

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## EMO Separation Amendment Template

*MS Word Template*

# 1. SPCSA Proposal Cover Sheet

Identify the primary point of contact for your team. Barring a change in the makeup of the founding group, this individual will serve as the contact for all communications, scheduling, and notices regarding your amendment. The Primary Contact is expected to ensure that your team receives all general communications promptly. Please note that, as with all aspects of your amendment, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Rachelle Hulet

Mailing address: \_\_\_\_\_

Street/PO Box: 8377 W. Patrick Lane

City: Las Vegas State NV Zip 89179

Phone Number: day 702-970-6800 ext 5014 evening 702-970-6800 ext 5014

Fax Number: 702-248-0454 Email: rhulet@amplus.acadmey

Name of team or entity applying: Amplus Academy

## **2.Executive Summary**

### *Required section*

Provide a brief overview of your proposed school, including:

- (a) An overview of the mission and vision for the school, noting any changes from the prior mission and vision as applicable
- (b) Proposed model and target community (if changing)
- (c) The outcomes you expect to achieve, highlighting any changes from the prior years
- (d) The key components of the proposed educational model, highlighting any changes from the prior years, the contract with the former service provider, and the approved renewal application

Amplus Academy will strive to ensure the academic, social/emotional and developmental needs are met of all learners with a data-driven focus that will afford students opportunities in college and career readiness with authenticity, transparency, and fidelity aligned with NVACS. The model of classical instruction and the community we serve will not change with the current operations or programming due to the dissolution of the EMO agreement. The outcomes of Amplus Academy will continue to focus on student and teacher progress and growth to meet academic and instructional standards. Utilizing a new approach with key components (explained below), all K-12 students will be expected to be at or above grade level, teachers will be empowered and developed professionally, and the school-wide culture will remain a central part of our success.

While this amendment does not demand any dramatic changes from the original approved application, the key components to accomplishing this model will be shifting. A purposeful and mindful focus on teacher development will center on PLC meetings, regular professional development from educational leaders, data-driven conversations, and a genuine teacher mentorship model to positively impact the instruction of all students and lend itself to high teacher retention. NVACS will be central to instructional planning at all grade levels where they have not previously been a focus; consideration of meaningful assessments will improve student achievement on standardized tests. Another key component shift will be to model the implementation of “The Seven Levers” (*Leverage Leadership 2.0*) to focus, at all times, on instruction and culture.

### 3. Meeting the Need

*To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.*

#### TARGETED PLAN

Identify the community you wish to serve and describe your interest in serving this specific community.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the [mission of the SPCSA](#).

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

#### PARENT AND COMMUNITY INVOLVEMENT

Describe the role to date of any parents, neighborhood, and/or community members involved in the school and changes to the school, if applicable.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe how you will engage parents, neighborhood, and community members from the time that the amendment is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Identify any organizations, agencies, or consultants that are partners in the transition of the school and/or the future of the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school.

Dr. Brian L. Carpenter, a nationally recognized charter school and board governance expert has been hired as a consultant to assist school leadership with the transition to a self-managed school. No other changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

## 4. Academic Plan

*To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.*

### MISSION & VISION

Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

Amplus Academy operates as a free public charter school that welcomes and honors all. Our intent is that our students acquire knowledge and skills to become esteemed, distinguished and productive citizens who preserve the pillars of a free and just society.

Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

We will strive to ensure the academic, social/emotional and developmental needs of all learners with a data-driven focus that will afford students opportunities in college and career readiness.

- (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

### TRANSFORMATIONAL CHANGE

Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic standards of high-quality, 4 and 5-star schools.

The tenets of the school will remain the same. We will continue as a classical education model incorporating the Direct Instruction teaching method. Additionally, we will use external testing (SBAC, ACT, MAP, PSAT, EOC) and data to assist them in class instruction. Utilizing the data to drive instructional practices will allow for students to receive enrichment and intensive intervention, as appropriate. This "student first" approach will allow us to help students achieve their academic goals to elevate their learning. In doing so, we will be able to reach special populations and elevate their learning. In the past, student progress was determined solely upon internal assessments without regard to Nevada assessments and standards. Under the previous management company, the school saw a steep decline in student success based on this ideology. Moving forward, all curriculums will be a direct reflection of Nevada Academic Content Standards (NVACS). All daily objectives with their assessments will be aligned to NVACS. As a K-12 school we are ensuring that while meeting standards we will also be scaffolding our curriculum to provide a successful growth model as students build on the standards in the grade levels.

In our efforts to provide a high-quality educational experience, administration will meet weekly with grade level teams in Professional Learning Communities (PLC) to review data, identify areas of need and align instructional practices. Data will drive instruction as well as professional development around best practices in order for us to meet the needs of all learners. Additionally, the Administrative team will regularly be visiting classrooms to provide teachers with consistent coaching feedback to support professional growth.

Describe the fundamental features of your educational model that will drive outcomes in your proposed school. In particular, please highlight and explain in detail any changes from the previously implemented model that may have included the service provider. Key features may include:

(a) Programs (e.g., curriculum, PD, after school program, parent program, etc.)

