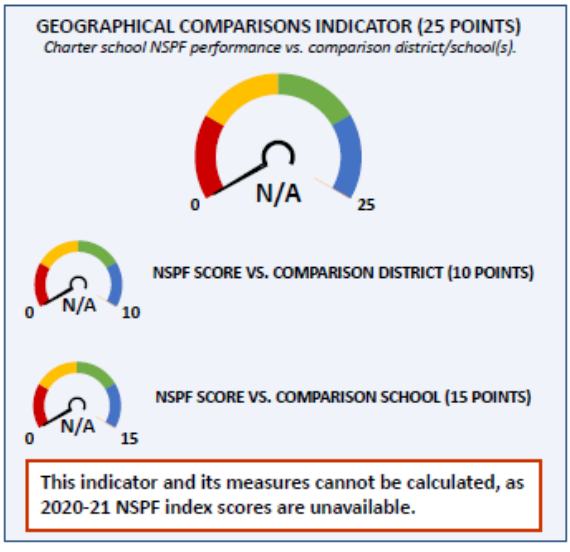


Middle School

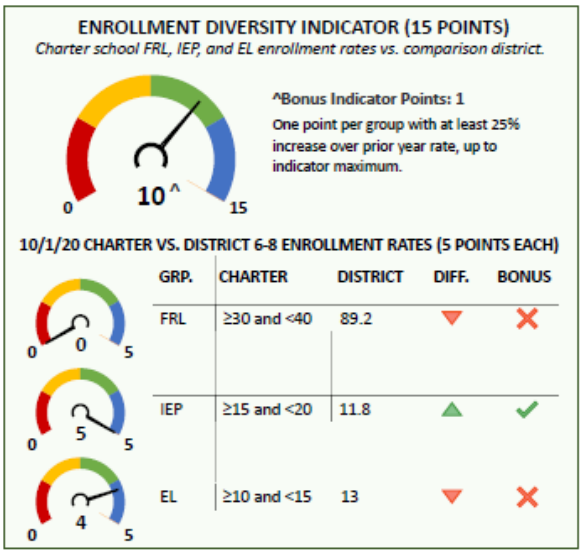


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	5	30 minutes
Students	8	30 minutes
School Leadership	3	30 minutes
Staff	6	30 minutes

Governing Board[1]:

1. The governing board reported they meet once a quarter and as needed. The board is currently considering expanding to include a sixth person. At one point during the board's history, there were six members according to focus group participants, but one person resigned leaving a board of five and that number has remained to the current day. There is currently not a resource pool of people the board can refer to in case there is a vacancy. Board members have expertise in education, educational leadership, business management, and business leadership. The board had a change of leadership at the beginning of the 2021-2022 academic year.

2. The board is provided comprehensive materials on student academics by the school's leadership team. The principal provides written documents in advance of the meetings and then attends each meeting to provide a verbal report and answer any clarifying question. The reports provide a calendar of dates of upcoming testing and academic standings.

3. The board shared that they see the Imagine Schools at Mountain View's approach to educating the whole child as a strength. The school emphasizes social-emotional learning, personal responsibility skills, and providing academic supports. The board is focusing on ways in which to boost enrollment. According to board members, there are currently seats available at the school. Providing safety enhancements to normal wear and tear on the building has also been a focus of the board during the 2021-2022 academic year. When asked about any specific goals from the board for increasing specialized populations, specifically English language learners (EL), students with Individualized Education Plans (IEPs), and candidates who receive free and reduced lunch (FRL), the board explained their role this academic year did not include considering strategies in which to increase specialized student populations. The board members specifically shared that most of the hiring needs are managed at the administration level and do not really move to the level of governance oversight.

