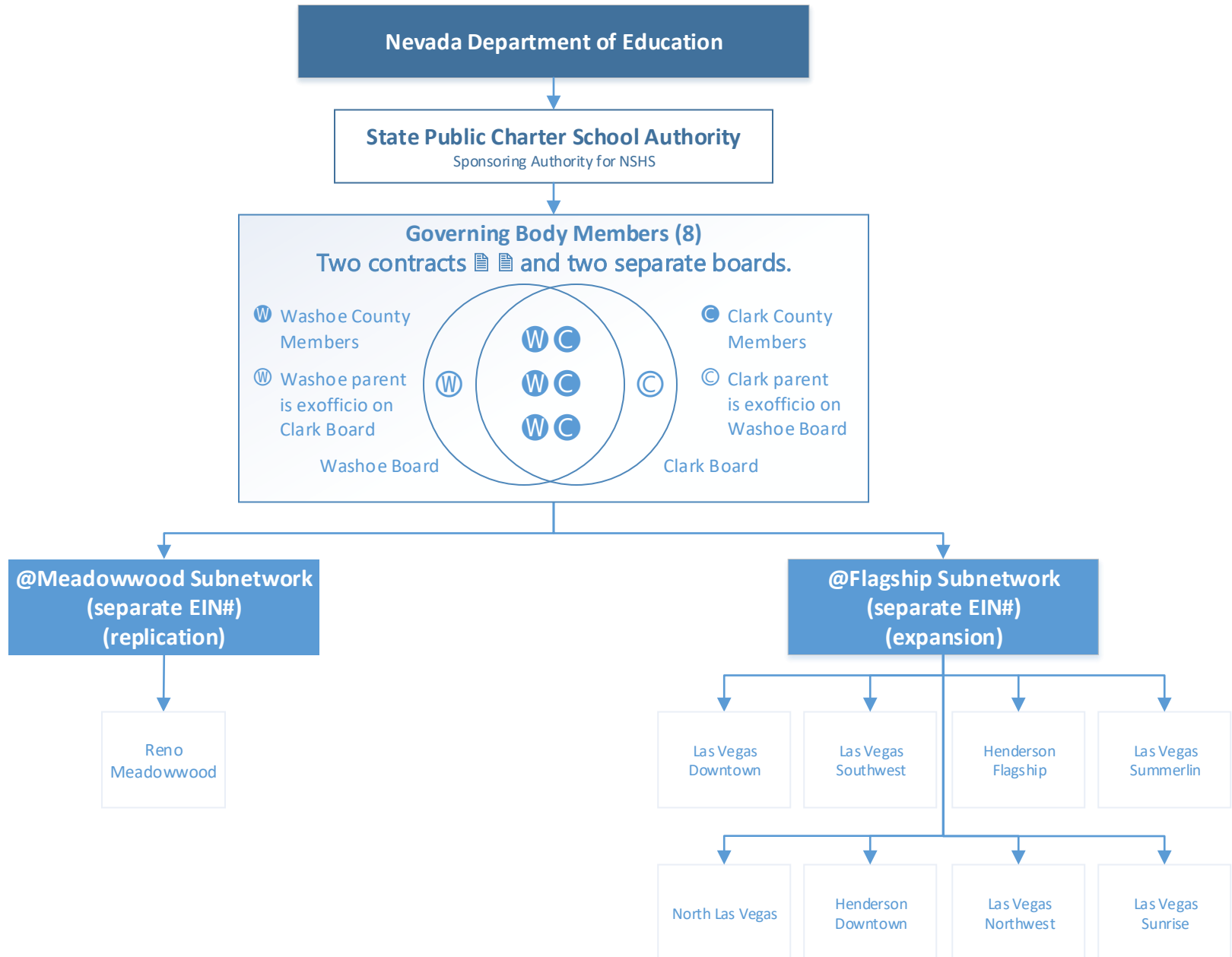


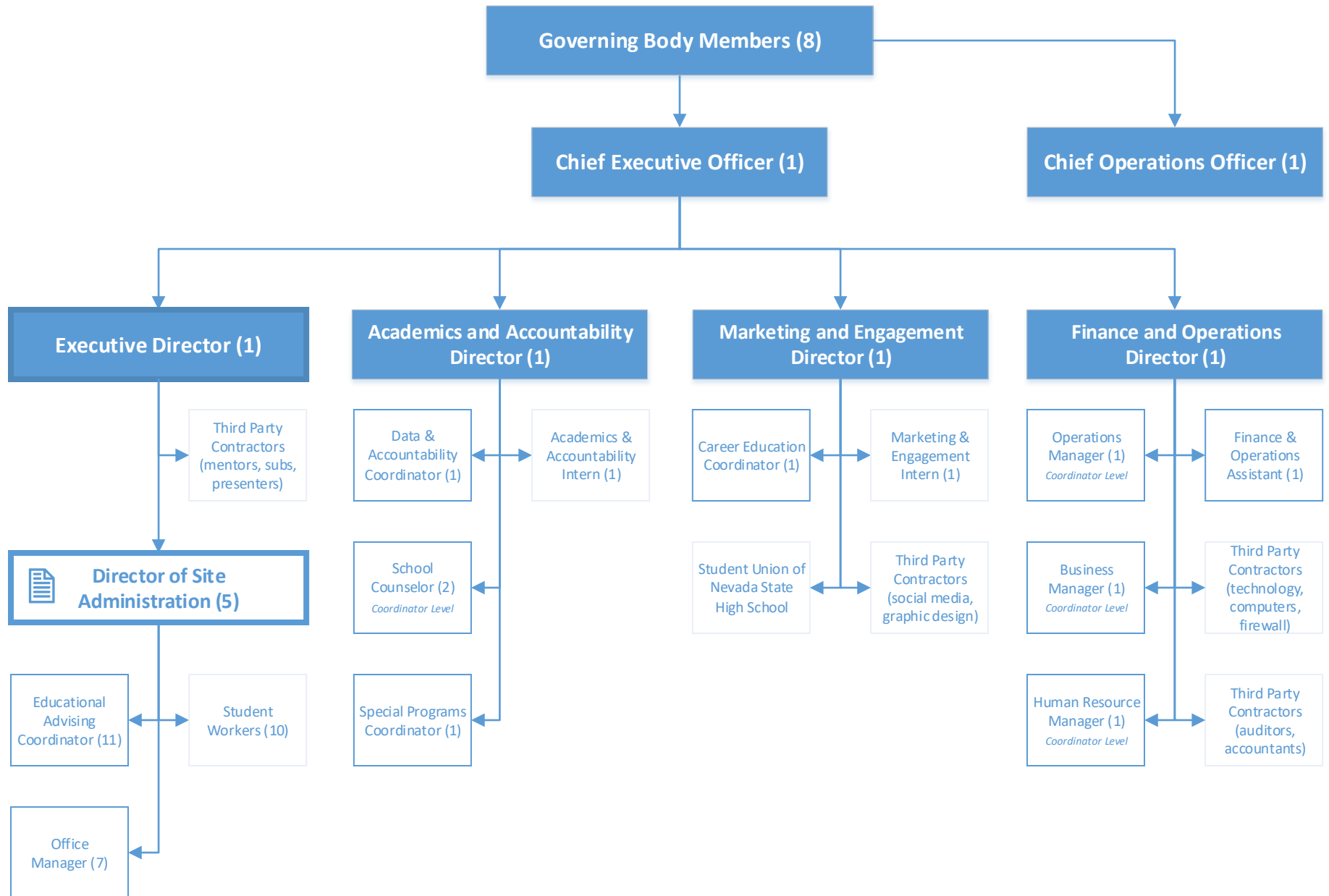
Organizational Structure

Nevada State High School Network of Schools



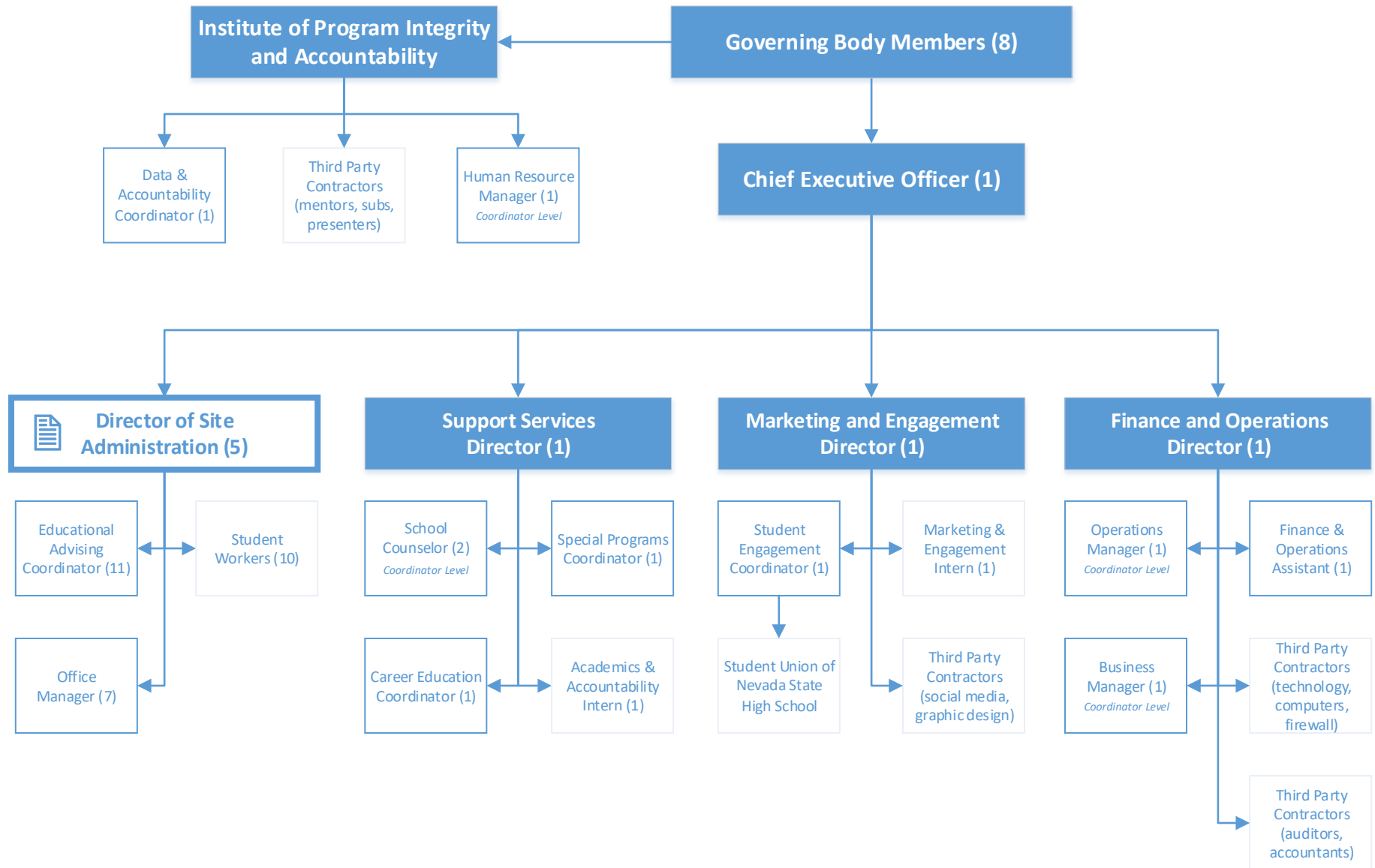
Organizational Chart

Nevada State High School Network of Schools



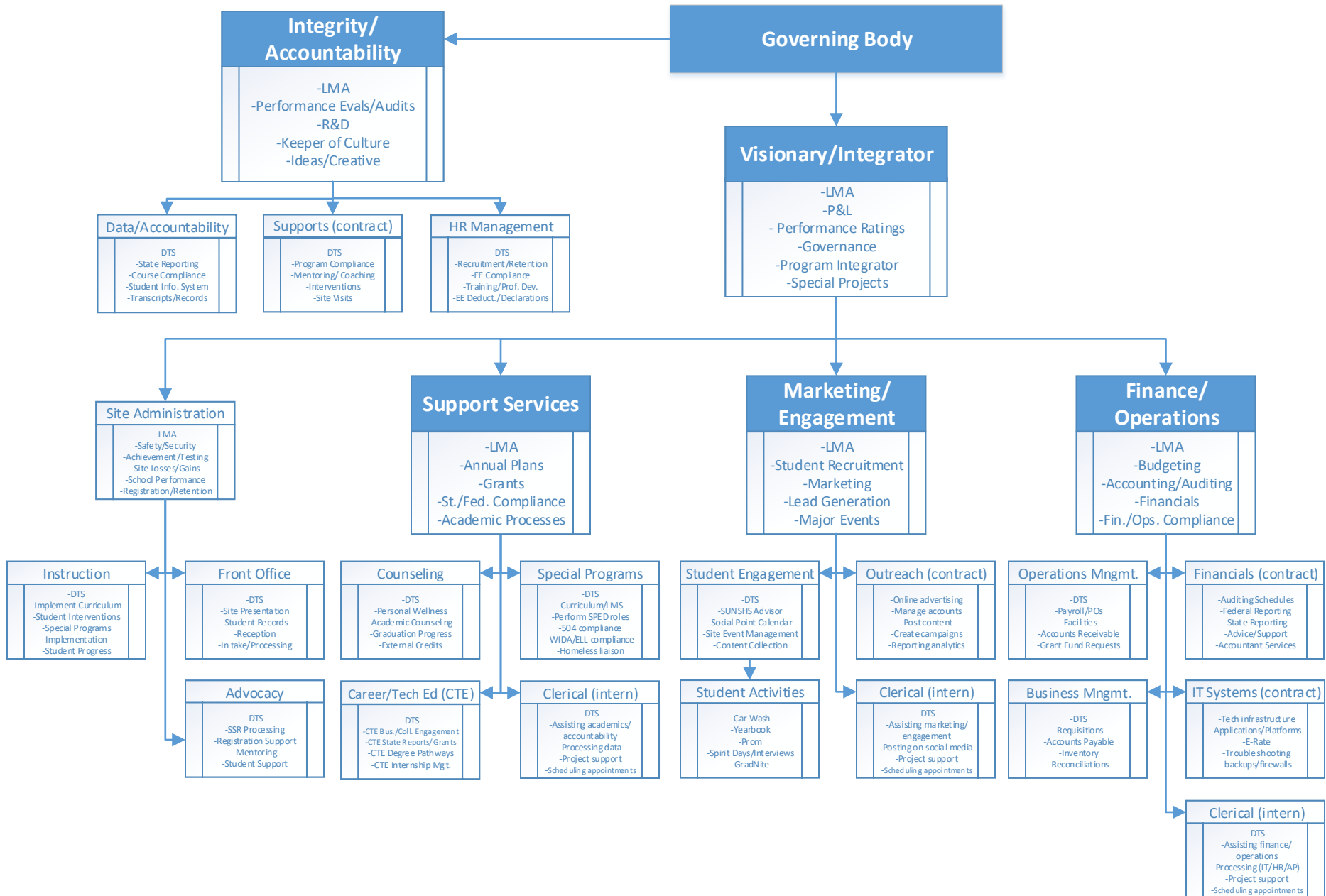
Organizational Chart

Nevada State High School Network of Schools



Accountability Chart

Nevada State High School Network of Schools



Institute of Program Integrity & Accountability (IPIA)

The Institute of Program Integrity and Accountability (IPIA) works collaboratively to evaluate, research, develop, strengthen, integrate, implement, and reinforce the integrity of the Nevada State High School (NSHS) franchise model.

