



**2025-2026**

**ON-SITE AND  
VIRTUAL SCHOOL  
VISIT PROTOCOL**



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# NEVADA DEPARTMENT OF EDUCATION'S VISION AND MISSION

The Nevada Department of Education (NDE) and the Nevada State Board of Education are pleased to introduce the new Statewide Plan for the Improvement of Pupils, [STIP: 2030](#). This living document, approved by the State Board of Education, will guide our collective efforts over the next five years and will be regularly updated to reflect evolving educational best practices at both the state and national levels. [STIP: 2030](#) is built upon the foundational principles of NDE's mission

**- To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence**

and the State Board of Education's vision

**- All Nevada students are equipped and feel empowered to attain their vision of success.**

These guiding statements provide information for the three NDE priorities and the corresponding high-level targets designed to address Nevada's most pressing educational needs:

**Figure 1: Strategic Priorities**



**Table 1: Targets and Initiatives**

Targets		Initiatives	
1	Provide Universal Access to High-Quality PK-12 Learning	1A	Ensure Access to Support High-Quality Instruction, Resources, and Systems of Support
		1B	Utilize Data to Drive Systems and Initiatives
		1C	Expand Specialized Educational Experiences and Services
2	Strengthen Educator Development, Retention, and Recruitment Efforts	2A	Expand Educator Retention and Recruitment Efforts
		2B	Leverage Professional Development and Technical Assistance for All Educators
3	Strategically Utilize Available Resources to Support Student Learning	3A	Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning
		3B	Engage the Community in Awareness of Strategies to Support the Educational Experience
		3C	Continuously Improve the Well-Being of Students and Educators

The STIP:2030 outlines Nevada’s long-term vision for student success and system improvement. Referencing this document helps ensure the school visit protocol remains aligned with statewide priorities and promotes coherence between monitoring practices and the broader goals of educational equity, quality, and continuous improvement.

# SCHOOL VISITS

To support schools in their improvement efforts, the School Improvement Team (SIT) within the Nevada Department of Education's Office of Student and School Support (OSSS) conducts on-site and virtual visits. These visits offer a valuable opportunity for the OSSS SIT Team to gain a deeper understanding of each school's unique context through conversations with principals, school staff, students, and families. Guided by NDE's mission to improve student achievement and educator effectiveness and aligned with the State Board of Education's vision for all students to achieve their full potential, NDE's SIT gathers qualitative data to understand how schools foster opportunities, facilitate learning, and promote excellence. Furthermore, these engagements allow NDE's SIT to gather information related to the three high-level targets and initiatives outlined in Table 1. The aim of these visits and the information gathered is to provide targeted and responsive support, empowering schools to implement effective strategies that ensure all Nevada students are equipped and feel capable to attain their vision of success.

School visits, whether on-site or virtual, are organized into distinct sections: before, during, and after the visit. Each section guides the process of gathering insights, including a dialogue with the principal to discuss the school's progress, programs, services, strategies, and interventions that support continuous improvement as outlined in the School Improvement Plan (SIP) located in the [Plan4Learning](#) digital platform. Additionally, to ensure the visit is meaningful, principals collaborate with their Local Education Agency (LEA) to select key improvement areas or activities to showcase during the visit.

School visits discussed in this document refer to the following designations:

**ATSI:** Additional Targeted Support and Improvement

**CSI:** Comprehensive Support and Improvement

**CSI-MRI:** Comprehensive Support and Improvement with More Rigorous Interventions-determined by the State and required by ESSA

**ND:** Non-Federally Designated One- and Two-Star Schools\

## OBJECTIVES FOR SCHOOL VISITS

- **Foster Collaborative Partnerships:** To establish and nurture positive working relationships with LEAs, principals, school improvement teams, and other key stakeholders.
- **Develop Contextual Understanding:** To gain a comprehensive understanding of each school's unique environment, strengths, challenges, opportunities, and specific needs.
- **Facilitate the Exchange of Best Practices:** To identify and share effective strategies and resources observed in schools with similar demographics or challenges, which promotes a collaborative approach to school improvement.
- **Gather Actionable Insights:** To systematically document key observations and insights during the visit to inform debriefing sessions (if applicable) and the development of targeted follow-up supports.