**Current Curriculum:** Reading Mastery, Literature Based Direct Instruction, Connecting Math Concepts, Saxon Math, Core Knowledge for literature, history, and science, Adventures in Language (1st-3rd Grade), EngageNY (K-6), Thinking Basics (2nd and 3rd Grade) Cursive Writing, Shurley Grammar, Keyboarding Online, Writing by Design (4th-8th Grade), Wordly Wise (4th-6th Grade)

**New Curriculum:** Achieve 3000 (K-12), Teach Like a Champion, Writing by Design, Love and Logic

**PD:** There will be PD on all new curriculum: *Teach Like a Champion, Writing by Design, Love and Logic, Achieve 3000, Leverage Leadership*

**After School Programs:** The sports and clubs that are provided change each year based on student and parent requests.

**New Program:** ARCHER (Academic, Reward, Character, Help, Engagement, and Research) Academy K-12

**Parent Program:** PVO (Parent Volunteer Organization) volunteering in the school or helping from home (cutting, grading, etc.)

(b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)

Data driven instruction, high expectations, Academic Ethos, Principles of Classroom Culture, Effective Questioning, Developing Rapport, Specific Lessons Structured around NVACS, checks for explicit understanding.

(c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

Direct Instruction, Trivium (grammar, logic, rhetoric), Ability based grouping for reading and math in K-6, Ability based grouping in Math and Latin in Secondary, Non-Honors/Honors/AP courses offered in Secondary (7th-12th Grade), low student teacher ratios.

Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

The approach of using Direct Instruction comes from decades of research proving the validity of this instructional method when used with fidelity across multiple years. There was a study done that shows successful results from a set of charter schools in the Portland, Oregon area. Data on students' scores on the mathematics and reading portions of the Stanford Achievement Test (SAT) were available from three academic years. Results across subjects and years were very consistent. At the beginning of kindergarten, the students had scores that were slightly lower than the national average. By the end of kindergarten, the students scored well above the national average. The

students continued to have scores that were well above the national average on the SAT through later years. They also had scores on state assessments that were significantly higher than those of other students within the state. (Arthur & Stockard). The Direct Instruction model supports a 33:1 ratio in the elementary and secondary classes with the additional support of substitute licensed employees in the elementary classroom in order to provide small group instruction and intervention.

The Classical Trivium has three phases; grammar, logic, rhetoric. The grammar phase applies to students in grades K-5. This phase capitalizes on young students' nature of wanting to memorize. The logic phase applies to students in grades 6-8. During these grade levels, students become more independent thinkers and engage in scholarly debate. The study of logic teaches students to create well-formulated arguments without fallacy and in an organized manner. Rhetoric is abundant in grades 9-12. This time in a student's education is built around communicating effectively both oral and written. Students are encouraged, especially in upper grades, to consider the real-life application of the NVACS. The educational path for K-12 students is structured for students based on these phases. In K-5, there are multiple repetitions of the same concept. The use of songs and poems to teach concepts is abundant. In Junior High, students begin to write argumentative essays, participate in discussion centered around literature and are able to defend their hypothesis. In High School, there are ample opportunities for students to develop arguments, opinions and narratives centered around NVACS. For example, students participate in debates, seminars, experiments, projects, etc. This type of progression and thinking is a cornerstone of a liberal arts education and positively affects student success. The foundational knowledge from the grammar phase affords students the opportunity to develop, explore and create logical arguments preparing them for college and career readiness.

Ability based groups for reading and math have a proven track record. For example, when students are only exposed to grade level content that they are not yet prepared for, students' behavior declines, thirst for knowledge may dissipate, and students can become disconnected from learning; likewise, if students are not challenged there can be similar consequences. Ability based grouping allows students to be placed into intervention or enrichment based on a placement test(s). This is critical to student success in their grade level learning because it helps to close the achievement gap and/or accelerate growth. Students are able to access information at their achievement level thus creating a feeling of success. When students are in their homeroom classes and are being taught grade level content standards, they are more prepared. The students that are achieving well above grade level expectations, have an increased opportunity to access Advanced Placement courses in High School, which in turn, improves their chances of college acceptance and increases their achievement on the ACT. Due to the constraints under the previous management company, our experience has shown that students in grades 7-12 that are above grade level or significantly above grade level are not performing well on state assessments because they aren't accessing grade level standards and content consistently. This is particularly evident in math. As a result, we are bringing grade level content into advanced courses so that the state tests accurately reflect students' knowledge.

Under the previous EMO, there were only Honors or AP courses offered in secondary. The option of "regular" or "non honors" courses was not available. This created a significant gap for



some students that were not prepared for the rigor and more specifically, the pace of an Honors curriculum. As we continue to transition to being a self-managed school, secondary teachers are creating Corrective classes and non-honors courses in English, Science and Math. This will allow for students to be successful in grade level courses from 7th-12th grade. This will also alleviate the need for credit recovery classes or courses completed by students outside of school.

