



Accreditation Report

Rainshadow Community Charter High School

State-sponsored Charter Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Rainshadow Community Charter High School is located in downtown Reno, Nevada. We have been located in this building since August of 2009. Rainshadow seeks to serve 150 students per school year. Currently, we are serving 128 students. Of that population, approximately 18% of the population receive special education services. 24% of the student population are currently receiving English Second Language (ESL) services, or have had services in the past. 47% of students are listed as receiving free or reduced lunch, although we don't collect the data on site, so it is not clear how accurate this percentage is. Approximately 15% of students have applied to receive a bus pass to help with transportation. 5% of the population is documented children in transition (CIT). In addition to these special populations, Rainshadow tends to draw students who have not been successful in the traditional academic programming. As such, approximately 75% of our student population is credit deficient when they begin at Rainshadow. In addition, approximately 75% of the students who are eligible to take the High School Proficiency Exams have not passed one or more of their proficiencies.

The teaching staff at Rainshadow is a very committed group of individuals consisting of six full time teachers, four outside professional elective teachers, a counselor, administrator, and registrar. Of these individuals, four have a Master's or above and all have their bachelor's plus additional credits. The teaching staff works diligently to develop project-based interdisciplinary curriculum for all students. This group of highly skilled individuals has been specifically chosen to work with the unique needs of our high risk population.

The school has undergone significant changes since the last accreditation process in 2009. First, the school relocated to a much more dynamic facility in the mid-town area of Reno. The move allowed the school to incorporate a culinary program that students can be involved in. This program serves free lunch to all students on a daily basis, and also provides breakfast to those who need breakfast. Students work directly with the lunch preparations. In addition, several upgrades were made to the facility to allow teachers and students to be more successful including: interactive whiteboards in all classrooms, audio/visual recording throughout the building, and two laptop carts with 48 computers and a computer lab with 25 computers. The school has received three grants to aid in our sustainability efforts including a grant from Nevada Energy to pay for solar panels on the roof, an additional grant for full spectrum lighting throughout the building, and a GreenNevada grant for local planting around our facility. Finally, the dream of consistent transportation was made a reality when in 2012 the school was able to purchase two 15 passenger vans for the purpose of taking students out into the community.

In 2012, the school underwent a stressful period when it appeared it would no longer be able to function under the budget constraints. Moves were made to close the school peacefully. The Redfield Foundation, together with another foundation who wished to remain anonymous, felt it was important to keep the doors open. These two foundations supplied a grant and other support to help reinvigorate the school. The Rainshadow Parents Group has been meeting monthly for about a year with a core group of five parents. The Nevada Small Business Department at the University of Nevada, Reno has been collaborating with the school on a marketing plan that includes the revamping of the website. Community collaboration events have taken place, and frequent school open houses have occurred on a more regular basis.

When the school was first founded, the vision was of a project-based interdisciplinary school. That vision is still a component of what we do and who we are, however there has been a shift into a much more art-based school. This is due in part to the student population we serve, as well as the fact that many faculty members are involved in the Reno art scene. The school has had success in the Poetry Out Loud

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National Competition, winning the event at a district level 4 years in a row, the state level 3 years in a row, and being a finalist in the national competition once. We have a bi-annual art show and sale that directly benefits student artists. Finally, we have had annual dramatic productions including a performance at the Pioneer Center for Performing Arts.

All of the successes of the school are balanced with the ongoing challenge of the population: that of transiency, attendance issues, and difficulty with being successful students. The school community is constantly looking at ways to help students take a greater interest in their education, and has worked hard to implement different interventions including an attendance intervention and a reading or math intervention block. The school has purchased resources to help with these issues including online software for math intervention and science interventions. As a staff and faculty, it is imperative that we scrutinize what we are doing to ensure it is successful.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's mission statement is a guiding vision for all that is done. It is the foundation from which the school's policies and procedures, student leadership, and student discipline program has been built. The mission of Rainshadow is "Creating empowered community members through real-world education." There are several belief statements that all Rainshadow stakeholders hold true including: 1) Students learn personal and social responsibility by being empowered through democratic ownership of their school community and their individual education, 2) students participate in creating a stable community of learners to ensure academic, personal, social, and career growth, and 3) student use community-based interdisciplinary activities, projects, and experiences to make meaningful connections to the real world.

In the spring of 2009, students from the leadership group developed "TERMS" as a way to describe what it means to be a Rainshadow student. "TERMS" stands for trust, equality, respect, and maturity leading to success. This acronym serves as a reminder of the type of culture the stakeholders envision for Rainshadow. It is incorporated into the learning experiences of all students at the school. Many students who elect to come to Rainshadow were not successful in prior academic experiences. Factors including academic struggles, social/emotional struggles, attendance issues, financial struggles, and/or family struggles have caused these students to fall between the cracks. "TERMS" is a reminder to students that they have the ability to start fresh, and be a member of a new community. In addition to "TERMS," faculty and administration at Rainshadow work hard to help all students find their place in an academic community. Rainshadow employs a full time counselor to support social/emotional well-being, a Dean of Academics who is focused on students' academic well-being, and a Re-integration Specialist who is working with students on attendance and familial obstacles to help students re-integrate into a school community. Hurdles, such as homework or personal organization, which may have prevented students from succeeding in previous settings are minimized. Students work with staff on an individual basis, with the understanding that there must be flexibility in all that is done.

In addition to behavioral expectations, Rainshadow faculty and administration have academic expectations for all students. These expectations align with the mission statement, and are carried out in the program offerings at the school. Academically, Rainshadow faculty and staff believe that students can learn what is expected as described in the Nevada and Core Curriculum standards. Students can show a mastery of skills in a variety of ways, using skills from other content areas to demonstrate that knowledge. Students can understand the relationships of content across curriculum. It is imperative for students at Rainshadow to demonstrate a growth or tiering of knowledge; both from the beginning to the end of the school year and from freshman to senior year. Students at Rainshadow understand that learning is not just to pass a test, while staff and faculty recognize the value of evidence and growth displayed by assessments. Finally, and most in keeping the Rainshadow's mission, students learn what it means to be a citizen through the content and curriculum.

Courses are offered to support both academic and behavioral expectations. Academically, Rainshadow offers the standard core courses including math, science, English, and history. These courses are taught through an interdisciplinary lens, and opportunities for guest speakers or field experiences are always available. Rainshadow also offers three intervention courses: a math academy that is a more intensive math class for students who have struggled with math or passing the Nevada High School Proficiency Exam (HSPE) in mathematics, an intervention for students who are English Second Language (ESL) learners, and a daily reading intervention class to help students minimize gaps in their reading comprehension. Students are selected for these courses based upon the benchmarking that is done for all students at the start of the year, previous assessments such as the Nevada High School Proficiency Exams or Criterion Referenced Tests, and any known academic struggles from the previous years. The learner profile that is developed helps to place students in appropriate interventions and core classes.

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To meet the behavioral needs of the student population, Rainshadow offers two yoga classes and a meditation class, three art classes, two creative writing classes, six culinary classes, and a drama class. These classes provide emotional outlets for students, while allowing students to produce work in an authentic way. For example, students do an annual dramatic production performed in a local theater. These productions have been student written and produced. Students write with the intention that the work produced may be published online, or in a local publication such as "Reno News and Review," or "Reno Tahoe Tonight." Students complete art in preparation for an annual calendar and bi-annual art show and sale. Students learn to cook food for the daily school lunch, and to cater school and community events. These experiences align with the Rainshadow mission statement and belief statements. Rainshadow also offers a unique interdisciplinary project class at the end of the school day. This class is for elective credit, and has had a variety of different topics. Some topics include: Nevada history, media literacy, leadership, social justice, college preparation, filmmaking, health topics, and computer literacy. Students work for an extended class time learning through projects and field experiences.

Students will leave Rainshadow with a connection to a school and dedicated staff. This connection, combined with the academic and behavioral expectations, supports students to leave as empowered young adults who are ready for the "real-world."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Rainshadow is in its fifth year in its current location. This location has meant huge improvements for students including: interactive whiteboards in all classrooms, a 1:2 ratio of computers to students, a culinary department with a working coffee shop, solar power, and full spectrum lighting in all classrooms. Modifications to the culinary department have caused improvements to the daily lunch program. Lunch is provided to all students of Rainshadow free of charge, and has been provided this way since the relocation. Staff and faculty have remained fairly consistent, with a couple of changes in the last two years.

For the past two years, Rainshadow was 100% compliant on its annual Washoe County School District audit. This audit demonstrates a commitment by the staff, faculty, and administration to consistently improve. The audit evaluates the way the school is run as well as the school's curriculum. Two out of the last three years, Rainshadow was also voted "Best Charter School" by the local publication "Reno News and Review." Rainshadow housed the state champion for Poetry Out Loud, who then went on to place third nationally. She was coached by the drama teacher at Rainshadow, and went to the national competition for Poetry Out Loud three years in a row.

Rainshadow works hard to foster relationships with the community. Last year, the school board voted to close the school because of a lack of sustainable income, rising prices, and teachers leaving for better pay at other schools. When two foundations stepped up to help the school stay open, the threat of closure helped to refocus the school to its mission. Several community partners have since been developed to help the direction of the school. Currently, the school working with Truckee Meadows Community College to build a bridge between the culinary departments. The school is also working with KNPB to refine technology use and develop fundraising strategies. The school has begun working with a grant writing team to raise funds specifically for lunches for all students, and additional support staff to aid in student re-integration. The school's parent group has become a vibrant part of the school community, holding a fundraiser and supporting school happenings. The school has also worked with the Small Business Department at the University of Nevada, Reno to redesign the website and the way the school is marketed.

Students benefit from these relationships in a number of ways. They are connected to technology as students and digital natives. Rainshadow is able to provide appropriate resources to tackle this reality because of its community relationships. The connections have also led to the ability to purchase two 15-passenger vans. These vans allow for a variety of field experiences; from attending Reno City Council meetings, to visiting the Federal Depository in San Francisco. It is a major goal of the school to anchor educational experiences in school with the reality outside the walls of the school. Students learn what it means to be a citizen of the community in addition to understanding the academic content being delivered. On site, the art, drama, and culinary departments work hard to present work in authentic ways. The culinary class, under the direction of a chef, prepares daily lunches for all students. In addition, there have been several events the class has been able to cater. The drama department opened a play in a local theater last spring entitled "Charter School" as a way to introduce the community to charter schools. The art department is fielding requests for murals around the school, in addition to continuing to put on a bi-annual community art show and sale featuring student artwork. Student writing and artwork have been featured in local publications including "Reno Tahoe Tonight" and "Reno News and Review." This sampling of experiences exemplifies key components of Rainshadow's purpose: to empower students to be a part of their community, to help them learn that they have a voice, and to support them in their understanding of how to use their voice.

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staff and faculty. Deficiencies in mathematics and on standardized assessments, attendance and retention issues, parental involvement, and funding are consistent hurdles. This is due in part to the at-risk nature of the student population that is attracted to Rainshadow. In the next three years, the school hopes to improve on assessments through improved instruction and improved intervention courses. Teachers will receive staff development and training in the ability to provide assessments and read assessments. Student learner profiles will become more formalized, and will provide information on individual student academic strengths and deficits in addition to transition goals. The specialized interdisciplinary programs will become more rigorous, and more aligned with the vision of the school. The school has just hired a Re-integration Specialist who will help with attendance and retention by conducting home visits, making phone calls on a regular basis, and checking in with students who are not demonstrating a connection to the school community. The Parent Group got off the ground less than a year ago as an emergency act to help save the school. This group meets once a month, has five regular members, has set up a website, and conducted its first fundraiser. In the next three years, the school hopes this group grows to at least ten regular members who conduct regular fundraisers. Finally, it is imperative that the school's culinary department begins to expand to include outside catering and a reopening of the school coffee shop to aid in funding. It is also recognized that Rainshadow must do more to continue to foster relationships with its community stakeholders.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Overall, the school is now moving in a very positive direction. The school has been reinvigorated after the scare of possibly closing down, and staff and faculty have all remained to be a part of the new changes that are occurring. Every year, teachers become more effective in working with the student population.

Academically, Rainshadow is looking forward to meeting the challenges of this year. It is committed to continuing to improve its system and grow in its abilities to effectively reach and support students in their efforts to become successful, productive citizens of the community. Faculty is working to integrate Core Standards to improve the academic rigor.

The school's sustainability plan established five years ago, was to develop income generating business at the school, develop an on-going giving program through its foundation, and, of course, keep our population stable for per pupil funding income. Student enrollment has changed over the last five years, dropping as low as 114 students. Ideally, the school will house 150 students. Currently, Rainshadow has 128 students. While the school is always enrolling, due to its small size, students are taken first come first served who can fit into the classes that are not filled.

Faculty and administration will continue to work on the school's goals and objectives, knowing the impact of a supportive environment and staff on a young person's. Education isn't just a game, a career or even a job, but an investment in the future of the students. As long as Rainshadow opens its doors, it will continue to inspire students to make an investment into the improvement of their lives. Rainshadow has a dedicated and professional staff who give their all and then some to make a difference.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school has a systematic and inclusive process that focuses on school purpose for student success. This is reflected in the mission statement, "Creating empowered community members through real-world education." Rainshadow is focused on helping students become successful regardless of their previous educational experiences.

Rainshadow believes the following about all students:

1. Students learn personal and social responsibility through democratic ownership of their school community and their individual education.
2. Students participate in creating a stable community of learners to ensure academic, personal, social, and career growth.
3. Students use community-based interdisciplinary activities, projects, and experiences to make meaningful connections to the real world.

The following are noted strengths within the school.

The school leadership and staff are committed to creating a culture that supports student learning and academic success. This commitment is reflected among leaders and staff through the purpose statement (Standard 1.1). Stakeholders hold one another accountable for high expectations in professional practice (Standard 1.2). Staff and faculty meet on a regular basis to develop innovative curriculum, share classroom management techniques, discuss strategies to help individual students, and to support one another (Standard 1.2).

The school's leadership supports students and staff by developing improvement goals with measurable targets (Standard 1.3). Assessments are regularly reviewed and analyzed to determine how the school must modify its practice to meet student needs (Standard 1.3). All students are evaluated within their first week of attending Rainshadow, and this data is analyzed in combination with other assessments such as in class progress and high school proficiency performance. Attendance and behavior are also monitored. In the past, Rainshadow has used this information to develop intervention classes and a math academy. Most recently, the school hired a reintegration specialist to help with its goal of improving attendance and retention.