## ON-SITE SCHOOL VISITS

The Nevada Department of Education is committed to providing targeted support to schools through on-site visits. These visits are strategically scheduled to offer assistance and gather information to enhance school improvement efforts.

### Before the On-Site School Visit

#### School Selection Criteria

The Nevada Department of Education employs the following criteria to determine which schools receive on-site visits. Criteria is designed to prioritize support for schools facing the most significant challenges.

**CSI-MRI Schools:** These visits aim to provide differentiated and timely support to all CSI-MRI schools. This support is tailored to each school's designation history, school type, and context, and is designed to be feasible for NDE staff to implement effectively.



- **Alternative Education Sites**
  - One in-person on-site visit (Fall or Early Spring, depending on distance/weather)
  - One virtual check-in (Opposite semester from in-person on-site visit)
- **Traditional Schools, CSI-MRI Year 1 or 2 (schools that became CSI in 2019 or 2022)**
  - One virtual visit
  - Second visit is an optional on-site visit based on need, data, or school request
- **Traditional Schools, CSI-MRI Year 3+ (schools that became CSI in 2017 or 2018)**
  - One in-person on-site visit (Fall preferred)
  - One virtual visit (Late Spring)
- **Additional Flexibility:** The Nevada Department of Education may conduct additional virtual visits or request site visits at any time based on:
  - Lack of progress in leading indicators (attendance, behavior, academics, etc.)
  - Leadership turnover or significant changes in programming
  - Principal request for support
  - Pre-graduation-year review for any school that may exit MRI status, etc.

### **CSI Schools:**

- **First-Year CSI Schools:** Recognizing the importance of foundational support, first-year CSI schools participate in a virtual visit. Please refer to the [Virtual School Visits](#) section of this document for further details.
- **Second and Third-Year CSI Schools with Downward Trending Index Scores:** To provide continued support, CSI schools in their second or third year of designation with downward trending index scores are scheduled for **one on-site** school visit between October and April of the current school year.



- Lack of progress in leading indicators (attendance, behavior, academics, etc.)
  - The Nevada Department of Education collaborates with the LEA to determine mutually agreeable dates for any on-site visit.
  - Traditional and non-traditional schools receive on-site visits.
  - Additional on-site visits are determined through data analysis, review of the School Improvement Plan (SIP) and status checks, and other data of concern.
  - Schools with stagnant index scores participate in a virtual visit. Please refer to the [Virtual School Visits](#) section of this document for further details.
- **Second and Third-Year CSI Schools Showing Improvement:** CSI schools in their second or third year of designation demonstrating upward trending index scores continue to receive support from their LEAs.
    - These schools may request either a virtual or an on-site visit to facilitate discussions regarding the implementation of successful strategies and identify areas for further growth. If requesting a virtual visit, please refer to the [Virtual School Visits](#) section of this document for protocols.

### **Non-Designated (ND) ONE- AND TWO-STAR Schools:**

- **First-Year ND Schools:** To emphasize the role of initial LEA support, first-year ND one- and two-star schools do not participate in an NDE SIT visit. These schools receive primary support from their LEAs.
- **ND One-Star Schools:** To understand and address significant declines, one-star schools experiencing a downward trend of ten or more points in their index scores are scheduled for one **on-site** school visit between October and April of the current school year.
  - The Nevada Department of Education collaborates with the LEA to determine mutually agreeable dates for the on-site visit.
- **ND Two-Star Schools:** Support for two-star schools is provided through **virtual** visits. Please refer to the “Virtual School Visits” section of this document for further details.

**Additional Targeted Support and Improvement (ATSI) Schools:** Do not typically receive on-site visits, but NDE retains the flexibility to conduct on-site

visits with ATSI schools. A determination for an on-site visit is confirmed after a data analysis of the school's student group's measures and indicators, review of the school's SIP, and discussions with the LEA.