How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

Under the previous EMO, data driven instruction was focused on internal (formative and summative) assessment data. However, there was very little emphasis placed on Norm-Referenced data (MAPS) and Criterion-Referenced data (SBAC). Moving forward, the school will be using MAPS and SBAC data to drive our instruction, student placement, and the need for additional programs. MAPS data will be gathered and analyzed by the administrative team on a global level. Teachers will then use the data for their specific students to determine which students need different placement in ability-based groups, ARCHER Academy, and/or additional instruction in ELA or Math subject areas. Teachers will also use this data to drive their instruction and best practices. Teachers and administrators will use this data to determine which students are meeting their Growth targets and which students need to be identified as high need. This information will also drive instruction and program implementation for our special population students in addition to their IEPs or Educational Plans. Students will be continuously monitored between MAPS assessments to ensure that they are on track to meet their growth target. Those students that are not meeting their growth targets will be encouraged to participate in ARCHER Academy. As part of our transition, Amplus Academy has added a Director of Student Support to focus on student achievement for students that are a part of the special population group (Special Education, Free/Reduced Lunch, ELL, foster, McKinney-Vento) as well as a designated Director of Special Education.

## **CURRICULUM & INSTRUCTIONAL DESIGN**

Describe the proposed academic program and how it complies with the requirements of NRS 388A.366

**Requirement to comply with certain laws; prohibited tuition and fees; days of instruction; administration of examinations; use of public money; indemnification of sponsor; notice of accreditation; adoption of budget; programs of distance education.**

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

NRS 389.018.

**Designation of core academic subjects; minimum units of credit required in high school; exception; additional subjects to be taught.**

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Include the professional development teachers will receive to ensure high levels of implementation.

As a classical education school, we will use direct instruction as our primary instructional delivery method, as outlined in the original charter. In addition, to those services and programs described in the original charter, we will also be implementing non-honors courses in our Junior High English and Science curriculums. Teachers will be able to further differentiate instruction for students needing more foundational skills. In order to be aligned with NVACS and meet students at their ability level, the English and Science disciplines will be tailored to meet students at their ability level. Teachers will use summative assessments to gauge student learning and comprehension as well as ongoing formal and informal formative assessments. In addition, teachers will also use the data provided to us by MAP scores at the beginning, middle and end of year to further identify differentiation needed in the classroom and to assess student placement in courses.

Customarily, our staff meets for 2 weeks prior to school to attend inservice which incurred a cost of \$400 per attendee (typically \$40,000-\$50,000/year) paid to the EMO. This inservice provided training on classroom management, direct instruction, and other practices and programs. All returning academic leaders, as well as some returning faculty, have provided this training for the past four years in its entirety. Not only will we be able to save the money paid to the EMO for training that was being provided by local leaders and faculty, we will be able to use that professional development money to include training in Core Knowledge, LBDI (Literature Based Direct Instruction), *Teach Like a Champion*, *Leadership Leverage*, *Achieve3000*, and receive the service and training from knowledgeable data, instructional, and behavioral analysts.

Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

In addition to the leveled learning that is occurring in the Elementary grades (K-6) we will be implementing a series of non-honors and remediated courses in our junior high and high school programs. Previously, with few exceptions, the only courses that were offered were honors courses. In remediating we will assist our gifted learners by allowing them to flourish as opposed to capping their growth to assist those who are struggling. Decisions to place these students at non-honors level courses will be based upon data obtained in both internal and external assessments to include but not be limited by SBAC, ACT, MAP, PSAT, EOC, core knowledge exams, and internally created standards-based assessments/placement tests. Utilizing this data will provide an informed Response to Instruction (RTI) plan for students who demonstrate gaps in their achievement. A leveled approach to the needed interventions will be implemented on a per pupil basis. Specific data will be discussed in regular parent-teacher conferences and will be reported in report cards and Academic Plans. Specific goals will be set with students to map out their education plan and their progress towards those goals will be tracked to determine if goals are being met. We will be adding a Gifted and Talented Education (GATE) program and include GATE principles and training to our Professional Development classes. Regular reviews of Academic Plans with the students will be established with students, teachers, instructional leaders, and counselors specifically addressing credit retrieval options.

Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

The school structure will change to add a K-6 Principal and a 7-12 Principal who will function as the academic leaders to ensure that the charter is met and that we are aligned to Nevada standards. The leadership structure will shift slightly to include Assistant Principals and Student Support positions. A Director of Student Support will be tasked to work with special populations. The sole purpose of this school leader is to assist eligible students for specific support. Students who are classified as intellectually gifted are included in this group. In addition to the GATE program, the Principals and Assistant Principals will work together to ensure that there continues to be a robust Honors and Advanced Placement program at the school to include highly qualified teachers to teach those courses. They will also work with local colleges and universities to ensure that there are dual enrollment and dual credit opportunities for High School and other qualified students per **NRS 389.310**. Using data from MAP, SBAC, EOC, and PSAT test data will all be utilized to identify gifted students.