The following are noted areas of improvement for the school.

With all of its strengths, Rainshadow recognizes that there are areas it could improve upon. Through evaluation, stakeholders agreed that Rainshadow is not always effective at communicating the school's purpose, and clearly documenting and maintaining a process for review

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(Standard 1.1). Staff and faculty are interested in improved educational programs and equitable learning experiences that have an appropriate level of challenge (Standard 1.2). There is no formalized continuous improvement plan that includes data driven student profiles for every student, teacher goals for every student, and leadership goals for every teacher (Standard 1.3).

To maintain areas of strength, staff and faculty regularly get together both formally and informally. Staff and faculty meet every week, and have five professional development days throughout the year. Staff and faculty meet monthly with the parent group of the school, and the school leadership meets quarterly with its board members. Student and parent orientations occur on a quarterly basis, and school events occur on a monthly basis.

To improve upon areas of weakness, Rainshadow is working to develop a more formalized way to communicate on a regular basis with its stakeholders (Standard 1.1). This includes more frequent phone calls home to let parents know what is going on at the school and quarterly newsletters for parents and community stakeholders. Staff and faculty are interested in more walk-through data, and will also be conducting peer reviews (Standard 1.2, 1.3). The information gathered will be shared and analyzed at the weekly staff meetings and will help inform future staff development. Staff and faculty continue to express interest in professional development and pending grant money, leadership plans to send staff to conferences and seminars for continuing education (Standard 1.2, 1.3). Outside professional development will be focused on challenge and rigor in the classroom for at-risk student populations. Leadership will continue compile data with support of the faculty into student profiles, and will develop best practices to share information with staff and faculty. Information gathered will be used to inform classroom rigor.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Rainshadow's governing body operates under the assumption that it's prime directive is to support the school. Policies and practices that have been developed clearly support the school's purpose and direction (Standard 2.1). The processes outlined clearly describe a direction for the oversight of fiscal management (Standard 2.1). Rainshadow has a small governing body of individuals who are supportive of the school as a whole. As such, its members are a cohesive unit. All members of the governing body went through training to be effective in their roles (Standard 2.2). One of the greatest strengths of the governing body is that it supports administrative autonomy to manage day-to-day operations. The governing body protects and supports the decisions of administration, and clearly understands its role in the school (Standard 2.3). Leadership and staff foster a culture that is consistent with the school's purpose and direction. Innovation and personal growth are emphasized, and collaboration encouraged. School personnel regularly meet to discuss how to improve curriculum, student behavior, and school culture. Ideas generated in these meetings can come from any stakeholder, and be enacted if the group feels they would best serve the needs of the school. As a small school, a sense of community is shared among all stakeholders (Standard 2.4). School leaders consistently communicate with stakeholders, and are proactive and persistent in their efforts to engage stakeholders through mailings, e-mails, phone calls, school events, community collaborative events, school open houses, parent nights, and student events outside the school day (Standard 2.5). Staff and faculty are regularly evaluated with the end goal of supporting best professional practice, and improving instruction for students (Standard 2.6).

Professional growth is an area that could be improved upon. While Rainshadow's leaders support individual professional growth, resources are not always available for rigorous development for the staff as a whole (Standard 2.4). Staff and faculty have a vision for implementing curriculum with a high level of rigor, while filling in gaps in student learning. Leaders at Rainshadow are proactive in their attempts to communicate with a variety of stakeholders, yet representation and active involvement by parents could be improved upon (Standard 2.5). Staff and faculty recognize the freedom and flexibility they have in their curricular design, and consistently group plan to ensure their decisions align with the school's purpose and direction. Staff and faculty request that they have more supervision and evaluation on a more consistent basis and formalized basis to help them to improve their teaching (Standard 2.6).

To maintain the school's strengths, the governing board will continue to be cultivated to include individuals who are in alignment with the school's purpose and direction. Policies and procedures will continue to be reviewed, and roles clearly outlined. Members of the governing body will go through a training on an annual basis. Effective school leadership is a cornerstone of the school so that the governing body can have confidence to encourage autonomy in day-to-day operations. Innovation and growth will continue to be fostered, with additional emphasis on more regular feedback and professional development for staff and faculty. The school will continue to communicate with

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stakeholders on a regular basis in the ways outlined above, and will look at ways to improve communication so that it is more effective. This may include hiring a development coordinator, improving the school's website, and hiring a reintegration specialist to reach out to families.

To improve the school leadership and governance, school stakeholders will go through a training together on an annual basis. The governing body and the school personnel will have the opportunity to meet one another at a meeting at least annually. Staff and faculty will have the opportunity to attend more professional development to focus on closing the achievement gap. Staff and faculty will be evaluated on a more regular basis, and the evaluations will result in the development of goals to improve instruction. This will be done by both school administration, as well as by peer and self evaluation. More documents will be available in Spanish, and the school will look to reach out to more families through home visits. The Parent Teacher Group will continue to recruit new parents to the program. A more formal meeting schedule will be established and communicated to all stakeholders.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Senior Project students advocate information Student schedule over four year period: same instructors Interdisciplinary and advisory class descriptions 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Survey results•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Survey results•Brief explanation of alignment between professional learning and identified needs•Professional Development Agendas	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Rainshadow employs a growth model for all students. School personnel meet students at their individual academic level, and employ challenging and equitable learning experiences to help students develop as learners. Rainshadow instructors spend time teaching students how to be students, to learn, and to think for themselves (Standard 3.1). School personnel use a variety of tools to engage students including: technology, project/problem-based learning, cross curricular learning, field experiences and guest speakers. Instructors

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personalize learning based upon student readiness, learning style, and interest (Standard 3.3). Rainshadow personnel participate in both formal and informal collaboration on a day-to-day basis. Student work samples are stored, shared, and discussed. School personnel are engaged in ongoing informal mentoring and coaching. Instructors note that the supportive atmosphere helps them to be more successful in the classroom (Standard 3.5 and 3.7). Instructors use a variety of feedback methods to inform students including classroom dojo, journaling, sparks, verbal prompting, tests, quizzes, projects, and writing. Expectations are shared through syllabi and pacing guides, as well as through daily postings of objectives and standards (Standard 3.6). Rainshadow offers opportunities to for parents to be involved in meaningful ways: using a call system, e-mailing, having monthly parent group meetings, quarterly open houses, and monthly events like "family game night" or the art show (3.8). The size of the school, and its mission and beliefs, is a natural structure by which most students form strong relationships with at least one member of school personnel (Standard 3.9). The school uses common grading practices that are shared with all stakeholders, and follow the policies and procedures of the Washoe County School District (Standard 3.11). Rainshadow consistently identifies and supports the unique learning needs of students (Standard 3.12)

All areas of strength could be implemented with more consistency in a more formalized, as opposed to organic, structure. In addition, school personnel desire additional support through training and monitoring from administration to help them to become better instructors. In dealing with an at-risk population, school personnel are often so concerned with supporting students to graduation, that post-school outcomes are not as large a priority as they could be (Standard 3.1). Rainshadow personnel recognize that they are always working on improving what they do. While the faculty often meets informally, they feel they would improve more as teachers if there was more focused monitoring on a regular basis with more feedback from administration (Standard 3.2). Rainshadow's administration must improve it's formal monitoring system so that there is more accountability for teachers (Standard 3.4) Instructors would benefit from additional professional development to improve discussions about student learning, and to see a connection between changes in instructional practice and student improvement (Standard 3.5). Instructors recognize that a variety of feedback measures need to be employed in a timely fashion (Standard 3.6). A more formal structure needs to be in place to welcome new instructors into the community, and to provide mentoring and support. This structure should support all teachers to know the expectations of being a personnel member, and should include specific training consistent with Rainshadow's mission (Standard 3.7) The percentage of parent's who are actively involved needs to be improved, especially within the Hispanic community (Standard 3.8). At present, the only formal structure for a student advocate is through the senior project. It would be in alignment with the school's mission to develop student advocates whereby teachers could be assigned to monitor certain students from freshman to senior year (Standard 3.9). Personnel are interested in participating in more professional learning related specifically to teaching students with the type of behaviors students at Rainshadow exhibit, while aligning to core standards and the mission and vision of the school (Standard 3.11)

Staff and faculty are committed to improving the growth model for students by employing an academic profile for all students. This profile will be developed as students enter Rainshadow, and will include data about all previous assessments in combination with benchmarking assessments completed at Rainshadow. In addition, the profile will include information related to post-school outcomes. Students will be assigned an instructor to touch base with them on a weekly basis. This instructor will be responsible for the academic profile, and will serve as an advocate for the student. The school will continue to offer a variety of opportunities to involve stakeholders outside the school day. Personnel will continue to collaborate on a weekly basis, and will work to develop cross curricular activities that support the mission of the school.

Personnel will take professional development courses through the school district as a group, specifically geared toward classroom management and strategies for an at-risk population. Individual teachers will take more professional development courses in their individual subject areas. Administration will improve its formal monitoring so that there is more data related to student engagement, and quality teaching practices. Walk-through data will be utilized on at least a monthly basis. A formal mentoring system will be developed so that new instructors are partnered with seasoned instructors. Expectations will be more transparent, and communication improved throughout all school personnel, and all stakeholders.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Survey results•Schedule of family services, e.g., parent classes, survival skills•List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Rainshadow has developed policies and procedures for hiring qualified personnel, and a vision for retaining these personnel. The school leaders consistently evaluate how to best support the school purpose through personnel roles (Standard 4.1). School leaders work to ensure that instructional time and resources are available to support the school's purpose. Fiscal resources are filtered to the students and teachers first in the form of resources (Standard 4.2). Select resources include: 1) technology (two students for every computer), interactive white boards, online programming specific to student need; 2) school lunch is free for all students; 3) school supplies are provided for every student; and 4) support materials and books provided for every teacher. Rainshadow inhabits a unique space that allows for student ownership and creativity. The school has clear expectations for the maintenance of the building, and the health and well-being of the school (Standard 4.3). Students have access to media and information resources, and all staff are trained in how to access and implement the latest media (Standard 4.4). The technology infrastructure meets the needs of all stakeholders (Standard 4.5). School personnel determine the physical, social and emotional needs of each student in the school and coordinate programs to help students meet or exceed their personal goals (Standard 4.6). School personnel meet with students at least biannually to determine the counseling, assessment, educational, and career planning needs of students (Standard 4.7). Program effectiveness measures are in place, including post graduate surveys and annual student surveys.

As a small charter high school, sustained fiscal resources can be a challenge without support from outside resources. Decisions must be made related to hiring based upon fiscal concerns (Standard 4.1). The school leadership has a vision of the type of hiring that would improve the school as a whole, but there are no resources to support the decision. While resources are filtered to students and teachers, fiscal concerns exist to ensure that the resources provided will continue (Standard 4.2). Fiscal concerns also limit the media and information resources available to students, the technology infrastructure, and the quality of the resources (Standard 4.4 and Standard 4.5). The technology available is modern, but is already five years old and will need to be upgraded (Standard 4.5). While school personnel determine student needs on a regular and consistent basis, there is no formal process for this to occur outside the biannual scheduling that occurs (Standard 4.6 and 4.7).

School personnel will be hired based upon their ability to work with the unique population at Rainshadow, their ability to be experts in their content area, and their ability to convey content concepts to their students. School personnel will receive the same pay and benefits as other local schools in the area. Rainshadow will continue to employ a model whereby the students and school personnel receive the materials and resources to be successful and flexible. School personnel will have the opportunity to request materials to support their subject area on an as-needed basis. Resources, especially technology, will be maintained and school personnel will go through training at least annually on how to best incorporate technology into their practice. School leaders will continue to investigate methods for raising money to support the resources that are beneficial to students. The school counselor and other school personnel will meet with students to ensure that their needs are being met. The special education case manager will ensure that the requirements of special education are met, and that students are receiving the services they need to be successful.

Rainshadow has been working hard with local organizations to improve its funding. The per pupil funding as it is currently cannot be the only funding stream to maintain the type of programming that is in alignment with Rainshadow's purpose and goals. As such, grant writers and a development officer will be employed. A school catering business and coffee shop will also be employed. The grants and funding raised through the business will allow the school to remain small, and also allow for the appropriate resources for students and faculty. School personnel will develop an individualized plan for every student that attends Rainshadow that will include personal data related to assessments and former school achievement, in addition to career goals and school goals. Students will be monitored on at least a biannual basis in terms of these goals, and graduating seniors will be monitored on a quarterly basis.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Most assessments related to student learning are proven reliable and bias free including the Nevada High School Proficiency Exam (HSPE), Aimsweb curriculum based measures, and intervention results from IXL or Gizmos (Standard 5.1). Personnel also use a system of formative evaluation to consistently check progress and student understanding. School personnel evaluate data from the different assessments to make adjustments to curriculum. The school evaluates the data to help establish long term goals (Standard 5.2). Results from post graduate surveys indicate improvement, and student readiness at the next level. In addition, results from assessments indicate improvement throughout the school year (Standard 5.4). School leaders regularly monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals (Standard 5.5). They do this in the form of student demographic and data spreadsheets, school reporting to the district and state, and professional development.