- Please refer to the [Virtual School Visits](#) section of this document for criteria and protocols of virtual visits.

## Data Review

Prior to the on-site visit, NDE's School Improvement Team (SIT) reviews relevant school data to gain a comprehensive understanding of the school's performance and needs. This data may include where applicable:

- Trend data for student assessments that may include, but not limited to Measures of Academic Progress (MAP), iReady, and Smarter Balanced Assessment Consortium (SBAC).
- School Improvement Plans (SIPs) and SIP status reports.
- Nevada School Performance Report Card data, to include the student group data.
- Nevada School Climate/Social Emotional Learning Survey results, as well as student attendance data, behavior incident reports, and graduation rates.

## Informational Meeting

To ensure clear communication and shared understanding, LEAs, school principals, and their teams (including those from CSI-MRI, CSI, ATSI, and ND one- and two-star schools, both Title I and non-Title I) are expected to attend a comprehensive informational meeting in September. This meeting will provide essential information, including:

- Introduction of NDE's School Improvement Team (SIT) and contact information.
- Explanation of the criteria for school entrance into and exit from designation status.
- Overview of the responsibilities associated with the school's designation and on-site and virtual school visits.
- Clarification of School Improvement Plan (SIP) requirements.
- For CSI-MRI schools, the informational meeting will also include specific guidance on:
  - MRI Essentials.

- The MRI School-Reflection Tool.

**\* Please note:** Attendance at this meeting is strongly encouraged, as it is essential for understanding federal monitoring requirements associated with school designations. However, failure to attend does not exempt schools, principals, or LEAs from meeting these requirements. If you are unable to attend, it is your responsibility to obtain all necessary materials from the Nevada Department of Education to ensure you are fully prepared for the mandatory monitoring that accompanies designation status.

## Coordination and Preparation

To facilitate a smooth and productive on-site visit, the following coordination and preparation steps are taken:

- The Nevada Department of Education and the LEA collaborate to schedule mutually agreeable dates and times for the on-site school visit.
- The LEA provides NDE with any necessary logistical information, such as directions, security procedures, parking instructions, or other school-specific protocols.
- Schools inform all teachers that their classrooms may be visited, and they conduct their lessons as planned.
- The LEA and school site principals, in collaboration with their teams, develop a detailed on-site school visit agenda. The agenda is due one week prior to the scheduled visit.
- The agenda must include the following components:
  - Principal's Introduction and Dialogue: An initial meeting with the principal to introduce the school team, provide an overview of the school's context, present relevant data related to the SIP, and discuss any significant challenges and successes.
  - Classroom Visits: A schedule of 6-8 classroom visits, each lasting 7-10 minutes. The classroom visits must be structured as follows:
    - Elementary Schools: The schedule must include at least one primary grade classroom and at least one classroom per grade level in grades 3, 4, and 5. Classroom visits may also include special education, specials, and Pre-K classrooms.

- Middle and High Schools: The schedule must include a balance of testing and non-testing grades and content areas. Classroom visits may also include elective areas that support school improvement initiatives.
- School/Campus Tour: A tour of the school or campus, which may be integrated with the classroom visits.
- Debriefing Opportunity: A designated time for the NDE team, school leadership, and relevant stakeholders to discuss observations, share feedback, and identify next steps.

**NOTE: MRI School-Reflection Tool (for CSI-MRI Schools only):**

- School principals complete the MRI School-Reflection Tool and submit it to their LEA. The LEA then submits the complete tool to NDE by October 15th each year.
  - For school visits scheduled before October 15th, completion of the School-Reflection Tool is not required prior to the visit. NDE's team is available to provide support, or to clarify the expectations and purpose of the tool, if needed.
  - For school visits scheduled after October 15th, principals will discuss the responses on the School-Reflection Tool during the visit.

