



Elko County School District
**Northeastern Nevada Virtual
Academy**

2021-2022 School Performance Plan:
A Roadmap to Success

Northeastern Nevada Virtual Academy has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Lacey Smith for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data K-12											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	449	6.68%	0.22%	43.44%	0.22%	66.59%	1.11%	0.89%	5.79%	13.37%	32.07%
District	10,247	5.85%	0.77%	31.39%	0.85%	58.5%	0.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data K-6										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	--	--	--	--	--	--	--	--	--
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2019	School	--	--	--	--	--	--	--	--	--
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2020	School	15.1%	42%	13.6%	31.7%	38%	33.8%	17.6%		
	District	25.6%	55%	30.5%	37.3%	64%	45.6%	13.4%		



Student Performance Data 7-8										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	--	--	--	--	--	--	--	--	--
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	11.27%	31.9%
2019	School	--	--	--	--	--	--	--	--	--
	District	29.1%	48%	29%	41.3%	46%	41.6%	31.9%	9.32%	31.9%
2020	School	30.2%	58%	29.2%	75%	69%	75.6%	58.3%		
	District	16.8%	50%	19.6%	39.6%	54%	43%	36.4%		
Student Performance Data 9-12										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	--	N/A	N/A	--	N/A	N/A	--	--	--
	District	20.9%	N/A	N/A	43.1%	N/A	N/A	27.4%	11.27%	17.9%
2019	School	--	N/A	N/A	--	N/A	N/A	--	--	--
	District	20.9%	N/A	N/A	43.1%	N/A	N/A	27.4%	11.27%	17.9%
2020	School	11.1%	N/A	N/A	51.8%	N/A	N/A	23%		
	District	20.6%	N/A	N/A	38.3%	N/A	N/A	25%		

*Enrollment in 2018 was 48 students K-12



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	50	25	78.5
District	88.5	91.8	83.8

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	410; 386; 363	384; 359; 362	368; 341; 338
District	380	361	347

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Lacey Smith	Principal(s) <i>(required)</i>
Sarah DeSart	Other School Leader(s)/Administrator(s) <i>(required)</i>
Mariah Akins, Katherine Kelly	Teacher(s) <i>(required)</i>
N/A	Paraprofessional(s) <i>(required)</i>
Nancy Livingstone, Beth Savedra	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</i>



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2			
Virtual Open House(s)	8/26&27	24	<ul style="list-style-type: none">• Anxiety/excitement in starting the new school year• Parent assistance needed to navigate digital learning
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC and ACT scores—Spring 2021 SBAC scores were reviewed for different demographics	School Climate Survey from spring 2021	Faculty Survey
Problem Statement	Students performed below the proficiency rate of both the district and state in math at the elementary and middle school levels by more than 4%.		
Critical Root Causes	<ul style="list-style-type: none"> • Inconsistencies in enrollment as a result of CoVid pandemic • Adjusting to online platform for students • Growing pains of implementing new instructional strategies • Transition from being a self-paced program to live/virtual instruction • Progress monitoring was limited to formative assessments that lacked data 		

Part B

Student Success	
School Goal: By the next state math exam, increase the overall proficiency rate by 5%.	Aligned to Nevada’s STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: Use progress monitoring via Moby Max and Prodigy to ensure that math instruction builds on what each child knows. Evidence Level: 4- Demonstrates a Rationale (according to WWC)	
Intended Outcomes: Provide instructional interventions for students that show needs of improvement from data provided by Moby Max and	



Prodigy. Individualized instruction will enable these students to show larger than average growth on progress monitoring measures.

Action Steps:

- *Purchase Moby Max to provide progress monitoring and minimize learning gaps*
- *Train teachers in the use of Prodigy and Moby Max math*
- *Analyze data to guide instruction*

Resources Needed:

- Moby Max program
- Prodigy program
- Professional Development related to digital programs

Challenges to Tackle:

- *Ensure students are logging into digital learning platforms*
- *Implement best instructional practices while incorporating digital learning and progress monitoring*

Improvement Strategy: Teach number and operations using a developmental progression provided by the Greater Minds: Eureka Math curriculum reinforced by Zearn.

Evidence Level: 2-Moderate (according to WWC)

Intended Outcomes:

- K-5 students will be at or above grade level proficiency in numbers and operations as assessed by the MAPs assessment

Action Steps:

- *Purchase math curriculum and consumables*
- *Incorporate daily math lessons using the purchased curriculum*
- *Supplement the lessons with instruction and activities on Zearn*

Resources Needed:

- Eureka Math consumables and teacher guides
- Access to online supplemental instruction

Challenges to Tackle:

- Getting Materials to students
- Finding balance between written work and digital learning
- Differentiating for students with special needs



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Use of home language in curriculum documents and instruction</i>
Foster/Homeless: <i>Ensure students/families have access to instructional material by providing Chromebooks and hotspots</i>
Free and Reduced Lunch: <i>Ensure students/families have access to instructional material by providing Chromebooks and hotspots</i>
Migrant: N/A
Racial/Ethnic Minorities: <i>Track formative data across racial groups to measure if any disparities exist during intervention.</i>
Students with IEPs: <i>Provide specialized instruction as appropriate according to student goals and accommodations</i>