Elementary Principal (K-6): Dr. Eve Breier

Elementary Assistant Principals: Ms. Tiffany Banks (K-3), Ms. Jackie Jackson (4-6)

Secondary Principal (7-12): Ms. Sarah Barlow

Secondary Assistant Principals: Ms. Lisa Cates, Ms. Viviana Garner

Director of Student Support: Mr. Nik Hulet

School Counselors: Shannon Steiner, Angelica Sanchez, Rachelle Kitchen

Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

### **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (*High School Applicants Only*)**

*High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.*

Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

## **DRIVING FOR RESULTS**

Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Goal #1: 60% of our students in grades K-8 will meet their projected growth targets as measured by the formative assessments. Goal #2: As measured by the College and Career Readiness Assessment for the State of Nevada (ACT), 65% of students will score a minimum composite score of 20. Goal #3: As measured by the Advanced Placement exam, 60% of students enrolled in AP classes will receive a passing score of 3 or higher. Goal #4: Our school will have a graduation rate of 95%.

In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

Based on SBAC/ACT results (1 goal per area)

Due to the unforeseen circumstances presented during the 2019-2020 school year as a result of COVID-19, we have set our baseline data on the typical school year of 2018-2019. Goal #1 and #2 have been set based on the Nevada Report Card data for SBAC and ACT data. Goal #3 has been set based on passing rates provided by the College Board. This goal was chosen because we have added multiple new AP classes, thus increasing the amount of tests being taken. Goal #4 has been set according to State of Nevada graduation requirements.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
60% of our students in grades K-8 will meet their projected growth targets in ELA and Math as measured by the formative assessment.	Formative Assessment(s) - Once a year		50%	55%	60%
As measured by the Advanced Placement exam, 60% of students enrolled in AP classes will receive a passing score (3 or higher).	AP Exams- Once a year	2019 AP Data set (56%)	58%	60%	60%
As measured by the College and Career Readiness Assessment for the State of Nevada (ACT), 65% of students will score a minimum composite score of 20.	ACT- Once a year	2018- 2019 ACT Data set (49%)	55%	60%	65%
Our school will have a graduation rate of 95%.	Once a year	2018-2019 98%	95%	95%	95%

In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

In addition to state mandated assessments, students in grades K-8 will take the MAP assessment 3 times per year; Kindergarten will only take this assessment two times in a school year. Our students will also take unit assessments, both formative and summative, in every subject. The MAP assessment data will be used as a predictor for SBAC scores. We will use this metric to determine which students will need to be placed in ARCHER Academy for intervention, remediation, and progress support. We will also use this metric to determine some ability based grouping in our core subject areas to provide supports in students' daily instruction.

How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

Teachers will be attending, at minimum, weekly grade level PLC meetings where teachers will work collaboratively with administrators and the Instructional Coach (IC) to develop necessary assessments to gauge student learning. Teachers also have access to Core Knowledge assessments at the elementary level. Teachers will work hand in hand with administrators and IC to evaluate the level of rigor and ensure that it is appropriate for students to be successful on MAP and SBAC. Additionally, PLC teams will review student data and adjust instruction, as necessary. Review of this data will also provide insight into the fluid RTI process. Weekly review of data will indicate which students require Tier II and Tier III interventions. Administration will also attend weekly

department meetings at the secondary level to ensure that rigorous assessments are being given. These assessments will be created to prepare students for success in preparation on standardized college entrance exams (ACT, SAT, PSAT, and AP exams). These will be measured and analyzed in each department and will be used to guide future instruction.

- (a) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

At the elementary level, our teachers will be using the Core Knowledge Unit assessments. These are research-based and NVACS aligned assessments provided by our curriculum. In addition, our teachers will be analyzing the data in order to ensure that the questions are rigorous and the assessment is valid and reliable. Teacher and/or textbook created assessments at the secondary level that are all NVACS based will be measured and analyzed in the same manner. MAP testing will be completed at the school and proctored by a licensed teacher to ensure validity for all eligible grades.

- (b) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If it is determined in a data chat/PLC meeting that a group of students did not meet mastery, the expectation is that teachers would be reteaching that concept(s). If an assessment falls below the 80% mastery mark for 90% of students, teachers will know that reteaching and reassessing must occur. As we analyze assessments, it may be determined that a certain question caused particular stress for the students. Teachers will analyze the question to determine if the problem lay in the teaching, the students comprehension and/or the question style. After that, they will determine if a full reteaching and reassessment cycle needs to occur. An instructional coach will conduct a classroom observation to ensure best practices are being followed if there are two consecutive assessments where the class average is below mastery (80%). Metacognitive exercises with students at the high school level will be incorporated to allow students to reflect on their assessment mistakes as active participants in their corrective actions as an instructional practice. Approaches that teachers can take in these interventions and re-teaching opportunities will be developed and discussed in the weekly PLC meetings.

- (c) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use? **Our school will be using Ralph Tyler's**

**Backwards Assessment Model (BAM).** We will create assessments with an appropriate level of rigor and/or review the level of rigor in publisher provided assessments; for secondary students the BAM approach will connect NVACS to the end goal of showing mastery of those standards. Teachers will elevate their teaching to match that level of rigor throughout the course of their instruction. Teachers will use formative assessments periodically before giving a summative assessment to ensure student mastery. If students are not showing mastery throughout the course of the unit, teachers will reteach the content. After analyzing the data from both formative and summative assessments, teachers will reteach and reassess as needed. Teachers will be trained on this model during our Professional Development sessions prior to the school start date. Ongoing professional development on this process will continue throughout every PLC with administrators and

instructional coaches. As a practice, the structured lesson planning process for instructors and instructional teams will prepare for the learning opportunities that data-driven instruction provides.