## During the On-Site School Visit

The on-site school visit is designed as a collaborative process, where the school principal and their team play a central role in guiding the visit and engage in meaningful dialogue with the NDE team. The LEA's role is to provide support to the school and facilitate communication with NDE. The Nevada Department of Education team is present to deepen its understanding of the school's context, gather information about its improvement efforts, and offer support and resources. To ensure a productive and focused visit, the following protocols will be observed:

## Roles and Responsibilities

**School:** The school, under the leadership of the principal, does the following:

- Provides a safe and welcoming environment for open discussion about school improvement efforts as outlined in the SIP and other items the school leadership team would like to highlight or bring to the State's attention.

- Leads the NDE team through the visit agenda, ensuring that all key areas are addressed.

**LEA:** The LEA does the following:

- Attends the school visit to provide support to school personnel.
- Facilitates the visit by guiding and allowing the principal and the school team to lead discussions and activities.
- Accompany NDE team and the principal during classroom visits and the school/campus tour.

**NDE:** The Nevada Department of Education team does the following:

- Fosters collaborative relationships with the LEA, principal, school improvement team, and other stakeholders.
- Actively listens to understand the unique characteristics, needs, and context of the school.
- Documents key observations and insights to inform the debriefing session and subsequent follow-up support.

### **On-Site School Visit Debrief Discussion**

At the conclusion of the on-site visit, the principal, their team, and the NDE representatives participate in a debriefing discussion. This discussion provides an opportunity to:

- Share observations from the visit.
- Summarize key findings.
- Discuss potential next steps and strategies for continued improvement.

**Agenda Samples for the On-Site School Visit:** The following agenda samples are provided as a guide for structuring the on-site school visit. The times provided are approximate and can be adjusted to align with the school's daily schedule. The Nevada Department of Education team is available to adjust the visit duration if needed.

**Table 2. On-Site School Visit Agenda Sample**

<b>Agenda (*times can be adjusted)</b>		
<b>Principal's Introduction and Dialogue</b> *MRI schools include MRI School Reflection Tool for all visits after October 15.	7:30 a.m. – 8:30 a.m.	11:30 a.m. – 12:30 p.m.
<b>Classroom (CR) Visits with School/Campus Tour</b> <ul style="list-style-type: none"> <li>• CR 100: 4<sup>th</sup>-Grade Math</li> <li>• CR 102: 3<sup>rd</sup>-Grade Reading</li> <li>• CR 205: 5<sup>th</sup>-Grade Science/Robotics</li> <li>• Tour Garden Area: After-school program initiative</li> <li>• CR 110: 1<sup>st</sup> grade Phonics</li> <li>• CR 105: 4<sup>th</sup> grade Science</li> <li>• CR 201: Pre-K or Kindergarten</li> </ul> <b>**MRI Schools Only (OPTIONAL)</b> Adjust agenda to include a 30- minute Focus Group after Classroom Visits/School Tour.  Focus Group should include 4-6 members of the staff to meet with NDE representatives for a round table discussion.	8:35 a.m. – 9:50 a.m.	12:35 p.m. – 1:55 p.m.
<b>Visit Debrief and Wrap-up</b>	10:00 a.m. – 10:30 a.m.	2:00 p.m. – 2:30 p.m.

## After the On-Site School Visit

Following the collaborative on-site school visit, the NDE team provides a “School Snapshot: Insights and Opportunities” feedback form (found in Appendix D). This document includes observed feedback to facilitate continued discussions around school improvement strategies. Delivered within thirty days of the visit, this snapshot includes, but is not limited to, the following:

- Provides an overview of the school’s strengths, accomplishments, and struggles, as well as highlights any exemplary practices observed by the NDE team, which may be beneficial for other schools.
- Shares opportunities for improvement.
- Suggests next steps and targeted resources for follow-up in areas identified for growth, supporting the school to build on its insights.

The feedback document is emailed directly to the school principal, with the LEA copied to ensure ongoing collaboration and support.