Rainshadow would benefit from creating a more formal structure for its student assessment system that includes more than just the HSPEs. Additional assessment measures would benefit the ability of school personnel to make adjustments to their curriculum. More alignment between Rainshadow goals and core curricular standard goals would improve the rigor of academics (Standard 5.1). Data must be gathered, analyzed, and applied on a more regular basis for all school personnel. This data should be evaluated in terms of the academic program effectiveness on a more regular and formal basis (Standard 5.2). School personnel should engage in a training together focused on

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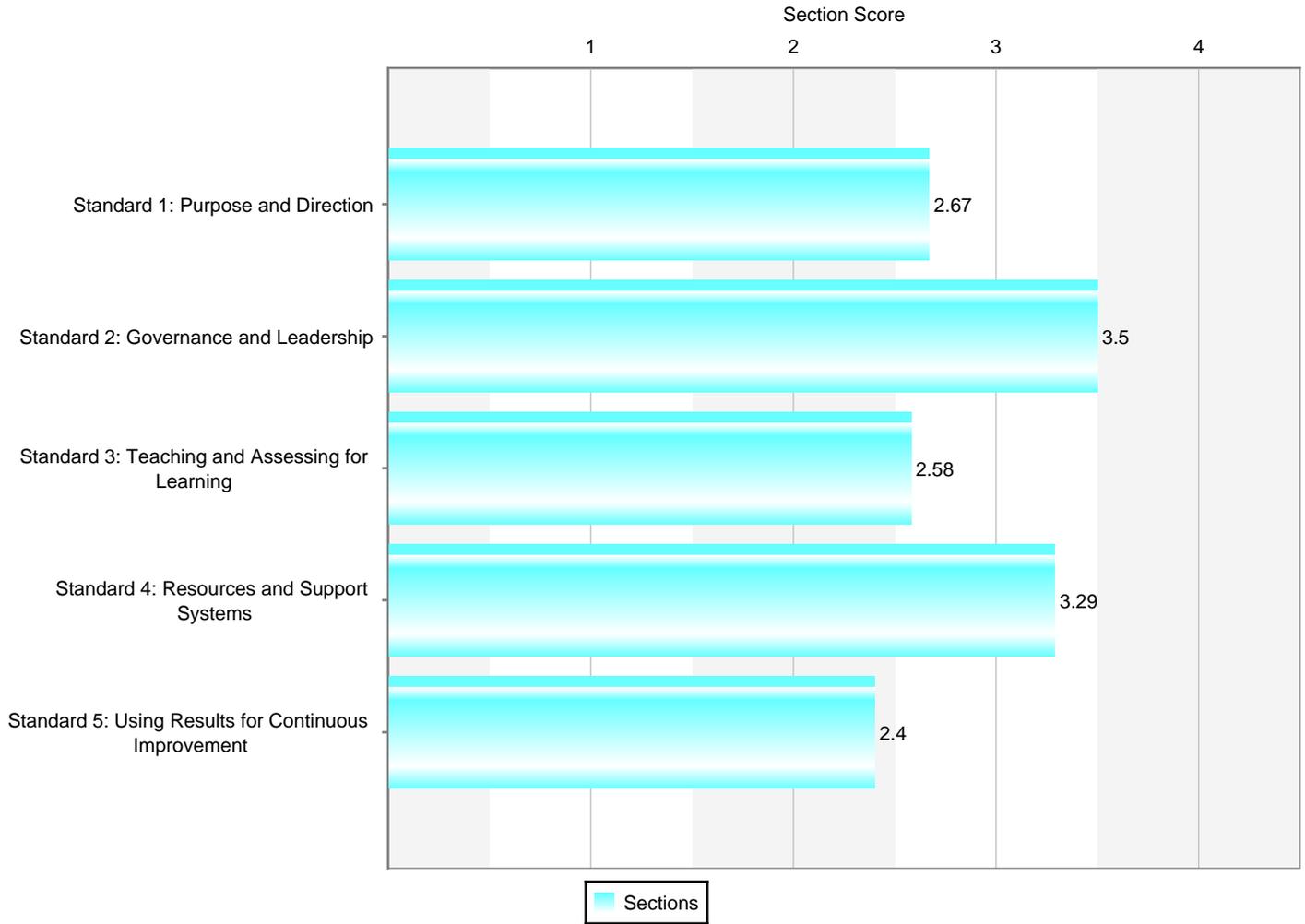
evaluation, interpretation, and use of data (Standard 5.3). School leaders must do a better job of communicating to all stakeholder the successes of the school, and the areas of improvement (Standard 5.5).

Rainshadow personnel will continue to administer a variety of assessments to ensure that each student has an academic profile. Assessment measures will be selected based upon their ability to predict student readiness at the next level. One measure that will be utilized in the future is a college placement exam for a local community college. Personnel will continue to provide post graduate surveys to determine effectiveness by having more frequent alumni gatherings. Alumni will have the opportunity to take a greater role in the school community by sharing their post graduate experiences with students in a forum setting. Student data sheets will be compiled at least bi-annually, and this information will be shared on the school curriculum website. Individual student data sheets will be developed for use by instructors to monitor individual growth. School leaders will continue to complete the required reporting to the district and state including the Washoe County School District School Improvement Plan, the Executive Summary, and the NRS 386.300(1)(a) Annual Progress Report for Nevada. Information gathered will also be available to stakeholders through the Nevada Report Card.

A more formal assessment structure will be described and implemented so that there are benchmarks three times a year, and additional monitoring for students who require academic interventions. School personnel will evaluate and analyze data, after going through a group training, on a more regular basis. Personnel will look at the data, and evaluate curriculum to determine effectiveness. School leaders will communicate school improvement data through the website, newsletters, parent-teacher conferences, and stakeholder events. A process will be described for continuous improvement through data collection and analyzing, and this process will be documented in a public and transparent way with the feedback of all stakeholder groups.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Overall, Rainshadow students scored the school in the survey an average 1/2 a point less than other stakeholders. This was also the group with the most surveys completed. Standards 1 and 4 were viewed by all stakeholders as the strongest areas of the school. Both standards had an average score of 4.04 among all stakeholders. Standard 5 had the lowest average score of 3.8 among all stakeholders.

Areas of notable achievement for students and staff members included all indicators in Standard 1. Students and school personnel believe that the school maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning. Standard 4 was also a strength, whereby the school has resources and provides services that support its purpose and direction to ensure success for all students.

Specific indicators that students, parents, and personnel recognized as notable include:

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support learning.

Students note in the survey that they appreciate the personal nature of the school whereby teachers really get to know their students. Students appreciate that they are able to understand information, and that teachers genuinely wish to help students be successful. Students believe that:

1. the class size is appropriate to give students ample attention, and the school size is small enough to include all
2. the school offers engaging programs, such as culinary, arts, and drama
3. the school employs teachers who care about students, and who have positive attitudes,
4. the school supports a unique community, and individuals feel a part of the community
5. the school supports students to express themselves and learn in their own unique ways
6. the school has a modified four day schedule, and students have the opportunity to complete their coursework early

Parents believe that:

1. the school is small and the class sizes are small and that allows students to learn better
2. the school employs teachers, administration, and support staff that care about students, and focus on individual students so that they don't fall behind
3. the school employs teachers who communicate effectively to parents about concerns, and parents feel more comfortable communicating regularly with the teachers
4. the school provides resources to students, such as school supplies and daily lunch
5. the school provides a close knit, family-like community to all students

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6. the school is located in a unique environment, and has a unique building
7. the teachers employ meaningful field experiences and real-life learning

The staff and faculty believe:

1. the school is a place where at-risk students can find success.
2. the flexibility in the curriculum to pause teaching content and teach life skills.
3. the school provides a sense of community and support, and there is a feeling of connectedness among staff and students.
4. administration is strong, supportive, and care so much about our school and students.
5. students "do not fall between the cracks". Everyone is important here.
6. staff and faculty work as a team with each other and with students.
7. the school is a small, informal community that is always asking itself what is working. If something isn't working, there is freedom to take immediate steps to correct it. If there are things being done that aren't working, there is only one place to look for the responsibility. Staff and faculty feel empowered to create the school.
8. the school is flexible, and can tailor curriculum to student needs.
9. the staff is helpful and supportive.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

When evaluating the two separate administrations of the survey to parents, staff, and students, several trends were noted. Trends should be looked at cautiously, as the survey administration was within the same school year and they are the only two surveys in the current survey format to be given. In fact, the student surveys did not show any positive trends within the school year.

The staff and parent surveys did show trends. Both parent and staff surveys saw an increase in Standard 5, "the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement." In addition, both groups also saw an increase in the following indicators:

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process (improvement by parents of 4.21 to 4.44, and by staff of 3.44 to 3.9).

4.6: The school provides support services to meet the physical, social, and emotional needs of the student population served (improvement by parents of 4.31 to 4.47, and by staff 4.11 to 4.25).

5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level (improvement by parents of 3.79 to 4, and by staff of 3.69 to 3.85).

The greatest trend of improvement in a standard by parents was Standard 3, "the school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning." The overall improvement in this standard was a 4.23 to a 4.32. The following indicators were areas that demonstrated an increase in overall score between administrations:

3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (from 4.23-4.3)

3.6: Teachers implement the schools instructional process in support of student learning. (from 4.39 to 4.4)

3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (from 4.43 to 4.48)

3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (from 4.11 to 4.34)

3.12: The school provides and coordinates learning support services to meet the unique learning needs of students. (from 4 to 4.2)

Parents also demonstrated an improved score in Indicator 4.3, "the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff" which increased from 4.29 to 4.4.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

A group of 25 post graduates from Rainshadow completed a survey about their experiences at Rainshadow. The individuals surveyed represented a cross section of the last 11 years of Rainshadow's existence. For Standard 1, 72% believed they had a voice in school decision making.

The following indicators were outlined as areas of notable achievement:

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

- + 88% of former students felt that they had teachers with caring attitudes.
- + 96% of former students felt that they had teachers who were responsive to student needs.
- + 84% of former students surveyed felt that they had a voice and became more in charge of their learning.
- + This is in comparison to 70% of current students who felt that the school had a system for teachers to know them.

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support learning.

- + 68% of students felt that Rainshadow prepared them for life after high school.
- + 84% felt that the classwork was meaningful.
- + 80% felt that thinking skills such as decision making and problem solving were regularly taught.
- + 84% of former students felt that the school prepared them to be creative.

Increasing trends include:

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Rainshadow Community Charter High School

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process (improvement by parents of 4.21 to 4.44, and by staff of 3.44 to 3.9).

- + In the past, former students note that 44% of them had parents involved in their schooling.
- + 55% of current students feel that the school provides them with opportunities for parental involvement.

4.6: The school provides support services to meet the physical, social, and emotional needs of the student population served (improvement by parents of 4.31 to 4.47, and by staff 4.11 to 4.25).

- + Former graduates felt that student needs were met by the responsiveness of teachers 96% of the time.

5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level (improvement by parents of 3.79 to 4, and by staff of 3.69 to 3.85).

- + 68% of former graduates felt Rainshadow prepared them for life after high school, and the ability to make choices about life after high school.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The areas with the lowest level of satisfaction, as represented by "indicator" in the self assessment diagnostic, include indicators 1.3, 3.2, 3.4, 3.6, 3.7, 3.11, 5.2, 5.3, and 5.4. Each of these indicators carried an overall score of 2. The lowest level of satisfaction as represented by "standard" in the self assessment diagnostic was Standard 5, with an overall score of 2.4. Standard 5 describes how the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. This assessment was confirmed by all stakeholder groups, with students also concerned about Standard 2 whereby the school operates under governance and leadership that promote and support student performance and school effectiveness.

Evaluating the indicators by individual group revealed the following:

1. Students scored indicator 2.4 lowest (3.26). This indicator states, "Leadership and staff foster a culture consistent with the school's purpose and direction."
2. Parents scored indicator 5.4 the lowest (4). This indicator states, "The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level."
3. Staff and faculty scored indicator 5.2 the lowest (3.4). This indicator states, "Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions."

The areas with the lowest satisfaction were evaluated among all stakeholder groups, and specific areas that appeared as the lowest score for all groups were seen to be concerning. These scores were lower scores for each of the stakeholder groups, but not necessarily the lowest scores.

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

3.12: The school provides and coordinates learning support services to meet the unique needs of students.

Between the four stakeholder groups (including post graduates who shared information through an alternative survey), the stakeholders who were most represented and least satisfied were the students. It is important to note that the survey at the start of the year demonstrated much higher student scores than at the mid-year. There is good reason for this change; two of the five core teachers were out for extended periods of time with two additional key members of the community out for a couple of weeks. The climate at Rainshadow suffered during this time period, and this was reflected in the student surveys most.

Students felt that:

- they were unhappy that some students and behaviors were impeding the learning of the others, and that teachers didn't really do enough

Accreditation Report

Rainshadow Community Charter High School

regarding the behaviors

- some felt that students on the whole were disrespectful of teachers, which they didn't like.
- some felt that the assignments were inappropriate to their learning style (i.e. just doing packets, or having too much work)
- some were unhappy with the personalities of certain teachers and administration
- some would like to see more extracurricular opportunities, like sports.
- a few students felt that the classes were too easy for them.

Parents felt:

- the unique school events open to the community and to parents are not advertised enough to build parent and community participation, and more advertising should be done to bring additional students to the school.
- the school would benefit by having greater diversity
- behaviors in the classroom of some students make it difficult for other students to learn.
- additional resources and a larger budget would improve the overall education and climate within the school.

Staff felt:

- the building has physical limitations, and a bell system would help the consistency and flow between classrooms
- as a small, independent charter school, resources are often limited, and all staff work much harder than they are rewarded for.
- there is not a consistent means of assessment, and cadres are filled with different students each semester making it hard to move forward in a subject. Students come into classes at different points, often without the proper knowledge for the course.
- having to back track all the time and repeat material over and over makes some students stagnate.
- there is financial instability and the lack of staff and other resources that would shore up not only the school, but ultimately provide a stronger educational experience for students.
- with the current student population, an ideal student teacher ratio would be 15:1, and this would decrease crowding in the classrooms.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

The standard that all stakeholders scored less from the first survey administration to the second was Standard 2. For students, there was a decrease of .8. For parents, it was a decrease of .22. For staff and faculty, there was a decrease of .21. Standard 2 describes how "the school operates under governance and leadership that promote and support student performance and school effectiveness." Again, trends should be evaluated cautiously as the current survey has been administered twice within the same school year.

In addition, all stakeholder groups saw a decrease in the following indicators:

1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning (decrease by parents from 4.5 to 4.3, by staff from 4.25 to 4.4, and by students from 4.49 to 3.77).

2.4: Leadership and staff foster a culture consistent with the school's purpose and direction (decrease by parents from 4.39 to 4.28, by staff from 4.59 to 4.4, and by students from 3.99 to 3.26).

2.5: Leadership engages stakeholders effectively in support of the school's purpose and direction (decrease by parents from 4.5 to 4.08 and by staff from 4.38 to 3.7).

3.5: Teacher's participate in collaborative learning communities to improve instruction and student learning (decrease by parents from 4.43 to 4.3 and by staff 3.88 to 3.6).

Overall, the students showed a trend toward decreasing satisfaction across all indicators. The standard that had the biggest decrease was Standard 2 with a .8 decrease, while Standards 1 and 5 each had approximately a .75 decrease. Parents also saw a decreasing trend for Standard 1 from 4.53 to 4.3. Staff also saw a decreasing trend from 4.42 to 4.31.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are that the leadership must be more adept at reaching more stakeholders in a positive manner; one which supports and promotes the schools purpose and enhances the overall school culture. Stakeholders share the same concerns: that behaviors and classroom management can get in the way of more rigorous learning, that the school must improve its ability to prepare students for life after high school, and that the school must improve its school climate.

