

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

Improve measures of academic rigor and accountability.

**Measurable
Objective(s):**

- 60% of 11th and 12th grade students will pass the math proficiency.
- 85% of 11th and 12th grade students will pass the reading proficiency.
- 85% of 11th and 12th grade students will pass the writing proficiency.

Status

On Task

Comments:

Students tend to select Rainshadow after not having success at their previous school. They are often credit deficient, and require support with both improving on assessments and improving as students. The school has built-in intervention times, but is also looking to change the schedule to offer more opportunities to help students get to their appropriate grade level. Teachers are adept at implementing differentiation, and work with each student to help him to improve and achieve proficiency.

	Mid-Year	End-of-Year
1.1	60% of 11th and 12th grade students will pass the math proficiency.	On Task
Progress	By the end of last year, 52% of students passed proficiency (up from 42% in 2013). Currently 35% of 11th and 12th graders are proficient. For 11th and 12th grade students who have been with RS for more than one year, 33% of seniors and 39% of juniors have passed. 66% of seniors and 78% of juniors have passed or improved. Use of IXL, intervention classes, WCSD trainings, interventionist, monitoring.	
Barriers	<ul style="list-style-type: none"> -Transitory students, attendance, and behavioral concerns. -Students come to Rainshadow from previous or zoned schools credit or skill deficient. -Parental/family support of education. -Lead teacher out for part of 2nd quarter; funds for intervention support. 	
Next Steps	Continue to monitor effectiveness of intervention classes, and use IXL. Continue to support staff to attend WCSD pro. dev., and offer on site development to help improve teaching practices. Encourage staff to attend dept. lead meetings. Continue to model and monitor for best teaching practices. Evaluate current schedule to determine if it is most effective. Provide interventionist.	

1.2	85% of 11th and 12th grade students will pass the reading proficiency.	On Task
Progress	80% of all students are reading above 50th percentile, 62% are above the 75th percentile on reading CBMs. 57% of all students have passed the proficiency. For 11th and 12th grade students who have been with RS for more than one year, 76% of seniors and 52% of juniors have passed. 84% of seniors and 83% of juniors have passed or improved. Use of IXL, intervention classes, 2 HQ English, pro. dev.	
Barriers	-Transitory students, attendance, and behavioral concerns. -Students come to Rainshadow from previous or zoned schools credit or skill deficient. -Parental/family support of education, funds for intervention support. -Approx. 40% of students come from dual language homes which can impact reading/writing.	
Next Steps	Continue to monitor effectiveness of intervention classes, and use IXL. Continue to support staff to attend WCSD pro. dev., and offer on site development to help improve teaching practices. Encourage staff to attend dept. lead meetings. Continue to model and monitor for best teaching practices. Evaluate current schedule to determine if it is most effective.	
1.3	85% of 11th and 12th grade students will pass the writing proficiency.	On Task
Progress	37% of juniors and 64% of seniors have passed their proficiency. For 112th grade students who have been with RS for more than one year, 73% of seniors have passed. We are using common tools for writing in English classes, and writing in all classes across the curriculum.	
Barriers	-Transitory students, attendance, and behavioral concerns. -Students come to Rainshadow from previous or zoned schools credit or skill deficient. -Parental/family support of education; funds for intervention support. -Approx. 40% of students come from dual language homes which can impact reading/writing.	
Next Steps	-Continued staff training on core actions, and how to implement in writing. Continue to monitor effectiveness of intervention classes, and use IXL. Continue to support staff to attend WCSD pro. dev., . Encourage staff to attend dept. lead meetings. Continue to model and monitor for best teaching practices. Evaluate current schedule to determine if it is most effective.	
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

Collaborate to increase attendance and retention of students.

**Measurable
Objective(s):**

- Improve school culture as evidenced by attendance and retention rates.
- Improve parental involvement as evidenced by participation in school events, parent group, and open houses.
- Develop individual learning plans for all students.
- Improve and develop sustainability plan and school resources.

Status

On Task

Comments:

Students at Rainshadow tend to require a lot of social-emotional support. The implementation of attendance incentives, and positive goal-setting has helped to improve the overall school culture. Collaborations with innovative community programs also has helped improve school culture; Rainshadow (RS) has begun working with Great Basin Institute to offer students outdoor education opportunities in science and with Holland Project and other arts organizations to help facilitate opportunities to learn more about careers in the arts and writing. We offer all services to students for free (breakfast, lunch, and school supplies), and all of the services come from the general fund.

	Mid-Year	End-of-Year
2.1	Improve school culture as evidenced by attendance and retention rates, and decreased behavioral concerns.	
Progress	<ul style="list-style-type: none"> -Use of attendance a.m. incentives, free breakfast, use of lunch detention for UNV absences. -Daily attendance monitoring, daily phone calls home, letters home every 4 weeks. -Implementation of National Honor Society, TERMS leaders, school-wide weekly forums 	On Task
Barriers	<ul style="list-style-type: none"> -Transitory students, attendance, and behavioral concerns. -Students come to Rainshadow from previous or zoned schools credit or skill deficient. -Parental/family support of education. Communication barriers due to language. -Funding for free food and supplies for all students. 	
Next Steps	Continue to develop incentive programs, and monitor attendance and credits in class. Continue to investigate positive methods to reengage students. Utilize staff members to make positive phone calls home about individual student progress on a weekly basis. Continue to use open houses to reach out to parents, continue to offer information in Spanish.	

2.2	Improve parental involvement as evidenced by participation in school events parent group, and open houses.		On Task
Progress	<ul style="list-style-type: none"> -Use of social media sites, website, mailings, and phone calls on a weekly basis. -Increased participation at orientation, 75-100 parents/community members at winter art show. -Open houses scheduled for each month starting in February. -Documents being translated into Spanish. 		
Barriers	<ul style="list-style-type: none"> -Parental/family support of education. -Communication barriers due to language. -Many parents must work in the evenings when events occur, and cannot participate. 		
Next Steps	Continue to update social media, websites, and use phone calls and letters in more than one language. Conduct monthly open houses to help get current and future students into the program.		
2.3	Develop individual learning plan for all students.		On Task
Progress	<ul style="list-style-type: none"> -Benchmarking of all students three times a year. -Data files on each student demonstrating performance. -Folder on site for every student with work samples. -Faculty monitoring of student work as a group to determine effectiveness. 		
Barriers	-No real barrier, just determining most effect individual learning plan template so that it is usable by all faculty and administration.		
Next Steps	Determine appropriate individual learning plan to work with students with support of faculty.		
2.4	Improve and develop sustainability plan and school resources.		On Task
Progress	<ul style="list-style-type: none"> -2 year plan being developed in terms of budget and how to best use budget. -\$25,000 matching grant available based upon current progress. -Charter renewal is well underway. -Evaluation of current resource needs, and reshaping current spending to accommodate future needs. 		
Barriers	<ul style="list-style-type: none"> -Funding to help generate additional funding (innovative positions to help the school grow). -Time to raise money/plan for the future with the very small operating staff when the needs of students are so high. 		
Next Steps	<ul style="list-style-type: none"> -Work towards finalizing 2-year plan, and move toward a 5-year plan. -Participate in Nevada's Big Give, and complete 3 grant applications. -Complete charter renewal application. 		