[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. Parents reported experiencing strong communication between the school and families. The teachers communicate frequently with parents using Bloomz[2] that can be accessed via a cellular phone or a computer. "The Bloomz app lets me know exactly how my child is doing in specials and in academics. The teacher can leave personal notes and classroom announcements on Bloomz. Parents can also message the teacher on Bloomz." Students have peer contacts they can connect with if they need reinforcement concerning an assignment on the Bloomz app. Parents said leadership and teachers are responsive to any behavioral challenges in their child during the day. A parent shared, "If my child is having a bad day, the teacher will message me using Bloomz and let me know how she is doing throughout the day. I feel connected and aware of what is going on." Parents said leadership and teachers know each child at the school by name, even if that student is not in their class. Parents said they are always pleasantly surprised when teachers call them by name, as they didn't know school staff knew the parents by name. "The school makes you feel like family. I've never had a principal know my name. I've only been here for three months but they know who I am. I'm in awe because it's a warm environment."

2. Parents reported the learning is appropriate and instruction is high quality. A parent stated, "My son's kindergarten teacher taught the class American Sign Language (ASL). It's not part of the curriculum, but the whole class knows ASL." Parents said they know their child has understood concepts when "they don't need help with homework." Parents said their students can self-regulate and complete homework on their own as well as "explain what they have learned in detail when they come home." A few parents in the focus groups said their children participated in Saturday School as well as after school tutoring which helped the students reach benchmarks.

3. Parents used the words "family" several times to describe the school environment. Parents appreciate students are taught holistically. Students are taught coping skills, personal responsibility, as well as academics. "Each child is seen as an individual and they are celebrated for small gains. The focus is not just on the group that is always meeting targets. The school staff focuses on the strengths and successes of all students." Another parent said, "Imagine is determined that every child should be succeeding. Teachers have a passion for their students." Several parents agreed. Most of the parents said they travel over 25 minutes to bring their students to school. Parents said they would travel and follow the school if it moved location.

[2] Bloomz is a learning and behavior management app and website that provides teachers with a simple way to effectively communicate between school and home. From the dashboard, teachers can share information in a variety of ways by creating posts, events, activities, assignments, and photo albums.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Several students said they play learning games to preview an upcoming unit that lets the teacher know how much they already know and what learning can be built upon. Students also said, "Our class lessons have a pattern of an altogether activity, an independent activity where we work by ourselves, and then a small group activity where we work with the teacher." Students said they use a website called Freckle[3] to practice skills. Students reported they can look at the white board to see what they are learning, saying "The teacher puts the schedule and the standard or objective that we are working on the board." A student shared, "If we need help, we have a table we can go to and work with the teacher. The teacher may restate the question, restate the directions in a different way, or give us an example to help us along." Other students in the focus group shared their teachers walk around during class and they can raise their hand if they need help. Still other students spoke about after school tutoring opportunities and Saturday School. Parents give written permission to attend tutoring or Saturday School.

2. Students were asked if they felt comfortable talking to an adult at the school if they had a concern or a problem. Students said, "There is the school counselor that we can go to if we are having an emotional problem or problem with other students or at school." Others mentioned there is a student success advocate on campus who is visible and easily accessible when needed. Another student said, "My teacher has a mailbox in her classroom where students can write things down and submit them in the mailbox to make her aware of any situation or concern." Several students shared there is a social-emotional-learning (SEL) spot in their classroom where they can go if they are emotional and need a moment to regroup. A few others said their teacher refers to this classroom space as a "calm down area." Several students said they have strong relationships with adults at the school including teachers in which they have built a rapport.

3. Students said they would like to see the school offer special classes again. "We used to have specials for technology, and I would like to see those come back." Several students agreed they would like to see specials return as they were put on hold during COVID and have not returned to the school offerings. Students shared they know they have regressed in learning. Long division in math was a particular skill in which several students said they needed lots of catch-up work. One student said, "I know I used to know how to do long division when the teacher started working through it, but I don't remember all the steps." Similes, metaphors, and figurative language were items from language arts that needed remediation.