# VIRTUAL SCHOOL VISITS

## Information for Virtual School Visits

The Nevada Department of Education conducts virtual school visits. These virtual visits, typically lasting 30 to 45 minutes, are provided to CSI-MRI schools, CSI schools, ATSI schools, and ND one- and two-star schools, based on the criteria outlined in the "Before the Virtual School Visit" section below, and to any school upon principal or LEA request.

These virtual visits serve as an opportunity for NDE to gain a broad perspective on the school's improvement efforts and to:

- **Foster Collaborative Partnerships:** To establish and nurture positive working relationships with LEAs, principals, school improvement teams, and other key stakeholders.
- **Develop Contextual Understanding:** To gain a comprehensive understanding of each school's unique environment, strengths, challenges, opportunities, and specific needs.
- **Facilitate the Exchange of Best Practices:** To identify and share effective strategies and resources observed in schools with similar demographics or challenges, which promotes a collaborative approach to school improvement.
- **Gather Actionable Insights:** To systematically document key observations and insights during the visit to inform debriefing sessions (if applicable) and the development of targeted follow-up supports.

## Before the Virtual School Visit

### Scheduling and Confirmation

The Nevada Department of Education sends out an email invitation to the principal to sign-up for the virtual meeting (the LEA is copied on the email invitation). After the schedule is confirmed, NDE sends formal calendar invitations to all relevant participants. This ensures that everyone involved is informed and prepared for the virtual meeting. Please see each school designation section for further details.



## School Selection Criteria

**The Nevada Department of Education selects schools for virtual visits based on the following criteria:**

**CSI-MRI Schools:** These visits aim to provide differentiated and timely support to all CSI-MRI schools. This support is tailored to each school's designation history, school type, and context, and is designed to be feasible for NDE staff to implement effectively.

- **Alternative Education Sites**
  - One in-person on-site visit (Fall or Early Spring, depending on distance/weather)
  - One virtual check-in (Opposite semester from in-person on-site visit)
- **Traditional Schools, CSI-MRI Year 1 or 2 (schools that became CSI in 2019 or 2022)**
  - One virtual visit
  - Second visit is an optional on-site visit based on need, data, or school request
- **Traditional Schools, CSI-MRI Year 3+ (schools that became CSI in 2017 or 2018)**
  - One in-person on-site visit (Fall preferred)
  - One virtual visit (Late Spring)
- **Additional Flexibility:** The Nevada Department of Education may conduct additional virtual visits or request site visits at any time based on:
  - Lack of progress in leading indicators (attendance, behavior, academics, etc.)
  - Leadership turnover or significant changes in programming
  - Principal request for support

Pre-graduation-year review for any school that may exit MRI status, etc.

## **CSI Schools**

- **First-Year CSI Schools:**

First-year CSI schools participate in one virtual visit. These schools may request an on-site visit if desired (see the "On-Site School Visits" section of this document for protocols).

- These visits are scheduled between October and March of the current school year.
- The Nevada Department of Education sends a link to principals to sign up for a virtual visit. LEAs are copied on the calendar invites.

- **Second and Third-Year CSI Schools with Stagnant Trending Index Scores:**

Second and third-year CSI schools with stagnant trending index scores are scheduled for a virtual school visit.

- These visits are scheduled between October and March of the current school year.
- The Nevada Department of Education sends a link to principals to sign up for a virtual visit. LEAs are copied on the calendar invites.

- **Second and Third-Year CSI Schools with Upward Trending Index Scores:**

Second and third-year CSI schools with upward trending index scores have the option to participate in a virtual or on-site visit to discuss successful school improvement strategies (see the "On-Site School Visits" section of this document).

- These visits are scheduled between January and April of the current school year.

## **ND One- and Two-Star Schools:**

- **First-Year Non-Designated One- and Two-Star Schools:** These schools do not participate in a virtual visit, as initial support comes from the LEA.
- **One-Star Schools:** Participate in on-site visits, and do not participate in virtual school visits. Please review the "On-Site School Visits" section for relevant criteria and protocols.