IPIA has direct responsibility for determining “how well” the network is functioning and reporting these results to the Governing Body. IPIA will develop quarterly reports to identify strengths and areas to improvement across network. These reports will also include the respective actions taken to support closing performance gaps and ensure that programs are consistently being implemented across the network with fidelity.

IPIA will report on fiscal, academic, and operational accountability of programs and departmental units. This will be accomplished through a variety of methods including, but not limited to data audits, incident investigations, review of organizational fit of potential and current staff, program alignment, process implementation, school site visits and observations, facilities brand alignment, and development and training. IPIA is also responsible for the organization’s envisioned future by overseeing the growth, consolidation, or closures of facilities and programs as a part of its research and development roles.

Mission Statement

The mission of IPIA is to ensure that individuals across the network are trained, supported, and held accountable to the NSHS franchise model.

Purpose Statement

IPIA serves the function for improving outcomes and quality performance across the organization and for establishing a sustainable culture of accountability for results that are integral to the strategic framework, high performance expectations, managed growth, and fulfill the network’s guarantee of a real college experience for students.

Strategic Framework

NSHS’s charter is centered around its tenacious conviction to its mission and core values. Accountability begins with proving commitment to and alignment with the mission, core values and strategic framework.

Goal of IPIA: Ensuring organizational alignment to the NSHS franchise model that promotes efficiency, accuracy, brand consistency, and accountability for results that are embedded in the organization’s culture.

NSHS strategic framework:

- Vision: Every Student College Ready!
- Mission: To support students in a college environment with personal, academic, and social skills.
- Core Values include:
 - Own it – We take responsibility for our actions
 - Uphold our proven process – We maintain the integrity and expectations of the NSHS program
 - Continually improve – We are motivated to improve self and others

Uniquely Independent

The IPIA serves a unique function in NSHS in that it independently reports directly to the Governing Body on the performance, activities, program implementation, and operations of the various units in the network.