   Many students stated they would like to have a longer lunch time, which is currently 30 minutes and tables are dismissed for recess when everyone is finished eating. Lunch and recess are bundled together in the 30 minutes and students expressed they would like more outside recess time. Students said they would like to see equipment repaired as playground accidents happen when there are many students using the same space at the same time. Several students would like the splash pad to be repaired and operable again. Several students said the items listed on the lunch

[3] Freckle is an online learning platform allowing students to practice Math and English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.

menu are often changed at the last minute. “They should be consistent with the lunch. Sometimes they say we are going to have one thing for lunch but it’s something different. It’s disappointing.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Leadership spoke about motivating faculty and staff to build agency and capacity at ISMV. The principal stated the leadership team strives to build systems of support through an environment in which authentic conversations can happen. The principal said an overarching long-term goal of the school is to have an organized teacher mentorship program. “The academic coach on staff meets with new teachers every month and asks, “What can I do to support you?” Leadership shared that there is a student success advocate on staff who visits classrooms and conducts strategy supports for teachers on classroom management. The student success advocate conducts trainings for teachers on the Educational Opportunity Program (EOP), social-emotional learning organization, and restorative justice. According to the leadership team, the student success advocate confers with the academic coach and together they visit classrooms and model best practices and strategies. The student success advocate also leads SEL class activities with students as shared during the focus group. Leadership and team leads have completed the second-tier leadership institute through the Imagine Schools Network, focused on building site leaders. Leadership stated that the institute lasts eight full days and participants create a project that can be implemented in the classroom. Participants build and complete this project during the institute.

2. When leadership was asked how they use student learning data to make curricular decisions, the principal said, “Some of the student assessment data is used for compliance reporting to our sister schools in the region and the network. Star scores[4] are used to ensure we are comparable to our network schools. Specific pieces of assessment data have not been teased out for targeted instructional planning.” Leadership further stated the school uses Star reading, Star literacy, and Star math to determine students’ learning needs. Assessment data is used to drive tutoring, specific pull-out and push-in needs. Schoolwide, reading is promoted across all grades. ISMV has a schoolwide plan to have millionaire readers where students track how many words, they have read during the 2021-2022 academic year. Leadership said that the goal is for individual students to read a million words by the end of the year. Classrooms and students track their words read. Students who reach a million words will have a celebration at the end of the year.

3. Professional development (PD) for teachers is aligned to the school goals at ISMV. In addition to PD throughout the academic year, approximately six PD opportunities are offered in the summer. Leadership stated that teachers suggest PD topics to the literacy coach and then new learning sessions are developed. Teachers express PD topics in which they would like to develop or refine to the literacy coach and then the PD is developed. Leadership provided a detailed example of a recent PD series focused on small group instruction in the classroom. ISMV uses Danielson’s Framework for the Evaluation of Teachers. Danielson follows a model of asking ‘why and then answering how’. The first day of PD focused on the ‘why’ along with an overview and examination of the framework. The second PD worked on closely examining the rubric and diving into sections two and three of the Danielson framework rubric, paying close attention to the verbs used within the rubric and what is specifically being asked of the students. Teachers then looked at how the Danielson rubric language aligned to their practice. The third PD of the series allowed teachers to sign up for smaller focused

[4] Star assessments are an online assessment program developed by Renaissance Learning for students typically in grades k-12.

workshops centering on small group topics. Teachers respond to targeted questions on how and where they can implement best practice strategies in these focused workshop groups.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

4. Parent partnerships is one of the six goals of ISMV. Leadership reported ISMV is an open campus, and parents are invited to assist. "We do get a lot of parents who help with things like the fun run as well as in-class assistance, recess, the science fair, and spelling bees. Parents have come and eaten lunch with their students. We have had a family math night at Smith's, where families participated in a scavenger hunt. We are contemplating hosting a 'create a new E-invention' instead of holding a traditional science fair." Leadership said they have used federal monies to provide parenting classes, freedom writers workshops, internet safety classes, along with a variety of parental resources and support. Leadership and staff have scheduled and hosted Zoom meetings on how to use the software myON[5] as well as how to read the curricular packets students bring home. "We created 'make and takes' where we developed and packaged science kits that students took home and worked with their families to complete the science experiment." ISMV has also created kits with materials for home support (scissors, crayons, paper, etc.) The leadership team shared ISMV has a Parent Teacher Organization (PTO) which supports school events and faculty and staff. The principal reported there are two required parent teacher conferences per year. Parent meetings are offered prior to the start of summer school to assist families with school orientation.