- Two-Star Schools with Downward Trending Index Scores: Two-star schools with a downward trend of fifteen or more index points participate in a virtual school visit.
- The Nevada Department of Education sends a link to principals to sign up for a virtual visit. LEAs are copied on the calendar invites.

### **ATSI Schools:**

- **First-Year ATSI Schools:** To emphasize the role of initial LEA support, first-year designated ATSI schools will not participate in a virtual or on-site visit. These schools receive primary support from their LEAs.
  - A determination for a virtual visit is confirmed after a data analysis of the school's student group's measures and indicators, review of the school's SIP, and discussions with the LEA.
- **ATSI Schools in Their Second or Third Year:** Second- and third-year designated schools with downward trending index score data for the identified student group receive a virtual visit.
  - These visits are scheduled between October and April.
  - The Nevada Department of Education sends a link to principals to sign up for a virtual visit. LEAs are copied on the emails and calendar invites.
  - The Nevada Department of Education contacts the LEA if an on-site visit is needed or requested. A request for an on-site visit occurs after a data analysis of the school's student group's measures and indicators, review of the school's SIP, and discussions with the LEA.

### **Additional Flexibility:**

- The LEA or school leadership may also request a virtual or on-site visit. This request includes newly designated schools or schools not initially selected according to the criteria.

## **During the Virtual School Visit**

The virtual school visit is structured as a guided conversation, allowing the principal and their team to share their perspectives on school improvement efforts. The Nevada Department of Education team actively listens, asks clarifying questions, and gathers information to support the school's vision and ongoing work. The conversation focuses on the SIP goals, strategies, and

action steps, but may also include other areas the school leadership team wishes to highlight.

To facilitate a productive discussion, the following structure is recommended:

**Table 3. Virtual Visit Agenda Sample**

Virtual Visit Agenda	Time Frame
<p><b>Welcome and Introductions</b></p> <ul style="list-style-type: none"> <li>• The Nevada Department of Education team welcomes the principal and their team.</li> <li>• Brief introductions of all participants.</li> <li>• A brief overview of the virtual visit's purpose and agenda.</li> </ul>	5 minutes
<p><b>Principal's Overview of School Improvement Efforts</b></p> <ul style="list-style-type: none"> <li>• This segment of the virtual visit provides an opportunity for the principal to share an update on the school's improvement efforts related to the SIP. As the principal discusses progress, <b><i>The Nevada Department of Education team encourages a focus on how these efforts are impacting student achievement and the evidence that demonstrates this impact.</i></b> The following questions serve as a guide:</li> <li>• What progress has been made towards achieving SIP goals, and how does this progress reflect in student achievement? What data or evidence shows this impact?</li> <li>• How are key strategies and action steps being implemented, and what are the observable effects on student learning?</li> <li>• What data related to student achievement and school improvement informs your work and helps you determine effectiveness?</li> <li>• What successes and challenges have you encountered in implementing SIP strategies and action steps, and how are these influencing student outcomes and improving family and community connections?</li> <li>• How would you describe the school personnel culture, and the overall school climate and culture, and how does this impact improvement efforts and student achievement?</li> </ul>	25 minutes

Virtual Visit Agenda	Time Frame
<ul style="list-style-type: none"> <li>The principal may also highlight other areas of focus or initiatives the school is undertaking.</li> </ul>	
<p><b>The Nevada Department of Education 's Clarifying Questions, Discussion, and Next Steps</b></p> <ul style="list-style-type: none"> <li>The Nevada Department of Education team asks follow-up questions to gain a deeper understanding of the school's context, needs, and successes based on the principal's insights. This section may not take long if questions were asked throughout the discussion.</li> <li>The Nevada Department of Education team outlines next steps in the support process which includes the “School Snapshot: Insights and Opportunities” feedback form (found in Appendix D).</li> </ul>	15 minutes

## After the Virtual School Visit

Following the collaborative on-site school visit, the NDE team provides a “School Snapshot: Insights and Opportunities” feedback form (found in Appendix D). This document includes observed feedback to facilitate continued discussions around school improvement strategies. Delivered within thirty days of the visit, this snapshot includes, but is not limited to, the following:

- Provides an overview of the school’s strengths, accomplishments, and struggles, as well as highlights any exemplary practices observed by the NDE team, which may be beneficial for other schools.
- Shares opportunities for improvement.
- Suggests clear next steps and targeted resources for follow-up in areas identified for growth, empowering the school to build on its insights.