With this in mind, it is clear that a more responsive system must be put into place to deal with problematic behaviors, and this system will be informed by professional development for teachers. The school climate begins with administration, and a positive and hopeful culture must be promoted by administration. The school needs to spend some time sharing the legacy of the school to new students by bringing alumni back to serve as positive role models, creating a hallway that is dedicated to graduates of the school and school successes, and adorning the school with positive messages such as the mission of the school and "Trust, Equality, Success, Maturity leads to Success." Students must establish the positive elements of Rainshadow as the culture they identify with, rather than the negative. Teachers must facilitate this positive energy, and this sense of history, in their own dealings with students. Successes must be celebrated through school forums on a more regular basis, and teachers must work to present to students as a more unified front.

Staff see that the way to improve the current school is to:

- Improve communication and make it more frequent regarding student issues, meetings, and other things that affect students, staff and families.
- A more formal or systematic approach to mentoring students.
- Improving the financial stability of the school to potentially hiring another support staff or teacher and purchase the building.
- Formalizing procedures and providing more accountability and supervision of teachers and staff.
- Knowing individual student ability levels prior to placing students into a class.
- Continue to hold to professional ethics and sense of personal responsibility so the school can continue to grow and improve the system of education.
- Improve day to day operations by getting a bell system in place.

Parents see the way to improve the school is to:

- Gain more community support, and increase resources through grants.
- The school should improve its policies to work with disruptive students so that these students do not disrupt the learning of others.
- Improve the recognition of Rainshadow within the community to get more support for events and fundraising.

Students see the way to improve the school is to:

- for teachers to improve some of their teaching methods and to find ways to engage students who are more advanced in their learning.
- administration could get to know students better
- the school could provide more extracurricular activities.
- all support staff should continue to try and help more students
- more student voice in school-wide decision making would create a climate of more motivation
- a greater focus needs to be placed on after high school plans
- technology should be improved
- improve teaching methods so that teachers are more effective in working with problematic students, allowing for better learning.
- improve discipline and have higher learning expectations.
- there should be more hands-on learning experiences.

The stakeholder perceptions point to some key concerns with regard to student behavior impacting classes, academic rigor being effected, communication with stakeholders needs to be improved, the ability of all stakeholders to have a voice should be celebrated and encouraged, and the overall climate of the school would be improved with greater access to resources and funding.

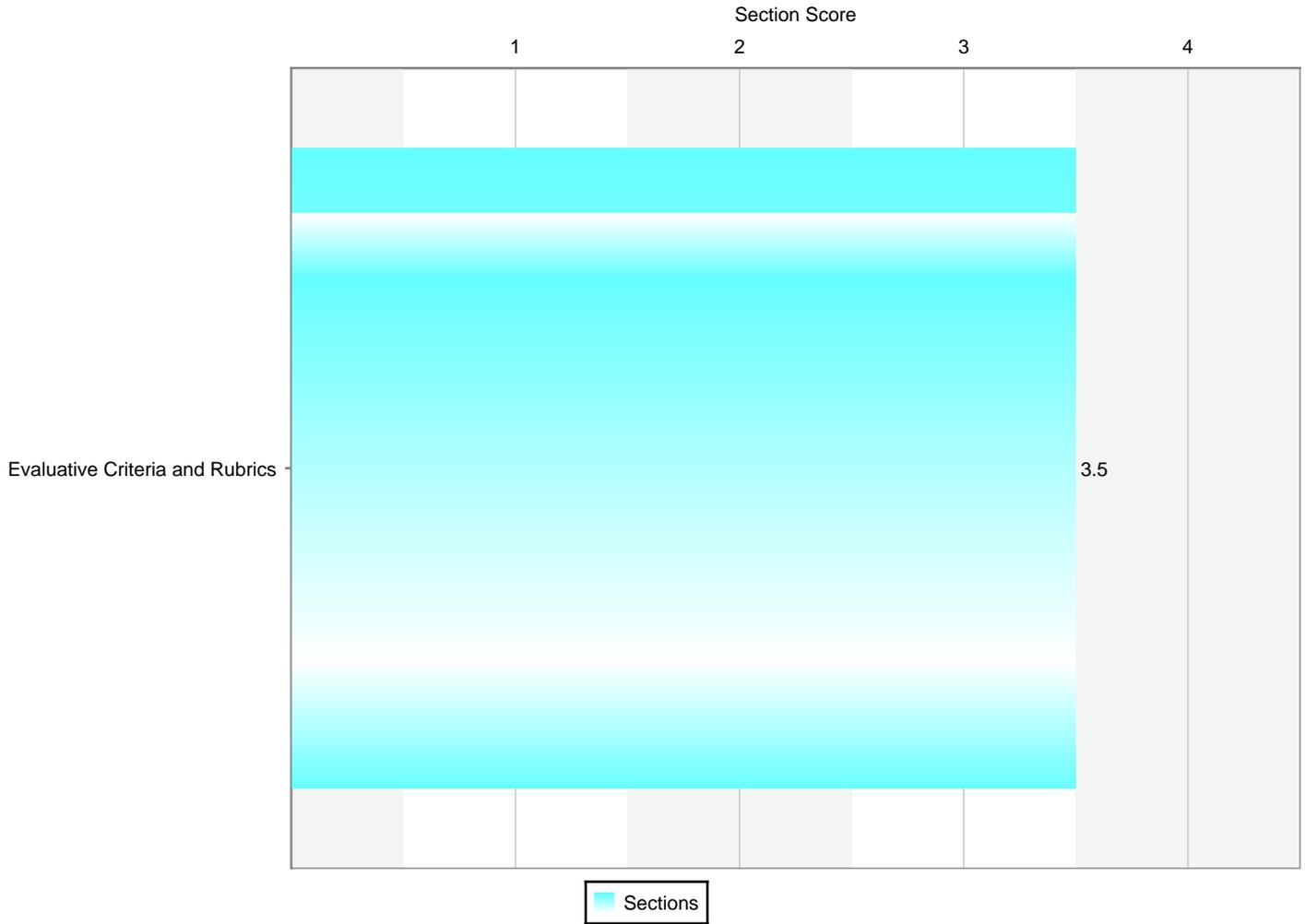
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The only outside stakeholder feedback source was a post graduate survey which did highlight that there were gaps in the ability of Rainshadow to prepare students for life after high school. 68% of the 25 students surveyed felt Rainshadow did adequately prepare them. However, the post grads note that the school would benefit by providing more career education opportunities within the community. 44% of the post graduates surveyed went on from high school to work full time, while 46% went on to some sort of training in a 2 to 4 year college, or a vocational school. 64% of post graduates felt that Rainshadow prepared them for their next life experiences.

As Rainshadow has often had students who were not on track to graduate, the focus has always been to get them to graduation first. It is clear, however, that a greater focus on the world beyond graduation would encourage students to aim beyond and have higher expectations.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

For the juniors and seniors as a group, there was an improved percentage in scores for all areas of the high school proficiency exam. This does not mean that more students met or exceeded the standards, but that on the whole more individuals improved from category to category. On average, there was about an 11% shift from category to category.

In addition, on benchmarking, there was improvement in the number of students reading at the 90th percentile or above on curriculum based measures. Approximately 30% of students were reading above the 90th percentile, which was an increase of 2% over the previous year. 13% of students completed the mathematics benchmark scoring at the 90th percentile or above, while 25% scored at the 75th percentile or above.

Within the Hispanic population, there has been an increase in pass rates for both the math and science proficiencies.

Describe the area(s) that show a positive trend in performance.

The mathematics high school proficiency exam percentage proficient has shown the most positive trend over the past five years, starting at a percentage of 40% in 2009-2010 and increasing to 45.9% in 2012-2013. The population included in this data is the junior class, which is the same class that is used to determine Annual Yearly Progress.

A smaller sampling of data that compared scores from 2012 and 2013 showed an improvement of scores across all areas of the proficiency examination. This improvement did not necessarily demonstrate meeting or exceeding standards, but does show a general improvement of scores from test administration to test administration for juniors and seniors.

Which area(s) indicate the overall highest performance?

Performance on the reading HSPE indicates the overall highest proficient percentage for junior and senior performance. Reading has typically been the strongest assessment in terms of student performance. The total proficient for 2013 was 60%, while the total proficient in 2012 was 52%.

For the juniors as an isolated subgroup, the best overall performance in 2012-2013 was the writing proficiency in which approximately 65% met standards. 59% of juniors were proficient in reading. In years past, reading and writing have been very high for Rainshadow. A higher cut score, and different class dynamics, have contributed to changes within the performance.

In the school as a whole, 60% of students are reading above the 50th percentile compared to high school seniors across the country. Approximately 55% of students are performing on mathematics concepts and applications above the 50th percentile compared to other high school students across the country.

Which subgroup(s) show a trend toward increasing performance?

Between the 2012 and 2013 school years, math and science proficiency pass percentage has increased by 2-3% for juniors and seniors combined. In comparing performance for students who are identified as English Language Learners, and are currently receiving services or have in the past, improvement has been noted on the science proficiency. Of these juniors and seniors, there was an increase in pass percentage from 34% to 47%. The percentage of Hispanic students has increased over the course of the last five years from 24% to about 36%. Between 2012 and 2013, there was a significant decrease in the total number students in the special populations: free and reduced lunch (FRL), special education, and English Language Learners(ELL). It is important to note that the FRL data collected is based upon previous school enrollments as Rainshadow does not collect that particular data.

There was an increase in pass percentage on the writing proficiency for caucasian students as a junior and senior group from 59% to 62%.

It is difficult to note trends between all subgroups because of the size of the school. The subgroup breakdown can sometimes be only one student. As such, the two groups where trends can most be seen are within the caucasian and Hispanic groups. In addition, the special population groups can also be evaluated.

Between which subgroups is the achievement gap closing?

In a comparison of ethnic groups, and special populations, pass percentage on proficiencies with the pass percentage of caucasian students, the following trends were noted between the 2012 and 2013 school years:

1. For performance on the math proficiency, the difference of passing percentage decreased between caucasian and the following subgroups: Hispanic, FRL, and special education (SPED). In 2012, the passing percentage difference between Hispanic and caucasian was 31%, and in 2013 it was 19% for a total change of 12%. In 2012, the passing percentage difference between FRL and caucasian was 17%, and in 2013 it was 13% for a total change of 4%. In 2012, the passing percentage difference between SPED and caucasian was 45%, and in 2013 it was 42% for a total change of 3%.
2. For performance on the reading proficiency, the difference of passing percentage decreased between caucasian and Hispanic, and caucasian and ELL. In 2012, the passing percentage difference between Hispanic and caucasian was 15%, and in 2013 it was 9% for a total change of 6%. In 2012, the passing percentage difference between ELL and caucasian was 18%, and in 2013 it was 3% for a total change of 15%.
3. For performance on the science proficiency, the difference of passing percentage decreased between caucasian and Hispanic, and caucasian and ELL. In 2012, the passing percentage difference between Hispanic and caucasian was 25%, and in 2013 it was 18% for a total change of 7%. In 2012, the passing percentage difference between ELL and caucasian was 28%, and in 2013 it was 12% for a total change of 16%.

Overall, the changes demonstrate that the school is improving the overall achievement of Hispanic students, and students who are currently identified or have been identified as ELL.

The school is also closing the achievement gap between Rainshadow students and all other students from the state and school district. In 2012-2013, the pass percentage of students at Rainshadow was 46% while the pass percentage for the state was 70% and for Washoe

County was 75.5%. This gap was 25-30%. In 2011-2012, the pass percentage at Rainshadow was 45% while the state was 72% and the district was 77.7%. The gap was 27-33%. This is a change of approximately 5%.

Which of the above reported findings are consistent with findings from other data sources?

Performance on the math concepts and applications benchmark demonstrated more students performing above the 50th percentile, as explained in question 1. While the curriculum based measure is not in alignment with the HSPE, it does highlight students who have difficulty in mathematics concepts. The school is able to intervene based on this information, and students are placed into mathematics interventions for extended periods of time.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Based upon the benchmarking of the school in mathematics, writing, and reading; and the use of this information to place students into intervention courses, overall performance decrease on the reading and writing proficiencies was unexpected. In 2011, higher cut scores were implemented for the reading proficiency. There was an increase from a 251 to a 300. Whereas junior pass rate of students meeting or exceeding standards in reading was 80-90% prior to the shift, after the shift the pass rate was 60-70%.

For writing, the overall performance of students decreased across all subgroups for juniors and seniors in 2012 and 2013. This was surprising as the school uses a variety of strategies to monitor student writing performance. This year, the school has used both the curriculum based measure benchmark as well as the writing proficiency rubric and core curriculum standards rubric to assess student writing in intervention classes. For the writing curriculum based measure, 52% of all students performed at or above the 75th percentile and 71% are above the 50th percentile.

Describe the area(s) that show a negative trend in performance.

The area that shows a negative trend in performance is in the pass percentage of junior students on the reading proficiency exam. This trend is tracked from 2009 to the present, and reflects changes to the cut scores. The science and writing proficiencies have shown variations over the past five years, and so it would be difficult to determine any major trends.

Of note, internally, the performance on reading curriculum based measures such as the reading MAZE have not shown the same negative trend. This assessment is not aligned with the Nevada HSPE.

Which area(s) indicate the overall lowest performance?

The overall lowest pass percentage for the high school proficiency exams is mathematics, with a junior pass percentage of 46% in 2012-2013. This is an increase from 40% in 2009-2010, but is still well below the state (70.3%) and Washoe County School District (75.5%) pass percentage.

Which subgroup(s) show a trend toward decreasing performance?

The following subgroups were evaluated in terms of trends because the sampling was too small for other subgroups: Hispanic, caucasian, English Language Learners (ELL), Free and Reduced Lunch (FRL), and special education (SPED). Within these subgroups, there was a negative trend in pass percentage on the HSPE in writing for all groups between 2012 and 2013 except caucasian. For pass percentage performance between 2012 and 2013 for juniors and seniors on the reading and science HSPE, there was a negative trend for caucasian, SPED, and FRL subgroups. Finally, pass percentage performance between 2012 and 2013 for juniors and seniors on the math HSPE showed a negative trend for ELL and caucasian subgroups.

It is important to note that the trend data is limited for subgroups, as it is only showing change between two years. The change noted is only for the high school proficiency exam performance.