(d) In the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the first year of the school's transition. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All students participating in MAP testing in Math and English will show incremental growth to either meet or exceed the grade level standards and objectives so that 80% of all students are at or above grade level by the end of each year.	MAP (K-8)	50%	60%	70%	80%
80% of students in grades K-6 will achieve a mastery level of 80% on individual end of unit Core Knowledge assessments in History and Science.	Core Knowledge Unit tests for History/Science	65%	70%	75%	80%
80% of students in grades 7-12 will achieve a mastery level score of 80% on individual student summative exams based on department.	Summative assessments by department (English, Math, Science, Latin, Social Studies, etc.)	65%	70%	75%	80%

Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

In addition to the statewide Infinite Campus system, the teachers will enter their number of students at mastery on the Core Knowledge Unit tests for History and Science on the Standards Achievement Tracker (K-6). Secondary Teachers will track student mastery on Summative Assessments, by department, on the Standards Achievement Tracker (7-12). Teachers will also track students that are not meeting mastery on the Elementary/Secondary Student Tracker. This tracker will also identify students with an IEP, 504 and/or ELL plan.

## AT-RISK STUDENTS AND SPECIAL POPULATIONS

### *At-Risk Students*

Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

### **Special Education**

Identification: How will the school identify students in need of additional supports or services?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services? (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (b) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (3) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.



(4) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

Under the prior EMO relationship, the school utilized one of its elementary directors as its Special Ed Director. Although this individual is properly licensed, the school's planned expansion from 1600-2200 students necessitates hiring an additional individual that will perform the sole function of Special Education Director. As part of the hiring process, the school will verify that this individual possesses the required licensure.

Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

### *English Language Learners*

Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

When a student begins the registration process at Amplus Academy, part of the registration includes a Home Language Survey (HLS).

The purpose of the Home Language Survey is to:

1. Identify a student whose home language is not English, and
2. Identify a student who will be tested on the skills of listening, speaking, reading and writing in English because another language other than English is spoken at home.

*The information gathered cannot be used for immigration matters or reported to immigration authorities. If the HLS identifies that a student speaks another language other than English at home, the student will be tested to determine English language proficiency. The English proficiency assessment will determine whether or not the student will require additional English language*

services. Students must be *tested for services within 30 days of registration or within two weeks of entry* into school if it is during the year.

There are additional supports that can be used alongside the HLS to help determine a potential English Learner. The school can check the student's records for information about past school experience. The school can also speak with the student and their family members to determine whether the student has received any type of language support services in the past.

### *Identification Process*

Once the Home Language Survey determines that a student speaks another language other than English, English language screening is required. There are two different types of screener assessments:

- The Kindergarten WIDA-ACCESS Placement Test (W-APT), and
- The WIDA Screener

The W-APT can be administered to students in pre-K, Kindergarten, or the first semester of 1st grade depending upon individual student circumstances. The test takes an estimated 30 minutes and assesses the four language domains of listening, speaking, reading, and writing. Scoring is based upon a raw test score of correct and incorrect.

The WIDA Screener is used for grades 1-12. The screener assesses listening, speaking, reading, and writing. Proficiency is reported for each of the four language domains and three composite scores: literacy, oral language, and overall score. The scores range from 1 to 6. If a student receives an overall score of 5, they are classified as English language proficient. No further steps are required. If a student has received a score below 5, they require additional English support. Their WIDA Screener score, along with other supporting evidence (i.e. Home Language Survey) helps the school determine whether or not a student should be classified as EL.

Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

### *Identification Notification*

After identifying a student as an English Learner, a notification letter will be sent to the parents or guardians. Parents/guardians can choose to "opt-out" of the English Language program in which the student will not be placed in any separate, specialized EL services. Infinite Campus provides a notification for ELL students who qualify for any services to be designated to alert staff.

Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

We have a Testing Coordinator who will administer the W-APT or WIDA MODEL to new students. We are currently recruiting for a TESL Coordinator to provide oversight to the ELL program and provide instruction to ELL students and guidance to general education teachers to ensure all staff are aware of best practices with instruction to EL learners. Best practice instructional resources will be shared with all staff during professional development and in PLCs that address the needs of EL students.

Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

In addition to the programs and services outlined in the original charter, the school will be providing additional resources and instruction to our EL population. Kindergarten students will receive instruction in Language For Learning during their kinder year by a trained teacher or paraeducator. First grade students will receive instruction in Language For Thinking during their first grade year by a trained teacher or paraeducator. K-6: Choral responses will be used with all students in elementary school as a best practice, high-impacting methodology for EL students. Teachers will be trained in utilizing choral responses, and follow up coaching will occur with all elementary teachers and paraeducators to ensure choral responses are being utilized properly and frequently. Vocabulary Study: Amplus Academy will continue to utilize a highly interactive vocabulary development program in grades 4-6 that benefits EL learners. The Vivacious Vocabulary (VV) program uses multiple sensory teaching to assist students in gaining and retaining new vocabulary. Using voice and body movements to learn new words, sometimes called “dancing vocabulary,” has proven to be a highly effective EL strategy for vocabulary building. All 4-6 grade teachers are trained and coached in effectively delivering this program to the students. Direct Instruction Spoken English (DISE) - 4th-12th grade – “designed to help non-English speaking students who have at least a third-grade knowledge of their native language achieve a functional mastery of the English language in one year or less. The program features an explicit, systematic instructional model that supports English language learners. DISE only teaches spoken English -- not reading or writing skills” (referenced from <https://www.nifdi.org/programs/ell-eld/dise>). At the Junior High and High School level, the use of visuals, choral responses, guided note taking, Socratic Seminars and/or class discussions will aid our EL student population in comprehending curriculum. As needed, shortened assignments, modified instruction, language-translation technology/resources, extended time on assignments/assessments will be granted. Use of the ARCHER Academy will provide additional support to all ELL students as needed. Amplus Academy will also be utilizing Achieve 3000 to help ensure academic success and accessibility to NVACS. The language feature of Achieve 3000 specifically allows students to have their language needs met in a variety of languages for remediation, development, and reinforcement. This addresses the diverse need for support for the many types of languages spoken by Amplus Academy students.

**Monitoring:** What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

Amplus Academy uses a process to track all student progress, with special populations being designated, in particular. Any student that falls below a 74% in any given class shows up on the Elementary/Secondary Student Tracker. Our ELL students are coded in Blue. Teachers then type in a plan to get support students to mastery level (80% or higher). Elementary uses the Elementary Student Tracker. Any student that falls below an 80% shows up on the EST; likewise, secondary students report on the SST.

### *Exit Criteria*

Once a student has reached English proficiency, the exit process will begin. A student is reclassified based on two elements:

- The student has received a composite score of 4.5 on the annual WIDA ACCESS assessment (or 4.0-4.4 for Alternative Exit) and,
- A teacher-student-parent conference is initiated to discuss the necessary support for the student’s ability to make continuous progress within 30 days of receiving the WIDA ACCESS scores or at the first teacher-parent conference of the academic year.

The responsibility of the school is to:

1. Notify the parents/guardians

2. Gather a team which includes the parents and student to evaluate the student's progress in Math, English, and Science without additional language services; and,
3. Develop a Monitoring Plan that explains how the student will be supported over the next four years.

The parents/guardians will receive a letter notifying of their child's exit from the program.

### *Monitoring*

All ELs that receive formal exit from the ELA program via the Exit Letter will be classified as monitoring status. The monitoring process lasts for four years in which the student will be removed from additional English language services and will no longer be required to take the WIDA ACCESS assessment. The student's progress outside of the ELA program will be monitored via their interim/end-of-the-year assessments and grade reports. If a student is struggling without the additional English language services, their monitoring status can be reviewed. During the parent-teacher conferences, the teachers and parents can decide whether or not to re-enroll the child into the ELA program.

### *Program Completion*

A student will completely exit the monitoring program once their four years of monitoring is complete. During this time their records will need to demonstrate that they have met grade-level requirements and are succeeding without additional English language services. Once their four years is finished, they will no longer be classified as EL and will no longer require special English language monitoring.

**Parental Involvement:** What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

Along with providing our EL students with the proper services, the parents/guardians of our EL students have additional rights. Amplus Academy strives to uphold meaningful communication throughout every step of the process with the parents. Parents will receive notifications throughout their child's ELL plan in which they will be informed of what education their child is receiving and their child's progress. Parents are also encouraged to participate whenever possible (i.e. parent-teacher conferences regarding their child's progress).

Part of Title III funding also includes offering additional parent, family, and community engagement activities to enhance or supplement language instructional education programs for ELs. For further information about these engagement activities, look for the weekly campus communications that will connect parents to resources.

Upon the formation of a Parent Advisory Council, our goal is to empower this organization to provide regular feedback on a variety of topics, but particularly on the engagement of EL parents. We would expect recommendations on how often the administration should meet with EL parents and the most effective form of communications or outreach based on comfort level, capabilities, available technology and cultural sensitivities that may need to be considered. This form of engagement may lead to a stronger attachment to the school community for EL parents who feel their perspectives and opinions are valued. Our goal is that this in turn will facilitate their ability to become more involved in the education of their children and assist their child to learn English while achieving in core academic subjects.

### *Homeless/Migrant Services*

Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

Homeless families are identified through multiple avenues. The primary avenue for identifying homeless students is during the registration process. If a family provides documentation showing that they lack adequate housing (including that they are living with a family member or friend due to economic hardship), these students are flagged. The McKinney-Vento liaison, who is also a Licensed Social Worker, then reaches out to families to discuss their housing situation and ensure that McKinney-Vento services are offered to families and students. A counselor, teacher or other staff member who identifies that students experience homelessness mid-year can make a direct referral to the McKinney-Vento liaison. McKinney-Vento posters and information are posted throughout the school to ensure that students, parents and families are aware of this program as well.