The feedback document is emailed directly to the school principal, with the LEA copied to ensure ongoing collaboration and support.

## APPENDIX A: LIST OF ACRONYMS

These acronyms are integral to understanding the various components and processes outlined in the School Visit Protocol and related educational improvement strategies.

**ATSI:** Additional Targeted Support and Improvement

**CSI:** Comprehensive Support and Improvement

**CSI-MRI:** Comprehensive Support and Improvement with More Rigorous Interventions-determined by the State and required by ESSA

**EPP:** Education Programs Professional

**ESSA:** The Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA)

**LEA:** Local Education Agency

**NDE:** Nevada Department of Education

**ND:** Non-Federally Designated Schools

**OSSS:** Office of Student and School Supports

**SEA:** State Education Agency

**SIT:** School Improvement Team

**SIP:** School Improvement Plan

**STIP:** Statewide Plan for the Improvement of Pupils

## APPENDIX B: GUIDING QUESTIONS FOR PRINCIPALS' SCHOOL IMPROVEMENT DIALOGUE

As the principal and the school leadership team discuss progress, the NDE team encourages a focus on how these efforts are impacting student achievement and the evidence that demonstrates this impact. The following additional questions serve as a guide for thoughtful discussions with the School Principal and Leadership Team:

1. As principal and site administrators, how do the specific School Improvement Plan (SIP) goals, strategies, and action steps impact what goes on in your classrooms?
2. What do you see as major accomplishments related to your SIP goals, strategies, and action steps? What do you think are the major challenges to implementation?
3. Has the master schedule changed to support school improvement goals? If yes, please explain the changes. If no, what are the challenges of changing the master schedule to support students and school improvement goals?
4. Are there changes in the instructional practices and in curriculum development that you are pursuing as a part of your school improvement implementation to support student learning? If yes, please explain the changes.
5. What professional development has occurred for teachers? Tell us about professional learning opportunities provided to teachers so they could assist their underserved students (e.g., multilingual learners)?
6. How have staffing and roles changed for administrators, counselors, EL teachers, and special educators?
7. Describe the role of parents and community in your school improvement implementation process.
8. Tell us about the ways you use student data to inform school improvement planning and implementation.
9. Is there anything you would like to convey to NDE that does not clearly show up in your SIP related to the continuous improvement process for your school?



# APPENDIX C: GUIDING QUESTIONS FOR SCHOOL VISITS

These questions are aligned with the [STIP: 2030](#) and are designed to facilitate a focused dialogue between the NDE team and school leaders, promoting reflection, collaboration, and action-oriented planning at the school level, with a focus on Student Success, Adult Learning Culture, and Connectedness. The NDE team encourages a focus on how these efforts impact student achievement and the evidence that demonstrates this impact.

## 1. Ensure Access to High-Quality Instruction, Resources, and Systems of Support

- **Student Success:** How does the school ensure that all student groups have equitable access to high-quality, curriculum, instruction, and resources in the classroom?
- **Adult Learning Culture:** How does the school ensure that professional learning opportunities are aligned with school improvement goals, instructional priorities, and the specific needs of teachers in addressing the diverse learning needs of all student groups?
- **Connectedness:** How does the school foster a sense of belonging and connection for all students, ensuring that their cultural backgrounds and identities are valued and affirmed in the classroom?

## 2. Utilize Data to Drive Systems and Initiatives

- **Student Success:** What data is regularly reviewed at the school level, disaggregated by student group, to inform instructional decisions and monitor the implementation of the School Improvement Plan (SIP)? How is this data used to identify and address achievement gaps among student groups?
- **Adult Learning Culture:** How do teachers use data to monitor the effectiveness of their instructional practices and make adjustments to improve outcomes for all student groups? What professional learning supports are in place to help teachers analyze and use data effectively?
- **Connectedness:** How is data used to monitor student attendance, engagement, and social-emotional well-being for different student groups? How does the school use this

information to create a more welcoming and inclusive environment?