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>1st Quarter Parent Feedback Survey</i>	<i>Faculty Survey</i>	<i>Formal/Informal Observation Data Fall MAPs data SBAC and ACT scores—Spring 2021 *analyze by reporting categories</i>
Problem Statement	<i>An area of low achievement across all grade levels is writing, as evidenced by SBAC and ACT testing data and confirmed by teacher feedback.</i>		
Critical Root Causes	<ul style="list-style-type: none"> Writing skills are difficult to teach in the virtual setting Teacher prep programs don't cover writing instruction The writing process isn't integrated into the current ELA curriculum Many of the courses do not have students going through the writing process as a part of the curriculum 		



Part B

Adult Learning Culture	
School Goal: <i>By the next state ELA exam, increase the amount to students achieving at or above the standard in the ELA of writing by 10%.</i>	STIP Connection: Goal 3: All students experience continued academic growth.
Improvement Strategy: Teach students to use the writing process for a variety of purposes utilizing the Writing A-Z program in conjunction with the Wonders curriculum.	
Evidence Level: 2-Moderate (according to WWC)	
Intended Outcomes: <i>Students will use the six-step writing process with the guidance of the Writing A-Z program and individual teachers to compose authentic writing material at least four times prior to the Winter and Spring MAPs administrations.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Provide professional development for teachers.</i>● <i>Identify specific students needing support.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Budget for digital learning component (Learning A-Z)</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Making the writing assignments relevant to ensure student buy-in</i>● <i>Providing consistent and timely feedback to students</i>● <i>Reviewing student writing and grading grammar practice is time-consuming.</i>	
Improvement Strategy: Use assessments of student writing to inform instruction and feedback.	
Evidence Level: 4-Demonstrates a Rationale (according to WWC)	
Intended Outcomes: <i>All students will show growth on progress monitoring measures, such as MAPs assessments and other formative assessments.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Work with teachers to develop a better understanding of MAPs data, specifically the Achievement Status and Growth Summary</i>● <i>Create other formative assessments that provide meaningful data for teachers and students</i>● <i>Provide instructional coaching through informal/formal observation</i>	



Resources Needed: <ul style="list-style-type: none"> • <i>NWEA testing implementation and data reports</i>
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Administering the MAPs assessment in a virtual setting</i> • <i>Creating authentic writing assessments</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: <i>Use of home language in curriculum documents and instruction</i></p> <p>Foster/Homeless: <i>Ensure students/families have access to instructional material by providing Chromebooks and hotspots</i></p> <p>Free and Reduced Lunch: <i>Ensure students/families have access to instructional material by providing Chromebooks and hotspots</i></p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: <i>Track formative data across racial groups to measure if any disparities exist during intervention.</i></p> <p>Students with IEPs: <i>Provide specialized instruction as appropriate according to student goals and accommodations</i></p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>NV-SCEL SURVEY Absentee Rate</i>	<i>Teacher Survey End-of-year survey of Edgenuity families</i>	<i>Parent 1st Quarter Survey</i>
Problem Statement	<i>According to the NV-SCEL survey, NNVA students in grades 5-8 struggle with self-management</i>		
Critical Root	<ul style="list-style-type: none"> • <i>Lack of a learning partner</i> 		



Causes	<ul style="list-style-type: none"> • Inconsistent routine • Student inexperience in a completely virtual setting • Lack of tools to assist students in self-monitoring • Chronic Absentee rate was 21.5%
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Part B

Connectedness	
School Goal: <i>By the end of the 21-22 school year, decrease the chronic absentee rate to under 20%.</i>	STIP Connection: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.
Improvement Strategy: Engage students by offering curricula that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. Evidence Level: 1-Strong	
Intended Outcomes: <i>Provide guidance to students enrolling in secondary courses to ensure relevancy in their coursework with regard to their future goals</i>	
Action Steps: <ul style="list-style-type: none"> • <i>Update NNVA course catalog with accurate descriptions and requirements</i> • <i>Meet with students prior to enrollment in course with an increased emphasis on seniors</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>Edgenuity enrollment</i> • <i>Staff to conduct student meetings</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Ability to meet with all students with limited staff</i> • <i>Being able to offer a wide spectrum of courses that will be relevant to every student</i> 	
Improvement Strategy: Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Evidence Level: 4-Demonstrates a Rationale	
Intended Outcomes: <i>Increase student attendance and the percentage of students on pace within Edgenuity program.</i>	

**Action Steps:**

- *Student/parent contact with students that do not log in daily*
- *Student/parent contact when students are behind recommended pace by more than 20% or failing academically*

Resources Needed:

- *Edgenuity attendance reports*
- *Edgenuity enrollment reports*

Challenges to Tackle:

- *Ability to contact parents*
- *Student apathy*
- *Insufficient manhours to make contact*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Provide supports through the students zoned schools as necessary*

Foster/Homeless: *Ensure students/families have access to instructional material by providing Chromebooks and hotspots*

Free and Reduced Lunch: *Ensure students/families have access to instructional material by providing Chromebooks and hotspots*

Migrant: N/A

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist in regards to attendance.*

Students with IEPs: *Provide support through the students' case manager, including additional parent and student contact*



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$799	Moby Max	Student Success
General Budget	\$1,200	Learning A-Z	Adult Learning
General Budget	~\$5000	Eureka Math	Student Success
District funds	\$	Edgenuity Enrollment costs	Connectedness