Between which subgroups is the achievement gap becoming greater?

In a comparison of ethnic groups, and special populations, pass percentage on proficiencies with the pass percentage of caucasian students, the following trends were noted between the 2012 and 2013 school years:

1. For performance on the math proficiency, the difference of passing percentage increased between caucasian and ELL. In 2012, the passing percentage difference between ELL and caucasian was 24%, and in 2013 it was 25% for a negligible total change of 1%.
2. For performance on the reading proficiency, the difference of passing percentage increased between caucasian and SPED, and caucasian and FRL. In 2012, the passing percentage difference between SPED and caucasian was 13%, and in 2013 it was 43% for a total change of 30%. In 2012, the passing percentage difference between FRL and caucasian was 9%, and in 2013 it was 15% for a total change of 6%.
3. For performance on the science proficiency, the difference of passing percentage increased between caucasian and SPED. In 2012, the passing percentage difference between SPED and caucasian was 30%, and in 2013 it was 50% for a total change of 20%.

Overall, the changes demonstrate that the school is being challenged the overall achievement of SPED students, and students who have qualified for FRL in the face of greater demands for academic rigor.

Which of the above reported findings are consistent with findings from other data sources?

Students at Rainshadow have often not been successful in other programs. As a result, they come to Rainshadow having not passed one or more portions of the proficiency and credit deficient. In addition, Rainshadow has attendance rates below average school populations in the state which can effect improvement across the area.

For example, in the senior population from 2013, 64% were credit deficient by 2.5 or more credits going into their second semester senior year. 28% of that group was deficient 5 or more credits. 46% of seniors passed all portions of the proficiency, while 19% did not pass any portions. 71% of this group has been identified as having one or more areas defined "at-risk."

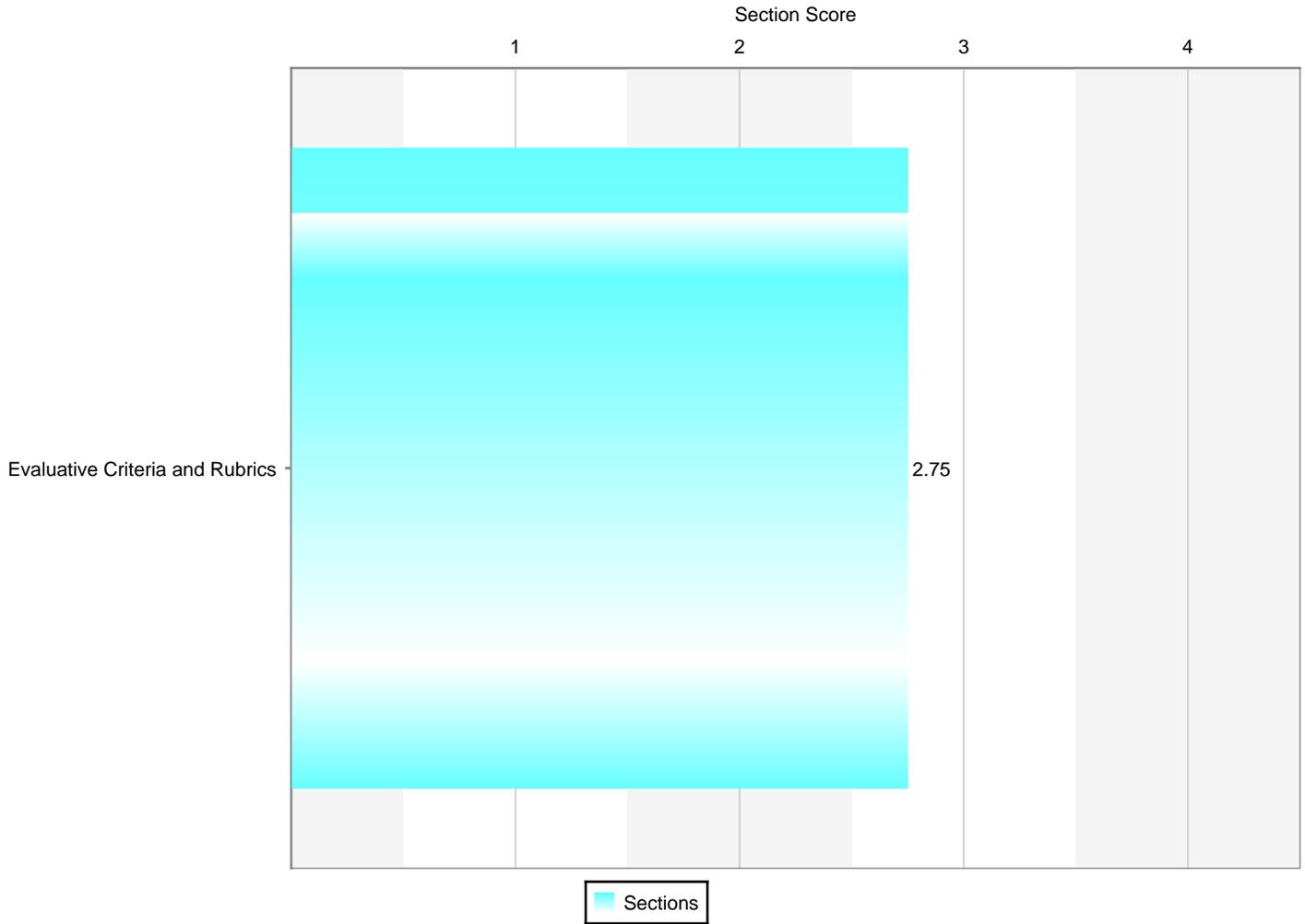
For the junior population from 2013, 72% were credit deficient by 2.5 or more credits going into their second semester junior year. 37% of that group was deficient 5 or more credits. 12% had passed all portions of the proficiency, while 41% passed none. 84% of this group has been identified as having one ore more areas defined "at-risk."

Average daily attendance rates for Rainshadow are consistently below the state and district levels. For 2013, the average daily attendance was 81.5% while the state and district were 94.5%. In a morning attendance incentive program at the school that measures students in the classroom at 8 a.m., 55% of students were in the classroom ready to go on average over the course of the first semester of 2013. Attendance impacts student progress, as does retention. It is no surprise that Rainshadow students can have difficulty in areas of assessment.

The other concern regarding the current assessments is the shift to the National Core Standards for English and mathematics, which is not in alignment with the current HSPE. Instructors are shifting their teaching to be in alignment with the core, but this alignment is not reflected for the HSPE.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	Please see the following websites for additional information. www.rainshadowccchs.org http://rcchscurriculum.weebly.com	Nevada Report Card: Rainshadow

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Please see http://shadowcounseling.weebly.com for additional information about crisis plans.	Crisis Response Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	The school has a financial audit done annually by an outside accounting firm, as well as by the Washoe County School District (WCSD). WCSD uses the information from the audit to help determine annual compliance at a district and state level.	Outside Financial Audit

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Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	The following attachment is the end of year School Improvement Plan, or Turnaround Plan from the last school year.	School Improvement Plan 2012-2013

Accreditation Action Plan

Overview

Plan Name

Accreditation Action Plan

Plan Description

The following goals are based upon the priority needs of the school as revealed through stakeholder surveys and self assessment.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Rainshadow stakeholders will improve measures of academic rigor and accountability.	Objectives: 3 Strategies: 6 Activities: 20	Academic	\$2700
2	Rainshadow stakeholders will collaborate to increase attendance and retention of students.	Objectives: 5 Strategies: 8 Activities: 26	Organizational	\$19800

Goal 1: Rainshadow stakeholders will improve measures of academic rigor and accountability.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

60% of Eleventh and Twelfth grade students will demonstrate a proficiency on math assessments in Mathematics by 06/05/2015 as measured by performance on the high school proficiency exams and/or post course final exams.

(shared) Strategy 1:

Cross-Curricular Goals - Students will read, write, and incorporate mathematics across the curriculum. Staff will collaborate to develop strategies to teach reading comprehension, writing skills, and mathematics across the curriculum. Goals will link to the Core Curriculum Standards, and will feature opportunities for additional assessment measures. Students will continue to engage in cross-curricular project-based learning to support a greater depth of learning, and the development of a stronger conceptual base. Assessment measures will include and support habits of learning, and post graduate goals. The team will work to develop some common assessment measures through the use of skill based rubrics.

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Activity - Professional Development to Focus on Cross Curricular Skillsets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will collaborate and participate in professional development to look at habits of learning, and reading across the curriculum.	Academic Support Program	02/02/2015	06/10/2016	\$0	No Funding Required	Dean of Academics and Lead Teacher.

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Rainshadow Community Charter High School

Activity - Post Graduate Assessment Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete additional assessments such as the PSAT, PLAN, Workkeys, and/or the Accuplacer at different academic levels.	Career Preparation/Orientation	08/05/2016	06/06/2019	\$500	General Fund	Dean of Students and Administrator

Activity - Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common writing rubric. All courses will use a common writing rubric to assess writing that links to the goals of the high school proficiency exam and the Core Curriculum Standards. Staff to be trained on how to implement.	Academic Support Program	08/04/2015	06/06/2019	\$0	No Funding Required	Lead Teacher, English Teacher, Dean of Academics.

Activity - Interactive Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty to be trained on how to implement interactive notebooks as a portfolio and organizing principal for students. Students to incorporate the notebooks in their courses, especially the intervention courses.	Academic Support Program	08/05/2014	06/09/2016	\$200	General Fund	Dean of Academics, lead teacher.

Activity - Student Work Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student work samples in writing, and other curricular areas, to be gathered, analyzed, and added to the Individual Learning Plans at least bi-annually. Staff and faculty to review work samples to ensure common visions and goals about grading. Student folders of work samples to be stored in an accessible location for all staff and faculty members.	Academic Support Program	08/05/2014	06/06/2019	\$0	No Funding Required	Lead Teacher, Dean of Academics; staff and faculty to provide work samples on an ongoing basis.

Activity - Feedback Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will be trained in methods to incorporate more frequent and timely feedback across the curriculum. This feedback will be shared directly with students and parents, and components may be included in the ILP.	Professional Learning	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Lead Teacher

(shared) Strategy 2:

Individual Learning Plan (ILP) - Students will each have an individual learning plan that will include scores on specific assessments (i.e. benchmarking through curriculum based measures and high school proficiency participation), readiness to learn or habits of learning information, individual goals and academic learning plan. Students are assessed at the start of the school year, and this information is added to their learning plan along with any other assessments they have participated in. Students review their plan with one teacher and the school counselor annually, and they have the opportunity to describe specific goals and outcomes for the school

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Rainshadow Community Charter High School

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The nature and use of individualized learning plans as a career intervention strategy. (2012). By V. S. Solberg, L. A. Phelps, K. A. Haakenson, J. F. Durham, & J. Timmons published in Journal of Career Development, 39 (6), 500-514.

Education alignment and accountability in an era of convergence: Policy insights from states with individual learning plans and policies. (2011). By L. A. Phelps, J. Durham, & J. Wills published in Education Policy Analysis Archives, 19 (31).

Activity - Individual Learning Plan Template Defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Plan Template to be developed and implemented.	Academic Support Program	08/05/2014	12/18/2014	\$0	No Funding Required	Dean of Academics with collaboration from all staff.

Activity - ILP to be Shared with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents to receive copies of the ILP with semester report cards.	Parent Involvement	12/17/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Office Manager, Counselor

Strategy 3:

Math Intervention Course - Students will enroll in a math intervention course based upon their participation in the high school proficiency exam and the math benchmarking. This course will target individual student needs based upon the Individual Learning Plan. This course will require self directed learning programs both computer based and paper based (i.e. IXL, Accelerated Math, Saxon, SRA, etc.) The course will link to the Core Standards, and will feature additional time focused on mathematics as compared to the standard core course.

Research Cited: Springer, R., Pugalee, D., & Algozinne, B. (2007). Improving mathematics skills of high school students. The Clearing House. Vol. 81. No. 1.

Rigeman, S. and McIntire, N. (2005). Enhancing curriculum and instruction through technology. T.H.E. Journal. Vol. 32 Issue 12.

Activity - Purchase Self Directed Programs in Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Annually, the staff and faculty will review and purchase software and/or paper intervention programs to support math instruction.	Academic Support Program	08/05/2014	08/04/2016	\$500	General Fund	Dean of Academics, Principal.
Activity - Benchmarking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math benchmarking to include three administrations. Progress monitoring to be increased to bi-weekly for students below the 50th percentile.	Academic Support Program	08/05/2014	06/06/2019	\$500	General Fund	Dean of Academics and Principal; staff to administer and score assessments.
Activity - Monitor Implementation of Math Intervention Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies and self directed interventions through walk through data and program fidelity checks.	Academic Support Program	08/05/2014	06/09/2016	\$0	No Funding Required	Dean of Academics, Principal, Lead Teacher.

(shared) Strategy 4:

Common Class Exit Exams - Students will complete a class exit exam after completing the required coursework. This exam will be focused on specific goals at the school, and will be linking with the Core Standards and school district recommendations. Students will complete final exams, and the exams will demonstrate whether or not the student has met the appropriate standard for the course.

Research Cited: Herman, J., & Linn, R. (2014). New Assessments, New Rigor. Educational Leadership, 71(6), 34-37.

McIntosh, S. (2012). State high school exit exams: A policy in transition. Council on Education Policy. Washington, D. C.: Graduate School for Education and Human Growth, George Washington University.

Activity - Class Exit Exam Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Exit Exams to be adopted based upon District recommendations, and coursework to be evaluated for consistency and appropriateness based upon the exit exam.	Academic Support Program	08/03/2017	06/06/2019	\$0	No Funding Required	Principal, Dean of Academics
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rainshadow faculty will attend trainings to learn about the adoption of the common class exit exams, and will use the information to improve and align curriculum.	Professional Learning	08/10/2015	06/08/2017	\$0	No Funding Required	Deann of academics, lead teacher.

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Rainshadow Community Charter High School

(shared) Strategy 5:

Improvements to Professional Learning Team - Staff and faculty will have the opportunity to visit each others classroom and conduct observations. Staff and faculty will have the opportunity to visit other local schools to watch best practice teaching in their academic area. Staff and faculty will be able to collaborate to discuss their observations, and administration will conduct walk throughs to see new strategies being implemented.

Research Cited: Burke, B. M. (2013). Experiential Professional Development: A Model for Meaningful and Long-Lasting Change in Classrooms. Journal Of Experiential Education, 36(3), 247-263. doi:10.1177/1053825913489103

Cavanaugh, Sean. (2005). Teacher training leads to higher test scores. Education Week, Vol. 24 Issue 23.