Staff:

1. Faculty said they build supports into their lesson plans for those students identified as English language learners (EL) as well as students with an IEP. "We co-plan weekly regarding IEP goals. We may teach at grade level, but we differentiate the lessons" to the student's level during PLC time. Faculty mentioned using the software platforms Zearn[6] and Freckle to individualize student learning and close learning gaps. One faculty member stated, "for reading, we use Accelerated Reader[7] and celebrate each student goal that is met." Students track how many words they have read in their individual notebooks. Classroom visual displays regularly update student reading growth charts and celebrate milestones. Celebrations are planned for those who have read one million words during the 2021-2022 academic year. Additionally, focus group participants said that Bobcat Block is a designated daily 45-minute instruction block for focused student interventions and enrichment. Push-in support and pull-out support occur during the Bobcat Bock. Focused EL and students with special needs (SPED) supports occur during Bobcat Block.

2. Teachers report they have input on PD. A teacher said, "Our summer PD time centers on what faculty suggest we would like." Teachers at ISMV have weekly Professional Learning Community (PLC) time in addition to meeting and planning by grade level. Faculty also meet monthly with the staff academic coach to discuss instructional planning. Teachers said they use student learning from STAR software as well as the Northwest Evaluation Association Measures of Academic progress (NWEA MAP) data for instructional planning. Student learning data is also accessed to create Bobcat Block focus sessions as well as determine which students receive invitations to after school tutoring and Saturday school. Parents must approve invitations to after school tutoring and Saturday school. Teachers said that they regularly communicate with families where students are academically using

[5] myON is a student-centered, personalized digital library giving students access to more than 7,000 enhanced digital books in the core collection.

[6] Zearn is a math learning platform that helps students explore concepts, discover meaning, and make sense of math through digital lessons.

[7] Accelerated Reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice.

the Bloomz app.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

3. Faculty were asked how school leaders acknowledge the great work of staff who are outstanding. Teachers said school-wide there are Thank-you Thursdays which encourage families, students, and staff to show appreciation for a colleague or an employee of the school. One teacher stated, "Acknowledgments are also made during PLC time and during PD." Teachers shared there have been bonuses for those who perform in an outstanding manner in addition to any verbal acknowledgment. Teachers reported there has been a history at ISMV of former interventionists becoming teachers as well as retired teachers and former specialists becoming part of the faculty. "Imagine prefers to hire dedicated teachers and retain them." A teacher elaborated by describing how leadership is very present in the hallways and in classrooms. "Leadership will come in and teach and help me to see how something is conducted best. For example, I needed help with pacing, and I was able to observe the academic coach model an activity and watch how she paced the activity." Staff went on to note that leadership and school specialists will conduct a classroom activity upon request, or if something emerges from observation, they will readily model the practice in the classroom. Other examples of support from teachers in the focus group included observations and mental and emotional temperature checks. A teacher said, "There is well-rounded support for us and an interest in us as human beings."

CLASSROOM OBSERVATION TOTALS

A total of 21 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	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: 10	**Total:** 11	**Total:** 0	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	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: 9	**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: 8	**Total:** 11	**Total:** 2	**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: 9	**Total:** 12	**Total:** 0	**Total:** 0	**Total:** 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	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: 9	**Total:** 11	**Total:** 0	**Total:** 0	**Total:** 1
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **A** **Using Questioning and Discussion Techniques**	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: 9	**Total:** 7	**Total:** 0	**Total:** 0	**Total:** 5
B	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: 9	**Total:** 7	**Total:** 0	**Total:** 0	**Total:** 5

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: 8	**Total:** 11	**Total:** 2	**Total:** 0	**Total:** 0
B	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.
	Total: 9	**Total:** 12	**Total:** 0	**Total:** 0	**Total:** 0
	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: 9	**Total:** 12	**Total:** 0	**Total:** 0	**Total:** 0
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: 9	**Total:** 11	**Total:** 0	**Total:** 0	**Total:** 1

Additional information about the classroom observations shared here when applicable:

1. In one upper elementary classroom students worked independently solving math money problems, subtracting and adding metric measures such as perimeter and area, and solving fractional line plats. Students could earn class coins for each successfully completed 'missions' on the Zearn software platform.
2. Students worked individually and with a partner to solve math problems in preparation for Smarter Balanced Assessment Consortium (SBAC) testing. Students completed three activities they could complete in any order. One was a math games simulation, one focused on solving a problem and then explaining the process of solving the problem.
3. In one 6th grade classroom, students worked in groups to complete a project. The teacher facilitated discussions and provided support to each group. The teacher called on students to present their projects to the class.
4. In one upper elementary classroom students read a play to the whole class. Students followed along with a printout of the play. Once the story was concluded, students provided feedback. Students provided complimentary feedback, called 'glow' and also provided suggestions for ways to improve reading aloud, referred to as a 'grow'. Students called on each other to provide feedback. They also supported feedback by using such statements as, "I agree with what _____ said," and "I would like to build off what _____said."
5. The four third grade classes worked cooperatively in groups to find eggs. The teacher provided students with a text and placed text dependent questions inside of each eggs. Students worked in groups to find the color-coded eggs for their group and collectively answer the text dependent questions inside of the eggs. Students led discussions within their group about the text dependent questions. Students often referred back to the text before recording their answers on their individual paper.
6. In one lower elementary school, the teacher gave students a spelling test. All students actively listened as the teacher called out words. Students recorded their answers and followed routines to turn in their spelling test.
7. In one elementary classroom, the art teacher came into the classroom to provide an art lesson. The art teacher explained they are going to paint rocks in honor of earth day. The art teacher shared the rocks will be displayed in the school's rock garden.
8. In one elementary classroom, students worked independently on a project. The teacher walked around to provide individual support.
9. In one elementary classroom, students revisited goals they set for themselves and wrote down what they were most proud of achieving. Students voluntarily shared with the class their written reflections. In their written reflections, students thanked peers for assisting them in understanding content and working with them to advance in their goals. The teacher followed up each share by providing further positive reinforcement of student goals.

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	The school implements material terms of the education program. 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. 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.	The school has vetted curricular materials to align with the Nevada Academic Content Standards (NVACS) by having grade level planning meetings to discuss the planning and implementation of the EngageNY Core Knowledge Language Arts (CKLA) curriculum. EngageNY is a website containing curricular modules aligned to Common Core Standards. Administration conducts monthly check-ins during PLC meetings to discuss successes, challenges, and next steps with the curriculum. Teams use the curriculum-provided pacing guides to plan for the year. Data walls are evident in each classroom. Lesson plans demonstrate the use of supplemental programs that support the curriculum implementation and alignment to the NVACS.
1b	The school complies with applicable education requirements. 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	The school utilizes Indeed.com , Frontline, and LinkedIn recruiting websites to attract potential candidates. Previous substitute teachers at ISMV have been hired in full-time positions. Submissions to Epicenter are timely. ISMV uses assessments such as: Brigance – a norm referenced assessment to measure progress, diagnose delays, and identify age equivalents of the development of children through first grade, NWEA MAP, ACCESS – an annual assessment for ELs created by WIDA (World- Class Instructional Design and Assessment., Smarter Balanced Assessment Consortium (SBAC), and STAR.

Measure	Description	Evidence Collected
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing. A description of how EL student progress within the four domains is monitored.	During teacher in-service at the beginning of the school year, the administration team reviews best instructional practices for EL students. EL students' progress in all four domains, (listening, speaking, reading, and writing) because teachers are intentional in incorporating EL strategies in their lessons. ISMV provides after school tutoring, Saturday school, and summer school. ISMV tracks and monitors the data from classroom assessments, ACCESS, SBAC, MAP, STAR, and Brigance.

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. 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.	The board and Chief Marketing Officer (CMO) work closely with legal counsel to ensure compliance with governance requirements. The board has been trained on school governance, Nevada open meeting law, Nevada ethical standards of a public official. The CMO provides an update at every board meeting and is available to answer any questions.
4a	The school protects the rights of all students. 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.	ISMV is open to students from the state of Nevada. Students are enrolled in school as applications are received. A lottery is in place as applicants exceed seats. Only students on the waiting list will be subject to the lottery. The Student Success Advocate (SSA) has attended all SPCSA trainings and now trains staff. The SSA works with staff and students on preventative practices. ISMV utilizes restorative justice measures.
5b	The school complies with health and safety requirements. 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.	The administration team develops a yearly calendar for all required safety drills. The Emergency Operations Plan (EOP) is reviewed annually or as needed based on new information provided in the SPCSA safety meetings. Safe voice posters are displayed visually throughout the school. The school participates in the state climate survey.