Meeting the Need: How will you ensure that identified families receive the required services within the mandated time frame?

When a family marks that they are eligible for McKinney-Vento services, they are immediately flagged and an email is sent to the McKinney-Vento liaison as well as Administration so that follow-up can occur within the mandated time frame. For any mid-year referrals, this is typically a crisis or critical situation so these services would receive priority and would be completed within the mandated time frame. By having a Director of Student Support in addition to both school and mental health counselors, homeless students will receive required high-quality social services in a timely manner.

### **SCHOOL STRUCTURE: CULTURE**

Describe the culture or ethos of the school without a service provider. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Our current school culture will not be impacted by the dissolution from the former EMO. Our school culture is deeply rooted in the presence and character of the current administration and staff. The presence of the former EMO was never felt by the students, parents or other stakeholders. The former EMO was onsite approximately three times a year and mostly to meet with upper administration/management. The dissolution of the EMO will provide opportunities to reinforce NVACS in a positive and goal-oriented manner.

Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school this upcoming year. Describe the plan for enculturating students who enter the school mid-year.

Amplus Academy staff creates and implements this positive, inclusive culture by welcoming students and families from all walks of life. As we become an independent charter we will have the opportunity to establish shared values and a sense of community among all staff, students and families. We will encourage the support of our families through volunteer hours and the establishment of a Parent Volunteer Organization (PVO) that will fundraise and promote a positive school climate. As students enroll throughout the year we will ensure that they are informed of academic and extracurricular opportunities, as well as opportunities for families to engage and volunteer.

Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

Amplus Academy uses the CHAMPS Behavior Management program written by Randall Sprick. This ensures consistency across all grade levels and the expectations for students, regardless of age, are the same. Current administration has always provided, and will continue to provide, professional development training in *Love and Logic* written by David Funk and Jim Fay. *Teach Like a Champion* by Doug Lemov has specific instructional and classroom management strategies that will engage students academically to promote positive social behaviors as Amplus Academy norms.

Current programs: CHAMPS and Love and Logic

Describe how the school plans to align staff and students around high expectations for student behavior.

The professional development for the current school year is centered around *Teach Like a Champion* written by Doug Lemov and a strong instructional coaching program using the principles mentioned in *Leverage Leadership* (Santoyo). Part of that training is focused on behavior and classroom management using the techniques shared in *Teach Like a Champion*. Teachers will also continue to implement Love and Logic strategies as in previous years.

New programs: Teach Like a Champion, Leverage Leadership

Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

School culture will be an ongoing cycle of evaluation and feedback solicited by the school to parents, students, staff, and all other stakeholders. In addition to the current community events offered as part of the traditional experience at Amplus Academy, feedback about additional outreach and cultural events will be developed as the needs arise. The Parent Volunteer Organization (PVO) is open for all stakeholders of the Amplus Academy community where there will be regular opportunities to share ideas and feedback with administration. Social media accounts will be created and monitored in order to create additional opportunities for outreach. Yearly parent surveys are distributed where school culture and climate will be evaluated.

Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts? How will you communicate the need for remediation to parents and invest them in supports?

Amplus Academy has the support of a Director of Student Support. Job description provided below.

### **Director of Student Services**

#### **Job Summary:**

The Director of Student Services utilizes evidence-based and nationally recognized instructional practices to meet the social and emotional needs of schools, students, and families at Amplus Academy. Using a strengths-based and system-wide approach, the student support team focuses on prevention and intervention by facilitating engagement between schools, families, and the community. Using their training in systems theory, advocacy, and cultural competence, as well as the Code of Ethics set by the

National Association of Social Workers, the Director of Student Services oversees school counselors, mental health professionals, and support staff who provide direct services to students and families, linking children, youth, and families to community agency resources, providing components of the Response to Instruction (RTI) Intervention on all three (3) tiers, and aligning services to meet the educational needs of all students. The Director of Student Support makes recommendations for the Multi-tiered Systems of Support to administration in order to establish school norms.

***Supervisory Responsibilities:***

- Provide direct supervision and guidance for counselors and mental health professionals, including provision of specialized professional development and training opportunities.
- Hires all counselors, mental health professionals, and support staff.
- Supervises and evaluates support staff who are directly involved in the support of students in behavior, character development, social, and emotional areas.
- Provide evaluation of counselors and mental health professionals including formative and summative assessment.
- Create and monitor staff performance improvement plans.
- Dismiss staff under his/her/their supervision who are not meeting necessary goals.