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Kennedy, Eithne. (2010). Improving literacy achievement in high-poverty school: Empowering classroom teachers through professional development. Reading Research Quarterly, Vol. 45 Issue 4.

Activity - Peer Reviews and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to observe other teachers in the school at least twice annually. The information gathered from the observations will help inform staff meetings and future staff development.	Professional Learning	08/05/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator, Lead Teacher

Activity - Best Practice Reviews at Other Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to watch other instructors at different schools implement best practice strategies for similar populations in their specific academic content area annually. The information and strategies gathered will be shared in staff meetings, and will new strategies will be reviewed through administrative walk-throughs.	Professional Learning	04/13/2015	06/06/2019	\$0	No Funding Required	Administrator, Dean of Academics

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to attend professional development offered by the Washoe County School District in their academic content area at least annually. Professional development will be a component of teacher's annual evaluation.	Professional Learning	08/04/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator

Measurable Objective 2:

85% of Eleventh and Twelfth grade students will demonstrate a proficiency in reading comprehension assessments in Reading by 04/01/2019 as measured by performance on high school proficiency and benchmarking assessments..

Strategy 1:

Reading Intervention Program Development - Students will attend a daily intervention in reading based upon their performance on a reading comprehension

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benchmark. The course will be mapped out for different levels with structured goals and targets. The course will require time to be set aside on a daily basis for intervention time. It will also require the purchase of benchmarking tools, such as Aimsweb or similar. Students will be benchmarked prior to attending classes, and will be placed based upon their skills and abilities into a reading intervention course. Online intervention programming, such as "Successmaker," will be evaluated and potentially adopted with funding. Students will be tested throughout the course, while receiving interventions, and will have the opportunity to move into a different class.

Research Cited: McCallum, R., Krohn, K. R., Skinner, C. H., Hilton-Prillhart, A., Hopkins, M., Waller, S., & Polite, F. (2011). Improving reading comprehension of at-risk high-school students: The ART of reading program. *Psychology In The Schools*, 48(1), 78-86. doi:10.1002/pits.20541

Vaughn, S., & Fletcher, J. M. (2012). Response to Intervention With Secondary School Students With Reading Difficulties. *Journal Of Learning Disabilities*, 45(3), 244-256. doi:10.1177/0022219412442157

What Works Clearinghouse. (2009). Successmaker. The U.S. Department of Education: Institute of Education Sciences.

Activity - Intervention Program Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will define the reading intervention course, and script a formalized program.	Academic Support Program	08/05/2014	06/05/2015	\$0	No Funding Required	Dean of Academics and Lead Teacher

Activity - Monitor Implementation of Reading Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies and curriculum development through walk through data and program fidelity checks.	Academic Support Program	08/05/2014	06/06/2016	\$0	No Funding Required	Dean of Academics and Lead Teacher

Activity - Benchmarking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Enhance reading benchmarking system to include at least three administrations: fall, winter, and spring.	Academic Support Program	08/05/2014	06/07/2019	\$0	General Fund	Dean of Academics and Lead teacher to ensure it occurs; teachers to implement.

Activity - Professional Development for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff to attend professional development with a focus on teaching reading strategies, and working with special populations such as ESL and special education students.	Academic Support Program	08/05/2014	06/03/2016	\$1000	General Fund	Dean of Curriculum to set up opportunity; staff and faculty to attend.
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(shared) Strategy 2:

Cross-Curricular Goals - Students will read, write, and incorporate mathematics across the curriculum. Staff will collaborate to develop strategies to teach reading comprehension, writing skills, and mathematics across the curriculum. Goals will link to the Core Curriculum Standards, and will feature opportunities for additional assessment measures. Students will continue to engage in cross-curricular project-based learning to support a greater depth of learning, and the development of a stronger conceptual base. Assessment measures will include and support habits of learning, and post graduate goals. The team will work to develop some common assessment measures through the use of skill based rubrics.

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Activity - Professional Development to Focus on Cross Curricular Skillsets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will collaborate and participate in professional development to look at habits of learning, and reading across the curriculum.	Academic Support Program	02/02/2015	06/10/2016	\$0	No Funding Required	Dean of Academics and Lead Teacher.

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Activity - Post Graduate Assessment Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete additional assessments such as the PSAT, PLAN, Workkeys, and/or the Accuplacer at different academic levels.	Career Preparation/Orientation	08/05/2016	06/06/2019	\$500	General Fund	Dean of Students and Administrator

Activity - Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common writing rubric. All courses will use a common writing rubric to assess writing that links to the goals of the high school proficiency exam and the Core Curriculum Standards. Staff to be trained on how to implement.	Academic Support Program	08/04/2015	06/06/2019	\$0	No Funding Required	Lead Teacher, English Teacher, Dean of Academics.

Activity - Interactive Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty to be trained on how to implement interactive notebooks as a portfolio and organizing principal for students. Students to incorporate the notebooks in their courses, especially the intervention courses.	Academic Support Program	08/05/2014	06/09/2016	\$200	General Fund	Dean of Academics, lead teacher.

Activity - Student Work Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student work samples in writing, and other curricular areas, to be gathered, analyzed, and added to the Individual Learning Plans at least bi-annually. Staff and faculty to review work samples to ensure common visions and goals about grading. Student folders of work samples to be stored in an accessible location for all staff and faculty members.	Academic Support Program	08/05/2014	06/06/2019	\$0	No Funding Required	Lead Teacher, Dean of Academics; staff and faculty to provide work samples on an ongoing basis.

Activity - Feedback Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will be trained in methods to incorporate more frequent and timely feedback across the curriculum. This feedback will be shared directly with students and parents, and components may be included in the ILP.	Professional Learning	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Lead Teacher

(shared) Strategy 3:

Individual Learning Plan (ILP) - Students will each have an individual learning plan that will include scores on specific assessments (i.e. benchmarking through curriculum based measures and high school proficiency participation), readiness to learn or habits of learning information, individual goals and academic learning plan. Students are assessed at the start of the school year, and this information is added to their learning plan along with any other assessments they have participated in. Students review their plan with one teacher and the school counselor annually, and they have the opportunity to describe specific goals and outcomes for the school

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Activity - Individual Learning Plan Template Defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Plan Template to be developed and implemented.	Academic Support Program	08/05/2014	12/18/2014	\$0	No Funding Required	Dean of Academics with collaboration from all staff.

Activity - ILP to be Shared with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents to receive copies of the ILP with semester report cards.	Parent Involvement	12/17/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Office Manager, Counselor

(shared) Strategy 4:

Common Class Exit Exams - Students will complete a class exit exam after completing the required coursework. This exam will be focused on specific goals at the school, and will be linking with the Core Standards and school district recommendations. Students will complete final exams, and the exams will demonstrate whether or not the student has met the appropriate standard for the course.

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Activity - Class Exit Exam Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Exit Exams to be adopted based upon District recommendations, and coursework to be evaluated for consistency and appropriateness based upon the exit exam.	Academic Support Program	08/03/2017	06/06/2019	\$0	No Funding Required	Principal, Dean of Academics
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rainshadow faculty will attend trainings to learn about the adoption of the common class exit exams, and will use the information to improve and align curriculum.	Professional Learning	08/10/2015	06/08/2017	\$0	No Funding Required	Deann of academics, lead teacher.

(shared) Strategy 5:

Improvements to Professional Learning Team - Staff and faculty will have the opportunity to visit each others classroom and conduct observations. Staff and faculty will have the opportunity to visit other local schools to watch best practice teaching in their academic area. Staff and faculty will be able to collaborate to discuss their observations, and administration will conduct walk throughs to see new strategies being implemented.

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Activity - Best Practice Reviews at Other Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to watch other instructors at different schools implement best practice strategies for similar populations in their specific academic content area annually. The information and strategies gathered will be shared in staff meetings, and will new strategies will be reviewed through administrative walk-throughs.	Professional Learning	04/13/2015	06/06/2019	\$0	No Funding Required	Administrator, Dean of Academics

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff and faculty will have the opportunity to attend professional development offered by the Washoe County School District in their academic content area at least annually. Professional development will be a component of teacher's annual evaluation.	Professional Learning	08/04/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator
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Measurable Objective 3:

85% of Eleventh and Twelfth grade students will demonstrate a proficiency in writing assessments in Writing by 06/06/2019 as measured by assessment measures such as the high school proficiency and writing curriculum based measures.

(shared) Strategy 1:

Cross-Curricular Goals - Students will read, write, and incorporate mathematics across the curriculum. Staff will collaborate to develop strategies to teach reading comprehension, writing skills, and mathematics across the curriculum. Goals will link to the Core Curriculum Standards, and will feature opportunities for additional assessment measures. Students will continue to engage in cross-curricular project-based learning to support a greater depth of learning, and the development of a stronger conceptual base. Assessment measures will include and support habits of learning, and post graduate goals. The team will work to develop some common assessment measures through the use of skill based rubrics.

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Weiner, S. (2002). Stepping out of the mainstream: The lab school. Teacher Magazine 14(2).

Wright, D. E., & Mahiri, J. (2012). Literacy Learning Within Community Action Projects for Social Change. Journal Of Adolescent & Adult Literacy, 56(2), 123-131.
doi:10.1002/JAAL.00113

Activity - Professional Development to Focus on Cross Curricular Skillsets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will collaborate and participate in professional development to look at habits of learning, and reading across the curriculum.	Academic Support Program	02/02/2015	06/10/2016	\$0	No Funding Required	Dean of Academics and Lead Teacher.

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Rainshadow Community Charter High School

Activity - Post Graduate Assessment Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete additional assessments such as the PSAT, PLAN, Workkeys, and/or the Accuplacer at different academic levels.	Career Preparation/Orientation	08/05/2016	06/06/2019	\$500	General Fund	Dean of Students and Administrator

Activity - Common Writing Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will develop and implement a common writing rubric. All courses will use a common writing rubric to assess writing that links to the goals of the high school proficiency exam and the Core Curriculum Standards. Staff to be trained on how to implement.	Academic Support Program	08/04/2015	06/06/2019	\$0	No Funding Required	Lead Teacher, English Teacher, Dean of Academics.

Activity - Interactive Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty to be trained on how to implement interactive notebooks as a portfolio and organizing principal for students. Students to incorporate the notebooks in their courses, especially the intervention courses.	Academic Support Program	08/05/2014	06/09/2016	\$200	General Fund	Dean of Academics, lead teacher.

Activity - Student Work Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student work samples in writing, and other curricular areas, to be gathered, analyzed, and added to the Individual Learning Plans at least bi-annually. Staff and faculty to review work samples to ensure common visions and goals about grading. Student folders of work samples to be stored in an accessible location for all staff and faculty members.	Academic Support Program	08/05/2014	06/06/2019	\$0	No Funding Required	Lead Teacher, Dean of Academics; staff and faculty to provide work samples on an ongoing basis.

Activity - Feedback Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will be trained in methods to incorporate more frequent and timely feedback across the curriculum. This feedback will be shared directly with students and parents, and components may be included in the ILP.	Professional Learning	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Lead Teacher

(shared) Strategy 2:

Individual Learning Plan (ILP) - Students will each have an individual learning plan that will include scores on specific assessments (i.e. benchmarking through curriculum based measures and high school proficiency participation), readiness to learn or habits of learning information, individual goals and academic learning plan. Students are assessed at the start of the school year, and this information is added to their learning plan along with any other assessments they have participated in. Students review their plan with one teacher and the school counselor annually, and they have the opportunity to describe specific goals and outcomes for the school

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year. The plan is available to teachers to add to and review throughout the year, and can be sent home with report cards on a semester basis.

Research Cited: National Collaborative on Workforce and Disability. (2013). Using individualized learning plans to produce college and career ready graduates.

Retrieved from //www.ncwd-youth.info/ilp/produce-college-and-career-ready-high-school-graduates on March 28, 2014.

Quality learning experiences, self-determination, and academic success: A path analytic study among youth with disabilities. (2012). By V. S. Solberg, K. A. Howard, S. L. Gresham, & E. Carter published in Career Development & Transition for Exceptional Individuals, 35 (2), 85-96.

The nature and use of individualized learning plans as a career intervention strategy. (2012). By V. S. Solberg, L. A. Phelps, K. A. Haakenson, J. F. Durham, & J. Timmons published in Journal of Career Development, 39 (6), 500-514.

Education alignment and accountability in an era of convergence: Policy insights from states with individual learning plans and policies. (2011). By L. A. Phelps, J. Durham, & J. Wills published in Education Policy Analysis Archives, 19 (31).

Activity - Individual Learning Plan Template Defined	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Plan Template to be developed and implemented.	Academic Support Program	08/05/2014	12/18/2014	\$0	No Funding Required	Dean of Academics with collaboration from all staff.

Activity - ILP to be Shared with Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents to receive copies of the ILP with semester report cards.	Parent Involvement	12/17/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Office Manager, Counselor

(shared) Strategy 3:

Common Class Exit Exams - Students will complete a class exit exam after completing the required coursework. This exam will be focused on specific goals at the school, and will be linking with the Core Standards and school district recommendations. Students will complete final exams, and the exams will demonstrate whether or not the student has met the appropriate standard for the course.

Research Cited: Herman, J., & Linn, R. (2014). New Assessments, New Rigor. Educational Leadership, 71(6), 34-37.

McIntosh, S. (2012). State high school exit exams: A policy in transition. Council on Education Policy. Washington, D. C.: Graduate School for Education and Human Growth, George Washington University.

Activity - Class Exit Exam Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Exit Exams to be adopted based upon District recommendations, and coursework to be evaluated for consistency and appropriateness based upon the exit exam.	Academic Support Program	08/03/2017	06/06/2019	\$0	No Funding Required	Principal, Dean of Academics
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rainshadow faculty will attend trainings to learn about the adoption of the common class exit exams, and will use the information to improve and align curriculum.	Professional Learning	08/10/2015	06/08/2017	\$0	No Funding Required	Deann of academics, lead teacher.

(shared) Strategy 4:

Improvements to Professional Learning Team - Staff and faculty will have the opportunity to visit each others classroom and conduct observations. Staff and faculty will have the opportunity to visit other local schools to watch best practice teaching in their academic area. Staff and faculty will be able to collaborate to discuss their observations, and administration will conduct walk throughs to see new strategies being implemented.