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.	
School staff ability to address previous recommendations	1. Continue to implement walk-throughs and reviews of classroom teaching regularly. 2. Recruit, retain and develop prospective teachers. 3. Work on consistent teacher to student communication. 4. Challenge above level learners effectively.
Evidence the school can provide to support the implementation of previous recommendations.	1. The leadership team has implemented the Danielson evaluation rubric for Domains 2 and 3 to enhance walkthrough and observations. Teachers now have success criteria in which to foster best practices and collaboration. 2. ISMV included longevity bonuses and COVID bonuses as a small token of appreciation to retain good teachers and compete with schools in the area. 3. New teacher meetings with the instructional coach to provide support to retain teachers. 4. Summer trainings to provide support and planning opportunities. 5. Teachers have worked to improve the consistency of teacher to student communication by incorporating Social Emotional Learning lessons and Morning Meetings. To challenge above grade level learners more effectively, we have introduced the ARC challenge and myON projects.
The reasons school will require additional time to fully address the recommended items.	1. Implementing a systematic approach to intervention 2. Establishing a teacher mentorship program as an effort to retain teachers 3. Reestablishing small group expectations after navigating online/hybrid learning and an influx of new teachers

SITE EVALUATION FINDINGS

STRENGTHS

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

1. ISMV communicates regularly with school stakeholders as reported by the student, families, and staff focus groups. Many of the focus groups used the words 'community and family' to describe the welcoming environment created at the school. Focused groups also cited engaging activities and a positive learning environment as benefits to being a part of ISMV Academy. The SPCSA site evaluation team observed students engaged and interested in what they were learning during classroom observations. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed in the classrooms and in the common areas.

2. ISMV has strong levels of classroom environment. The SPCSA site evaluation team observed teachers had built strong classroom relationships among the students in several classrooms. Students felt comfortable asking peers for academic support. Students recognized and celebrated their growth ability verbally in classroom sharing opportunities. A cooperative not a competitive spirit is evident in numerous ISMV classrooms. Teachers have cultivated trust with their students through such activities as celebrating incremental and exponential academic growth, student peer support, and "glow and grow" where students are provided complimentary feedback from their peers and the instructor (glow) and provided suggestions for ways to improve (grow).

3. Leadership has been thoughtful and strategic in utilizing support resources for student achievement. For example, procuring laptops for students to use at home, laptop stations for classroom use, as well as laptop for teachers. Zearn, Freckle, Star reading, Star math, and Star literacy are examples of software platforms students use to enhance learning skills both in and out of school. Students, faculty, and family focus groups each mentioned these software platforms by name providing anecdotes as to how these software programs have enhanced learning. Leadership and parents shared the Bloomz app has been useful for family to school communication. Bloomz's ability to translate communication into different languages was specifically mentioned as being beneficial. Bloomz also provides COVID checks, attendance, and academic records both families and leadership find useful when recording and communicating student information.

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 ISMV students have faced challenges with student learning loss as well as a regression in social skills resulting from the COVID-19 pandemic closing school to in-person learning. Schools were closed for over a year and one-half to in-person learning during the pandemic and students in early elementary grades had the most disruption to foundational learning. Although ISMV offered online schooling opportunities delivered via computer software and technologies, the online learning environment was not as fruitful as in-person learning for student growth. Leadership said schoolwide they have been monitoring student academic needs and areas of growth to recover from lost instruction over the last two years. Leadership reported grade level teachers co-plan and develop ways to improve student achievement. There is an on-site academic support coach and student success advocate who meets regularly with teachers and classes to support growth.

2. Leadership reports there is not an EL coordinator currently on staff, nor is there a SPED coordinator. It has been challenging, according to the principal, to fully support students with EL and SPED needs without staff specialists in these roles. The school is actively looking to employ an EL coordinator and a SPED coordinator and recognizes the importance of filling these roles for the upcoming 2022 – 2023 school year.