Capacity Building and Succession Planning

Need Statements:

1. Historically within the organization, when positions have come open, there have been limited to no internal candidates who are ready to step into the vacant roles.
2. Purposeful development of capacity of employees for internal filling of positions has been limited.
3. Filling positions with external candidates requires significant initial resources and support
4. Filling positions with internal candidates has generally been more successful than with external candidates.

Proposed Solutions:

1. Continue to retain and utilize student intern positions as part of the overall accountability chart structure and strategy for recruiting former NSHS students into the organization.
2. Create a new internal offering and structure, *Pipeline for Success*, to build capacity and purposeful succession planning.

Pipeline for Success:

Currently, all employees participate in and complete both internal and external professional learning activities for Continuous Improvement Points (CIP) annually. *Pipeline for Success* will be added as a new type of offering to allow for cross-training and upward capacity building.

- *Pipeline for Success* will consist of shadowing, cross-training, and real practice for employees to learn the knowledge and skills necessary to take on other roles within NSHS.
- Employees interested in participating in *Pipeline for Success* will be required to submit an application each semester and indicate the position associated with completion of their Pipeline hours.
- Pipeline sponsors will be identified to pair up with employees approved to participate.
 - Participants and sponsors mutually commit to a semester-long *Pipeline for Success* experience.
- Pipeline participants will complete activities working alongside and with the Pipeline sponsor to build capacity and skills in their role.
- Pipeline participants will still be responsible for completing all tasks associated with their current role.
- Completion of Pipeline for Success will be counted as a Performance Incentive for both the participant and sponsor and be included toward down and over and for compensation commensurately.
 - Documentation and proof of completion will follow the format and expectations for quarterly rock reporting.
- In alignment with existing practices, those responsible for budgets may incorporate funding for coursework or certifications into annual budgets to support employee development.
- Both the participant and sponsor will receive CIP for successful completion of *Pipeline for Success*.
- All NSHS employees, including student interns, are eligible to participate in *Pipeline for Success*.

Proposed Outcome:

There will be more staff with the knowledge, experiences, and required credentials to be able to step into vacant roles, allowing for clearer succession planning.

Internal Offerings

The school will offer internal development to its staff members throughout the year. This programming will meet the diversification of the staff members with varying levels of ability.

Types of offerings

Individuals will be given the flexibility to customize their learning plan through various types of internal offerings. These types of offerings emphasize the core value of continuous improvement where staff members are sharing knowledge and experience with others.

- **Collaboration days**, these days are held throughout the year (traditionally on Fridays). The objective of these trainings is to gain feedback from staff, receive training, review practices and processes, report on goals from previous year, set a path for achieving new goals for the coming year, report on quarterly rocks from previous quarter, and set new quarterly rocks.
- **Professional development days**, these days are held on a limited basis, usually during the week Monday through Thursday where students are not present. Staff works to solve pressing issues for their site and across the network and/or prepare for upcoming activities and events.
- **Committees for success**, these recognize staff participation on committees across the organization (committees will vary on times for participation).
- **Lessons for success**, these are structured 60 – 90 min. lessons hosted online or in person. The instructor is looking to train participants and/or bring in best practices that support the organizations way of doing things. The instructor will share backup material in such a manner that participants receive takeaways and can easily implement the material the next day at work.
- **Make up for success**, these are designed at the site level to make up any material missed at a collaboration or professional development day. It is the responsibility of the staff member that missed the training to schedule time with a member at their location to complete this event.
- **Mentoring for success**, these are 15 – 20 min. weekly check ins with a three-month (min.) commitment. The objective is to build relationships, trust, and support. Each week the mentor will be responsible for preparing session with work and non-work-related questions.
- **Questions for success**, these 90 – 120 min. in person or online guided practice with the participant and an assigned coach. The requester is required to generate very clear “how do I...” questions related to their struggles in their position. The assigned coach to facilitates a “I do,” “We do,” and “You do” session to assist and support the individual to better understanding.
- **Sharing for success**, these are 30 – 45 min. sharing sessions where a group of individuals are getting together with a mentor/facilitator to help prepare for upcoming events, activities, instruction, collection, et. at NSHS.
- **Stages for success**, these are multi-day events (3-day min.) lasting 2 to 3 hours each day. The objective is to train individuals on a specific topic. The training will be a mix of instruction, takeaways, guided practice, and some sort of culminating assessment or project. Instructors are encouraged to offer multiple session from beginner, intermediate, to advanced stages.
- **Tips and tricks for success**, these are quick 20 – 30 min. online sessions recorded. The instructor prepares three to four tips and tricks to help colleagues and uploads the recorded screencast session to a designated channel on the school’s server for future reference.