Research Cited: Burke, B. M. (2013). Experiential Professional Development: A Model for Meaningful and Long-Lasting Change in Classrooms. Journal Of Experiential Education, 36(3), 247-263. doi:10.1177/1053825913489103

Cavanaugh, Sean. (2005). Teacher training leads to higher test scores. Education Week, Vol. 24 Issue 23.

Jewett, P., & MacPhee, D. (2012). Adding Collaborative Peer Coaching to Our Teaching Identities. Reading Teacher, 66(2), 105-110. doi:10.1002/TRTR.01089

Kennedy, Eithne. (2010). Improving literacy achievement in high-poverty school: Empowering classroom teachers through professional development. Reading Research Quarterly, Vol. 45 Issue 4.

Activity - Peer Reviews and Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to observe other teachers in the school at least twice annually. The information gathered from the observations will help inform staff meetings and future staff development.	Professional Learning	08/05/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator, Lead Teacher

Activity - Best Practice Reviews at Other Schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will have the opportunity to watch other instructors at different schools implement best practice strategies for similar populations in their specific academic content area annually. The information and strategies gathered will be shared in staff meetings, and will new strategies will be reviewed through administrative walk-throughs.	Professional Learning	04/13/2015	06/06/2019	\$0	No Funding Required	Administrator, Dean of Academics

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff and faculty will have the opportunity to attend professional development offered by the Washoe County School District in their academic content area at least annually. Professional development will be a component of teacher's annual evaluation.	Professional Learning	08/04/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator
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Goal 2: Rainshadow stakeholders will collaborate to increase attendance and retention of students.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to improve student attendance and retention and improve overall school culture by 06/05/2015 as measured by improved daily attendance, student numbers, and stakeholder surveys.

Strategy 1:

Reintegration Specialist - Rainshadow will hire an individual on at least a part time basis to monitor and track attendance, make phone calls home and conduct home visits if necessary, touch base with students about attendance and behavioral problems in the school, support students in the classroom with another teacher, and provide oversight for support programs after school. This individual will also help students who have fallen too behind to graduate to learn of other academic options, and will take students on field experiences to learn of other options. He or she will support students to look at post-secondary goals.

Research Cited: Iver, M. and Abele, M. (2011). The challenge of improving urban high school graduation outcomes: Findings from a randomized study of dropout prevention efforts. Journal of Education for Students placed at Risk. Vol. 16 Issue 3.

Reeves, Douglas. (2008). Improving student attendance. Educational Leadership.

Activity - Hire Reintegration Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An appropriate individual will be hired on at least a part time basis to provide support to students who may be falling behind due to attendance and/or behavioral issues. This individual will monitor and track students, and will frequently touch base with students to make sure they are progressing through the curriculum.	Recruitment and Retention	08/04/2014	06/06/2019	\$4500	General Fund	Dean of Academics, Administrator

Measurable Objective 2:

collaborate to improve the involvement of parents by 06/06/2019 as measured by participation in the Parent Teacher Group, in school-wide surveys, and at school events and open houses.

Strategy 1:

Improved Communication with Parents - Specific activities will be outlined on the calendar at the beginning of the school year to invite parental involvement. These activities include monthly Parent Group meetings, quarterly open houses, and regular school activities (i.e. the bi-annual art show and graduation). Staff and faculty will become more proficient at sending at least monthly newsletters from the school, update online presence on a more regular basis (website and Facebook), and send weekly phone calls home to remind parents of upcoming events. The school will work to provide more documents in other languages, and to conduct phone calls home

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in other languages.

Research Cited: Bower, H. (2011). Can the Epstein Model of Parental Involvement Work in a High-Minority, High-Poverty Elementary School? A Case Study. *Professional School Counseling*, 15(2), 77-87.

Wang, M., & Sheikh-Khalil, S. (2014). Does Parental Involvement Matter for Student Achievement and Mental Health in High School?. *Child Development*, 85(2), 610-625. doi:10.1111/cdev.12153

Williams, T. T., & Sánchez, B. (2013). Identifying and Decreasing Barriers to Parent Involvement for Inner-City Parents. *Youth & Society*, 45(1), 54-74. doi:10.1177/0044118X11409066

Activity - Membership Recruitment to Parent Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A membership flyer will be included in all prospective student enrollment packets. The flyer will outline membership levels, as well as the calendar for Parent Group meetings.	Parent Involvement	08/04/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Dean of Students

Activity - Monthly Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly newsletter will be developed and monitored by the student leadership team. The newsletter will be available online, and will be sent home with students.	Parent Involvement	01/12/2015	06/06/2019	\$0	No Funding Required	Leadership Instructor, Dean of Students, Dean of Academics

Activity - Weekly Phone Call Home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly phone call will go to all student homes to alert families of any upcoming events, and school happenings. The call will happen at the end of the week.	Parent Involvement	08/15/2014	06/06/2019	\$0	No Funding Required	Administrator, Dean of Students, Dean of Academics

Activity - Quarterly Open Houses to Distribute Report Cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will come to the school at the end of the quarter to pick up report cards and touch base with teachers. For two of the four quarters (potentially 1st and 3rd), parents will have the opportunity to sign up for a time to stop by the school and touch base with each teacher for 5 minutes and discuss progress.	Parent Involvement	11/03/2014	06/06/2019	\$0	No Funding Required	All teachers, Administration

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Activity - Improved Access to Documents and Phone Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
More documents will be available online for parents who speak Spanish. The weekly phone calls home will be made available in Spanish.	Parent Involvement	08/10/2015	06/06/2019	\$0	No Funding Required	Administrator, School translator

Measurable Objective 3:

complete a portfolio or performance that includes information about students school performance and post graduate preparation called an Individual Learning Plan (ILP) by 08/05/2015 as measured by the completed ILP with specific criteria met..

Strategy 1:

Individual Learning Plan (ILP) - Students will each have an individual learning plan that will include scores on specific assessments (i.e. benchmarking through curriculum based measures and high school proficiency participation), readiness to learn or habits of learning information, individual goals and academic learning plan. Students are assessed at the start of the school year, and this information is added to their learning plan along with any other assessments they have participated in. Students review their plan with one teacher and the school counselor annually, and they have the opportunity to describe specific goals and outcomes for the school year. Post secondary goals will be shared, and the counselor will help students with a plan to reach post secondary goals. The plan is available to teachers to add to and review throughout the year, and can be sent home with report cards on a semester basis.

Research Cited: Berzin, Stephanie. (2010). Educational aspirations among low-income youths: Examining multiple conceptual models. Children & Schools 32(2).

Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. The Future of Children 19(1).

Activity - ILP Meeting Upon Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have an ILP developed upon enrollment while they register for classes with the school counselor. Additional information will be added to the ILP throughout the school year.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	No Funding Required	School Counselor, Dean of Academics

Activity - Career/College Preparation Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will make assessments such as the PSAT, PLAN, Accuplacer, and/or Workkeys available to students beginning their sophomore year.	Career Preparation/Orientation	08/08/2016	06/06/2019	\$500	General Fund	Dean of Students

Activity - Internships/Service Learning/Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A component of the ILP will be that students participate in an internship, service learning project, and/or senior project prior to graduation. This practical experience will be shared at the annual senior night.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	No Funding Required	English Teacher, School Counselor

Measurable Objective 4:

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collaborate to improve school resources and ability to hire additional support staff by 08/04/2016 as measured by additional funding streams to the school that allows for additional personnel to support activities in the school day and extracurricular activities.

Strategy 1:

Additional Revenue Streams - The school will work to develop additional revenue streams through grants, a school business, and a development program. The resources gathered will support school programming and operations. Programs that will be enhanced include the extracurricular programming and student support services. A fund will be developed to make building improvements, and to potentially purchase the building.

Research Cited: Finkel, E. (2011). District-Charter Collaborations on the Rise. District Administration, 47(8), 62-70.

Maloney, L., Batdorff, M., May, J., & Terrell, M. (2013). Education's Fiscal Cliff, Real or Perceived? Public Education Funding During the Economic Downturn and the Impact on Public Charter Schools. Journal Of School Choice, 7(3), 292-311.

Merwin, H. (2013). High school haute cuisine. New York, 46(21), 14.

Shaw, M. (2007). We simply mind our business. Times Educational Supplement, (4751), 10-12.

Silver, D. (2011). Companies, schools helping high-schoolers get down to business. Workforce Management, 90(7), 8-9.

Wohlstetter, P., & Smith, J. (2006). Improving Schools Through Partnerships: Learning from Charter Schools. Phi Delta Kappan, 87(6), 464-467.

Activity - Catering Business and Culinary Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be able to participate in a culinary catering program for career preparation. The catering program will be a school business, and will help to generate income for the school.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$3000	General Fund	Culinary Instructor, Administrator

Activity - Hire a Grant Writing Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A grant writing team will be hired to write grants and ask for gifts to support the school. Specific grants will focus on technology needs, feeding students at the school, and basic operational expenses.	Other	08/11/2014	06/06/2019	\$4800	General Fund	Administrator

Activity - Apply for 501C3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will apply to be its own 501C3 in order to apply for grants.	Other	08/11/2014	12/18/2014	\$0	No Funding Required	Administrator

Activity - Development Officer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A development officer will be hired on a part time basis to help train administration on how to fundraise, and package the purpose of the school.	Other	08/11/2014	06/09/2016	\$5000	General Fund	Administrator

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Measurable Objective 5:

collaborate to improve the school culture and individual student behaviors by 08/04/2016 as measured by improved feedback on student and parent surveys related to behavior.

Strategy 1:

Alumni Involvement - Alumni will be used as a tool to develop the school culture. They will come in as guest speakers, and will participate in an annual alumni social event. Alumni will be chosen to speak at the start of the school year to all students to share in the traditions specific to Rainshadow. They will also be able to speak about what they are doing at present, and how prepared they were to make the transition to adulthood. Post graduate surveys will be completed annually.

Research Cited: Rivera-McCutchen, R. L. (2012). Caring in a Small Urban High School: A Complicated Success. *Urban Education*, 47(3), 653-680.

Tjas, K., & Nelsen, E. A. (1996). Successful alumni as role models for high school youth. *High School Journal*, 80(2), 103.

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alumni will be used to speak to students at least annually. They will discuss their current profession, and how prepared they were to enter the adult world.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	No Funding Required	Dean of Students

Activity - Alumni Social Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alumni will be invited to participate in a social event at least annually. They will also have the opportunity to meet with current students at this event.	Recruitment and Retention	01/12/2015	06/06/2019	\$0	No Funding Required	Dean of Students, Leadership Team Coordinator

Activity - Post Graduate Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post graduate surveys will be given annually, and the results evaluated and stored to help inform practice.	Policy and Process	01/12/2015	06/06/2019	\$0	No Funding Required	Dean of Students, Leadership Team Coordinator

Strategy 2:

Positive Behavior Support Program - The school will enhance its current behavior support program "Trust, Equality, Respect, Maturity Leads to Success" (TERMS), and will use the phrase to define the school culture. Through the program, additional levels of behavioral interventions will be defined. The school will use positive behavioral supports to improve the overall culture of the school. More banners will be posted around the school to remind students about the expectations, and students will participate on a biannual basis to define TERMS in the classroom.

Research Cited: Dunlap, G., Iovannone, R., Kinkaid, D., Wilson, K., Christiansen, K., Strain, P., English, C., & Sugai, G. (2009). Prevent-teach-reinforce: The school-based model of positive behavioral support. Baltimore, MD: Paul H. Brooks Publishing.

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Marzano, R., Marzano, J., and Pickering, D. (2003). Classroom management that works: Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.

Miller Lieber, Carol. (2009). Getting classroom management right: Guided discipline and personalized support in secondary classrooms. Cambridge, MA: Educators for Social Responsibility.

Miller Lieber, Carol. (2009). Making learning real: Reaching and engaging all learners in secondary classrooms. Cambridge, MA: Educators for Social Responsibility.

Wilson, D. S., Kauffman Jr., R. A., & Purdy, M. S. (2011). A program for at-risk high school students informed by evolutionary science. PLoS ONE 6(11).

Activity - Incentive Based Behavioral Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attendance and grades will be highly incentivized so that students have the ability to earn rewards based upon positive behaviors. This includes morning attendance competitions and semester prizes for attendance and grades.	Behavioral Support Program	08/11/2014	06/06/2019	\$1000	General Fund	Dean of Academics, Dean of Students

Activity - TERMS Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TERMS defined in each classroom at semester with input from students and student leadership team. Students rewarded based upon demonstrating TERMS, and students will sign their understanding of TERMS upon enrollment. School-wide forum conducted by the student leadership team to define. Annual TERMS Week at the school.	Behavioral Support Program	08/11/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Dean of Students, Leadership Team Coordinator

Activity - Behavioral Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop additional levels in behavioral interventions such as responsible thinking forms, reintegration specialist meetings, lunch detentions, after school clean-up, meetings with administration and meetings with parents.	Behavioral Support Program	08/11/2014	06/06/2019	\$0	No Funding Required	Dean of Students, Dean of Academics, Reintegration Specialist

Strategy 3:

Professional Development - Staff and faculty will receive additional training related to working with special populations and classroom management. Training will focus on maintaining clear boundaries and a positive environment. Teachers will have the opportunity to observe other teachers within the school, and at other schools, to see how others handle behavioral concerns in the classroom.

Research Cited: Burke, B. M. (2013). Experiential Professional Development: A Model for Meaningful and Long-Lasting Change in Classrooms. Journal Of Experiential Education, 36(3), 247-263.

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Cavanaugh, Sean. (2005). Teacher training leads to higher test scores. Education Week, Vol. 24 Issue 23.

Jewett, P., & MacPhee, D. (2012). Adding Collaborative Peer Coaching to Our Teaching Identities. Reading Teacher, 66(2), 105-110.

Tiliman, L. C. (2005). Mentoring New Teachers: Implications for Leadership Practice in an Urban School. Educational Administration Quarterly, 41(4), 609-629.

Kennedy, Eithne. (2010). Improving literacy achievement in high-poverty school: Empowering classroom teachers through professional development. Reading Research Quarterly, Vol. 45 Issue 4.