3. Leadership reported ISMV has challenges increasing the number of diverse FRL students, EL students, and/or learners with special needs. ISMV Academy is formalizing a plan in which to address this challenge. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at ISMV from 27.4% to 36%. Although the school has increased their FRL enrollment numbers to 36%, this is still below the SPCSA's average of 43.4%.

4. Leadership reported teachers need knowledge of how to read student achievement data to assist in making date driven grade level curricular decisions. Although faculty currently use data to inform teaching in a limited capacity, leadership would like to find time for staff to collaborate and discuss in meaningful ways how data can be used at a deeper level to address student achievement needs.

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. Leadership reported they gather and review student academic data at the leadership level. One of the stated goals is to have teachers review and understand how academic data can be utilized to improve use of data for instructional decision making, planning, and progress monitoring for student growth. The SPCSA site evaluation team recommend leadership consider professional development for teachers on how to read, interpret, and implement instructional decisions using data driven decision making for classroom instruction. Leadership indicated grade level teachers co-plan, but that they would also like to create grade level curriculum maps and align standards vertically through the grades. Teachers' ability to utilize data for instructional planning and execution may provide students extra growth opportunities in academic achievement.

2. Leadership reported using the Danielson framework schoolwide. Faculty have completed professional development on the Danielson framework and have conducted workshops on utilizing the Danielson framework into their practice. The SPCSA site evaluation team observed most classrooms were in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT) used by the site evaluation team. The SPCSA COT is based on the Danielson framework. ISMV may wish to consider ways in which to maximize student assumed responsibility for leading classroom discussion (6A using questioning and discussion techniques on the COT) and ways in which students can contribute more to the representation of classroom content (7b Engaging students in learning on the COT) in order to move classroom experiences from the proficient to distinguished categories.

3. SPCSA staff recommend ISMV continue to work on efforts to address current and foreseeable staffing challenges. The SPCSA site evaluation team recommend leadership, a) continue to use teaching staffing outlets to fill vacant positions, b) continue to recruit qualified candidates from job posted websites, c) explore alternative methods to fill staff vacancies, including leveraging existing relationships with other charter schools as well as the Charter School Association of Nevada (CSAN) and c) continue to recruit student teachers to fill vacant positions as reported. SPCSA staff further strongly encourage leadership to enhance efforts to employ an EL coordinator and SPED coordinator in order to improve EL and SPED services to students.

4. SPCSA staff recommend ISMV pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Leadership reported there were several challenges resulting from learning loss during COVID-19 as well as a regression in social skills amongst peers and adults. MTSS opportunities include training for staff and social-emotional-learning (SEL) support. MTSS opportunities through the SPCSA supports have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. It is noted the school has employed initial MTSS structures, social-emotional lessons, and restorative justice practices.

4. Pursue solutions to address lower than anticipated enrollment. SPCSA staff recommends ISMV formalize a plan for student enrollment to increase diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP).

5. Review current lottery student policies to ensure complete alignment with Nevada statutory requirements. Information presented during the leadership focus group raised some questions

about current practices. SPCSA staff would be happy to meet with ISMV leadership to ensure that the school is following Nevada requirements and has the appropriate policies in place.

6. The SPCSA site evaluation team recommend ISMV Academy develop and maintain a prospective board member resource pool. A list of potential people who possess a financial background or a legal background would be beneficial to the overall strength of the board. SPCSA staff recommend the school board build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Having a collection of possible candidates well ahead of any openings on the board will help fill vacant seats more quickly. The SPCSA site evaluation team recognize the unique challenges of filling board vacancies at a public charter school. Identifying possible future board members proactively may alleviate trying to identify members if there is an emergent or unexpected vacancy. A list of potential board candidates will assist in ensuring the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school. SPCSA staff also recommend the board formalize a plan to evaluate the Chief Marketing Officer (CMO) and school leader. SPCSA staff recommend the board pursue board training opportunities to enhance the skill set of board members.

DEFICIENCIES

There were no deficiencies identified for ISMV during this site evaluation.