### **3. Expand Specialized Educational Experiences and Services**

- **Student Success:** How does the school identify the unique needs of different student groups, including those who may benefit from specialized programs (e.g., gifted education, multilingual learners, special education), and ensure they receive appropriate services?
- **Adult Learning Culture:** What systems are in place to support teachers in providing differentiated instruction and utilizing a variety of instructional strategies to meet the diverse learning needs of all student groups?
- **Connectedness:** How do specialized programs and services address the social-emotional and cultural needs of diverse student groups, fostering a sense of belonging and support?

### **4. Expand Educator Retention and Recruitment Efforts**

- **Adult Learning Culture:** What specific strategies does the school employ to create a positive and supportive work environment that promotes collaboration and supports the retention of effective educators for all student groups?
- **Connectedness:** How does the school leadership team gather feedback from teachers about their experiences related to school climate, professional support, and opportunities for growth?
- **Student Success:** How does the school ensure that it recruits and retains educators who are committed to equitable practices and have the skills and knowledge to effectively serve diverse student populations?

### **5. Leverage Professional Development and Technical Assistance for All Educators**

- **Adult Learning Culture:** How are you differentiating professional learning for teachers who are at different levels of experience?
- **Student Success:** What ongoing coaching, mentoring, and support is provided to teachers to help them implement culturally responsive teaching practices and differentiate instruction for diverse learners?

- **Connectedness:** How does the school evaluate the impact of professional development on teacher practice and student learning outcomes for all student groups, including their sense of belonging and connectedness?

## **6. Enhance Fiscal Stewardship through Implementation and Monitoring of Financial Planning**

- How are school-level resources aligned to address the goals, strategies, and action steps in the school improvement plan?
- How does the school leadership team ensure that financial resources are used effectively and equitably to support high-quality instruction and professional development that benefits all student groups?
- How does the school evaluate the return on investment (ROI) of programs and initiatives aimed at improving student connectedness and well-being for diverse student populations?
- How do you ensure fiscal transparency and accountability to stakeholders?

## **7. Engage the Community in Awareness of Strategies to Support the Educational Experience**

- How does the school engage families and community members from diverse backgrounds in supporting student learning and the school's overall goals?
- What methods does the school use to communicate regularly and effectively with families from diverse backgrounds, and how does the school ensure that communication is culturally responsive and accessible?
- Can you share an example of a successful school-community partnership that has positively impacted student achievement or well-being for a particular student group?

## **8. Continuously Improve the Well-Being of Students and Educators**

- What systems are in place to monitor and support the social, emotional, and mental health of all students, with specific attention to the needs of different student groups?
- How does the school integrate social-emotional learning (SEL) into classroom instruction and the school culture in a way that is culturally responsive and affirming for all students?

- How are student and staff perspectives, particularly those from underrepresented groups, gathered and used to inform the design and implementation of wellness initiatives?

## APPENDIX D: SCHOOL SNAPSHOT: INSIGHTS AND OPPORTUNITIES FEEDBACK

<b>School Name:</b>		<b>School Designation:</b>
<b>Principal Name:</b>		<b>District:</b>
<b>Date/Time of Visit:</b>		<b>Snapshot Due Date:</b>
<b>In Attendance:</b>		
Overview: <ul style="list-style-type: none"> <li>• Accomplishments</li> <li>• Strengths</li> <li>• Challenges</li> <li>• Exemplary Practices</li> </ul>		
Identify: <ul style="list-style-type: none"> <li>• Opportunities for Improvement</li> </ul>		
Moving Forward: <ul style="list-style-type: none"> <li>• Next Steps</li> <li>• Targeted Resources</li> <li>• Follow-Up</li> </ul>		