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe other teachers within the school and at other schools to learn about how others handle unwanted behaviors in the classroom. They will use the information gathered to help inform their own practice, and to set goals for classroom management.	Behavioral Support Program	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator

Activity - Classroom Management Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff and faculty will participate in professional development related to classroom management on site, and through the Washoe County School District, at least annually. Information gathered will be used as a strategy to evaluate in walk throughs.	Professional Learning	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Academics, Administrator

Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers at Rainshadow will be assigned a mentor teacher with a policies and procedures manual. This mentor teacher will work with them throughout their first year to ensure that they understand their responsibilities at Rainshadow.	Professional Learning	08/11/2014	06/06/2019	\$0	No Funding Required	Dean of Academics, Lead Teacher

Strategy 4:

Extracurricular Events - The student leadership team and the reintegration specialist will work to enhance extracurricular offerings including clubs, events, and dances. Students will have the ability to participate in field experiences on Fridays. Additional collaboration with community stakeholders will occur to enable more offerings for extracurricular events, internships, and service learning opportunities.

Research Cited: Gatenby, L. A., Donnelly, J. J., & Connell, R. R. (2011). Cooking Communities: using multicultural after-school cooking clubs to enhance community cohesion. Nutrition Bulletin, 36(1), 108-112.

Lizzio, A., Dempster, N., & Neumann, R. (2011). Pathways to formal and informal student leadership: the influence of peer and teacher-student relationships and level of school identification on students' motivations. International Journal Of Leadership In Education, 14(1), 85-102.

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McNeal Jr., R. B. (1999). Participation in high school extracurricular activities: Investigating school effects. *Social Science Quarterly* (University Of Texas Press), 80(2), 291.

Activity - Leadership Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The student leadership team will develop a calendar of leadership extracurricular events throughout the school year, and will promote these events throughout the school year to interdisciplinary classes.	Recruitment and Retention	08/11/2014	06/06/2019	\$0	No Funding Required	Leadership Team Coordinator
Activity - Community Collaboration Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At least annually, community stakeholders will be invited in a collaborative lunch to discuss methods of supporting students with the staff and faculty. The goal will be to open doors for working with community partners on at least an annual basis.	Community Engagement	09/26/2014	06/06/2019	\$0	No Funding Required	Dean of Academics
Activity - Friday Field Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the option to participate in weekly Friday Field Experiences with their teachers. The program will be limited to 22 students and two instructors, and will give students the opportunity to experience the local community.	Extra Curricular	08/07/2017	06/06/2019	\$1000	General Fund	Dean of Students, Reintegration Specialist
Activity - Clubs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One day a week will be dedicated to "clubs" and teachers will be available after school to support a variety of club activities specified by both student and teacher interest.	Extra Curricular	08/10/2015	06/06/2019	\$0	No Funding Required	Dean of Students

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Development Officer	A development officer will be hired on a part time basis to help train administration on how to fundraise, and package the purpose of the school.	Other	08/11/2014	06/09/2016	\$5000	Administrator
Incentive Based Behavioral Measures	Attendance and grades will be highly incentivized so that students have the ability to earn rewards based upon positive behaviors. This includes morning attendance competitions and semester prizes for attendance and grades.	Behavioral Support Program	08/11/2014	06/06/2019	\$1000	Dean of Academics, Dean of Students
Professional Development for Reading	Staff to attend professional development with a focus on teaching reading strategies, and working with special populations such as ESL and special education students.	Academic Support Program	08/05/2014	06/03/2016	\$1000	Dean of Curriculum to set up opportunity; staff and faculty to attend.
Friday Field Experiences	Students will have the option to participate in weekly Friday Field Experiences with their teachers. The program will be limited to 22 students and two instructors, and will give students the opportunity to experience the local community.	Extra Curricular	08/07/2017	06/06/2019	\$1000	Dean of Students, Reintegration Specialist
Post Graduate Assessment Measures	Students will complete additional assessments such as the PSAT, PLAN, Workkeys, and/or the Accuplacer at different academic levels.	Career Preparation/Orientation	08/05/2016	06/06/2019	\$500	Dean of Students and Administrator
Benchmarking	Enhance reading benchmarking system to include at least three administrations: fall, winter, and spring.	Academic Support Program	08/05/2014	06/07/2019	\$0	Dean of Academics and Lead teacher to ensure it occurs; teachers to implement.
Hire Reintegration Specialist	An appropriate individual will be hired on at least a part time basis to provide support to students who may be falling behind due to attendance and/or behavioral issues. This individual will monitor and track students, and will frequently touch base with students to make sure they are progressing through the curriculum.	Recruitment and Retention	08/04/2014	06/06/2019	\$4500	Dean of Academics, Administrator

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Benchmarking	Math benchmarking to include three administrations. Progress monitoring to be increased to bi-weekly for students below the 50th percentile.	Academic Support Program	08/05/2014	06/06/2019	\$500	Dean of Academics and Principal; staff to administer and score assessments.
Purchase Self Directed Programs in Mathematics	Annually, the staff and faculty will review and purchase software and/or paper intervention programs to support math instruction.	Academic Support Program	08/05/2014	08/04/2016	\$500	Dean of Academics, Principal.
Interactive Notebooks	Staff and faculty to be trained on how to implement interactive notebooks as a portfolio and organizing principal for students. Students to incorporate the notebooks in their courses, especially the intervention courses.	Academic Support Program	08/05/2014	06/09/2016	\$200	Dean of Academics, lead teacher.
Career/College Preparation Assessments	The school will make assessments such as the PSAT, PLAN, Accuplacer, and/or Workkeys available to students beginning their sophomore year.	Career Preparation/Orientation	08/08/2016	06/06/2019	\$500	Dean of Students
Hire a Grant Writing Team	A grant writing team will be hired to write grants and ask for gifts to support the school. Specific grants will focus on technology needs, feeding students at the school, and basic operational expenses.	Other	08/11/2014	06/06/2019	\$4800	Administrator
Catering Business and Culinary Programs	Students will be able to participate in a culinary catering program for career preparation. The catering program will be a school business, and will help to generate income for the school.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$3000	Culinary Instructor, Administrator
Total					\$22500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Post Graduate Surveys	Post graduate surveys will be given annually, and the results evaluated and stored to help inform practice.	Policy and Process	01/12/2015	06/06/2019	\$0	Dean of Students, Leadership Team Coordinator
Professional Development	Rainshadow faculty will attend trainings to learn about the adoption of the common class exit exams, and will use the information to improve and align curriculum.	Professional Learning	08/10/2015	06/08/2017	\$0	Deann of academics, lead teacher.
Clubs	One day a week will be dedicated to "clubs" and teachers will be available after school to support a variety of club activities specified by both student and teacher interest.	Extra Curricular	08/10/2015	06/06/2019	\$0	Dean of Students
Internships/Service Learning/Projects	A component of the ILP will be that students participate in an internship, service learning project, and/or senior project prior to graduation. This practical experience will be shared at the annual senior night.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	English Teacher, School Counselor

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New Teacher Mentoring	New teachers at Rainshadow will be assigned a mentor teacher with a policies and procedures manual. This mentor teacher will work with them throughout their first year to ensure that they understand their responsibilities at Rainshadow.	Professional Learning	08/11/2014	06/06/2019	\$0	Dean of Academics, Lead Teacher
Community Collaboration Luncheon	At least annually, community stakeholders will be invited in a collaborative lunch to discuss methods of supporting students with the staff and faculty. The goal will be to open doors for working with community partners on at least an annual basis.	Community Engagement	09/26/2014	06/06/2019	\$0	Dean of Academics
Apply for 501C3	School will apply to be its own 501C3 in order to apply for grants.	Other	08/11/2014	12/18/2014	\$0	Administrator
Guest Speakers	Alumni will be used to speak to students at least annually. They will discuss their current profession, and how prepared they were to enter the adult world.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	Dean of Students
ILP Meeting Upon Enrollment	All students will have an ILP developed upon enrollment while they register for classes with the school counselor. Additional information will be added to the ILP throughout the school year.	Career Preparation/Orientation	08/11/2014	06/06/2019	\$0	School Counselor, Dean of Academics
Feedback Training	Staff and faculty will be trained in methods to incorporate more frequent and timely feedback across the curriculum. This feedback will be shared directly with students and parents, and components may be included in the ILP.	Professional Learning	08/10/2015	06/06/2019	\$0	Dean of Academics, Lead Teacher
ILP to be Shared with Parents	Parents to receive copies of the ILP with semester report cards.	Parent Involvement	12/17/2015	06/06/2019	\$0	Dean of Academics, Office Manager, Counselor
TERMS Adoption	TERMS defined in each classroom at semester with input from students and student leadership team. Students rewarded based upon demonstrating TERMS, and students will sign their understanding of TERMS upon enrollment. School-wide forum conducted by the student leadership team to define. Annual TERMS Week at the school.	Behavioral Support Program	08/11/2014	06/06/2019	\$0	Dean of Academics, Dean of Students, Leadership Team Coordinator
Individual Learning Plan Template Defined	Learning Plan Template to be developed and implemented.	Academic Support Program	08/05/2014	12/18/2014	\$0	Dean of Academics with collaboration from all staff.
Intervention Program Development	Faculty will define the reading intervention course, and script a formalized program.	Academic Support Program	08/05/2014	06/05/2015	\$0	Dean of Academics and Lead Teacher

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Monthly Newsletter	A monthly newsletter will be developed and monitored by the student leadership team. The newsletter will be available online, and will be sent home with students.	Parent Involvement	01/12/2015	06/06/2019	\$0	Leadership Instructor, Dean of Students, Dean of Academics
Membership Recruitment to Parent Group	A membership flyer will be included in all prospective student enrollment packets. The flyer will outline membership levels, as well as the calendar for Parent Group meetings.	Parent Involvement	08/04/2014	06/06/2019	\$0	Dean of Academics, Dean of Students
Weekly Phone Call Home	A weekly phone call will go to all student homes to alert families of any upcoming events, and school happenings. The call will happen at the end of the week.	Parent Involvement	08/15/2014	06/06/2019	\$0	Administrator, Dean of Students, Dean of Academics
Student Work Samples	Student work samples in writing, and other curricular areas, to be gathered, analyzed, and added to the Individual Learning Plans at least bi-annually. Staff and faculty to review work samples to ensure common visions and goals about grading. Student folders of work samples to be stored in an accessible location for all staff and faculty members.	Academic Support Program	08/05/2014	06/06/2019	\$0	Lead Teacher, Dean of Academics; staff and faculty to provide work samples on an ongoing basis.
Alumni Social Events	Alumni will be invited to participate in a social event at least annually. They will also have the opportunity to meet with current students at this event.	Recruitment and Retention	01/12/2015	06/06/2019	\$0	Dean of Students, Leadership Team Coordinator
Monitor Implementation of Math Intervention Course	Monitor the implementation of the instructional strategies and self directed interventions through walk through data and program fidelity checks.	Academic Support Program	08/05/2014	06/09/2016	\$0	Dean of Academics, Principal, Lead Teacher.
Monitor Implementation of Reading Intervention Courses	Monitor the implementation of the instructional strategies and curriculum development through walk through data and program fidelity checks.	Academic Support Program	08/05/2014	06/06/2016	\$0	Dean of Academics and Lead Teacher
Best Practice Reviews at Other Schools	Staff and faculty will have the opportunity to watch other instructors at different schools implement best practice strategies for similar populations in their specific academic content area annually. The information and strategies gathered will be shared in staff meetings, and will new strategies will be reviewed through administrative walk-throughs.	Professional Learning	04/13/2015	06/06/2019	\$0	Administrator, Dean of Academics

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Classroom Management Professional Development	Staff and faculty will participate in professional development related to classroom management on site, and through the Washoe County School District, at least annually. Information gathered will be used as a strategy to evaluate in walk throughs.	Professional Learning	08/10/2015	06/06/2019	\$0	Dean of Academics, Administrator
Professional Development	Staff and faculty will have the opportunity to attend professional development offered by the Washoe County School District in their academic content area at least annually. Professional development will be a component of teacher's annual evaluation.	Professional Learning	08/04/2014	06/06/2019	\$0	Dean of Academics, Administrator
Professional Development to Focus on Cross Curricular Skillsets	Instructors will collaborate and participate in professional development to look at habits of learning, and reading across the curriculum.	Academic Support Program	02/02/2015	06/10/2016	\$0	Dean of Academics and Lead Teacher.
Class Exit Exam Adoption	Exit Exams to be adopted based upon District recommendations, and coursework to be evaluated for consistency and appropriateness based upon the exit exam.	Academic Support Program	08/03/2017	06/06/2019	\$0	Principal, Dean of Academics
Improved Access to Documents and Phone Calls	More documents will be available online for parents who speak Spanish. The weekly phone calls home will be made available in Spanish.	Parent Involvement	08/10/2015	06/06/2019	\$0	Administrator, School translator
Common Writing Rubric	Staff will develop and implement a common writing rubric. All courses will use a common writing rubric to assess writing that links to the goals of the high school proficiency exam and the Core Curriculum Standards. Staff to be trained on how to implement.	Academic Support Program	08/04/2015	06/06/2019	\$0	Lead Teacher, English Teacher, Dean of Academics.
Behavioral Interventions	Develop additional levels in behavioral interventions such as responsible thinking forms, reintegration specialist meetings, lunch detentions, after school clean-up, meetings with administration and meetings with parents.	Behavioral Support Program	08/11/2014	06/06/2019	\$0	Dean of Students, Dean of Academics, Reintegration Specialist
Peer Observations	Teachers will observe other teachers within the school and at other schools to learn about how others handle unwanted behaviors in the classroom. They will use the information gathered to help inform their own practice, and to set goals for classroom management.	Behavioral Support Program	08/10/2015	06/06/2019	\$0	Dean of Academics, Administrator
Quarterly Open Houses to Distribute Report Cards	Parents will come to the school at the end of the quarter to pick up report cards and touch base with teachers. For two of the four quarters (potentially 1st and 3rd), parents will have the opportunity to sign up for a time to stop by the school and touch base with each teacher for 5 minutes and discuss progress.	Parent Involvement	11/03/2014	06/06/2019	\$0	All teachers, Administration
Leadership Calendar	The student leadership team will develop a calendar of leadership extracurricular events throughout the school year, and will promote these events throughout the school year to interdisciplinary classes.	Recruitment and Retention	08/11/2014	06/06/2019	\$0	Leadership Team Coordinator

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Peer Reviews and Coaching	Staff and faculty will have the opportunity to observe other teachers in the school at least twice annually. The information gathered from the observations will help inform staff meetings and future staff development.	Professional Learning	08/05/2014	06/06/2019	\$0	Dean of Academics, Administrator, Lead Teacher
					Total	\$0

Progress Notes

Type	Name	Status	Comments	Created On	Created By
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