***Duties/Responsibilities:***

- Identify problems in a child's living situation (home, school, and community) that may affect the child's adjustment, ability, and attendance in the educational setting.
- Identify student needs and work with counselors and mental health professionals to provide students with strategies to cope with and overcome difficulties impacting school performance.
- Helps to ensure parent/guardian understanding of Amplus Academy decisions, policies, and procedures
- Identifies, mobilizes, and coordinates school and community resources to enable students to learn as effectively as possible in the educational setting.
- Contributes knowledge, skills, and techniques in the areas of mental health and human behavior to parents and school team members.
- Plans, conducts and participates in school wide and department meetings, in-services, and trainings.
- Plans, conducts, and participates in educational workshops and presentations.
- Serve as a communication linkage/liaison between various community public and private agencies and Ampus Academy
- Provide Amplus Academy direction, oversight, and support for various specialized programs provided through non-Amplus Academy service providers, ensuring adherence to Amplus Academy policies and procedures and that appropriate services are delivered to students and families.
- Performs other duties related to the position, as assigned.
- Meets individually with school stakeholders to determine and assist in connection to community resources.
- Assists school administration to ensure multicultural approach in school policy, leadership and curriculum as appropriate.

Amplus Academy seeks to create a community where all students feel safe and secure in all ways. In addition to licensed social workers and counselors on campus daily, Amplus Academy has created a position of Director of Student Support to best address the social and emotional needs for all students and as a support to teachers and instructors. The use of SafeVoiceNV will be utilized for a platform for self-identification. Additionally, during our regular advisory period our faculty will have weekly mentor sessions with each student. The enrichment activities offered for students, ARCHER Academy, and family engagement activities are utilized to create support systems and

remediation for students who have been identified as needing support socially and emotionally. Teachers will be trained in professional development and during PLC time to develop the *Teach Like a Champion* tactics as explained by Doug Lemov to support classroom management, specifically practicing Firm Calm Finesse techniques to remediate and redirect students who are struggling. Regular two-way communication with parents and utilizing the behavior options in current programs of practice will continue.

#### SCHOOL STRUCTURE: STUDENT DISCIPLINE

Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

Our approach to discipline will be a holistic, systems approach wherein all stakeholders will be responsible for the growing potential of our students. The actual implementation of policy will continue to be the responsibility of all staff members. In grades K-6 Administration will be responsible for meeting with students and parents when an infraction occurs. In grades 7-12 Administration will meet with students. Reports to the SPCSA will be generated by the Administrative staff in K-12. Those reports will be reviewed and submitted to the SPCSA by the Principal or their designated person responsible for compliance. Discipline records will continue to include information regarding special/vulnerable populations. Discipline records will be used to track special populations and trends to shape any necessary changes, adjustments, professional development or student instruction and ensure that the restorative justice process is implemented equally with all students regardless of designation. In addition, we will implement a school-wide system of support through Restorative Justice practices and a Multi-Tiered System of Support (MTSS) model. Students will be engaged in an inclusive culture, relationship building practices and learn problem solving skills in accordance with AB114, AB378 and SB89.

How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

In considering discipline for students, the person(s) responsible for implementing policy will have access to an identified multicultural, multi-disciplinary committee of administrators, counselors, social workers, teachers, students and parents who can advise regarding any consequence based upon a series of factors. Such factors for consideration would be race, gender, identity, family circumstances, participation in clubs/sports, capacity, and or identification as a special or vulnerable population. It will be a goal of the school to ensure that the focus of discipline is first and foremost educational. It will be vital that by using the data and the systems referred to above, discipline is based on fairness and not always being equal. For example, a student who is identified as food insecure would have a different consequence for stealing food than a student who would not be considered to be a part of that population. This was a component of the previous application but it is our intent to make this more overt. The multicultural/multi-disciplinary



committee will also review discipline statistics on a quarterly basis. The new local management team will be responsible for the creation of this committee.

Describe the core principles of the school's proposed parent grievance policy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Discuss any required dress code or uniform policy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

### **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

## 5. Operations Plan

*To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.*

### **BOARD GOVERNANCE**

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The board ascribes to the governance philosophy as taught by nationally recognized charter school expert Dr. Brian L. Carpenter, CFE (whom the board also retained as a consultant to assist the school in the transition process).

In his publication *Governing for Greatness: Ten Fundamentals Every Charter School Board Member Needs to Know* (National Charter Schools Institute, 2018), Dr. Carpenter wrote that the board's role is to provide "oversight of management rather than seeking to be a participant *in* [it]." (italics original) In other publications and presentations, he has phrased this construct as the board existing to govern the school rather than co-manage it—a distinction first proposed by Dr. John Carver in his book, *Boards That Make a Difference*. (Jossey-Bass, 1990)

Dr. Carpenter further defines board oversight as consisting broadly of two responsibilities: (1) ensuring that the school accomplishes the student outcomes which it was chartered to produce and, (2) ensuring that it operates within all required parameters. This definition broadly aligns with NRS 388A.320.

Dr. Carpenter will continue to consult with the Amplus Academy board on an annual basis.

Regarding the nature and extent of involvement of key stakeholder groups, no changes will occur due to the dissolution of the EMO agreement.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The governance structure of the school and its related considerations will not change due to the dissolution of the EMO agreement.

3. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

Within three months of joining the board, new members will receive an orientation consisting of approximately six hours of training according to the follow timetable:

Within 30 days of taking office, new board members will meet for approximately two hours with designees of the board and staff to review the charter contract, the bylaws, the board policy manual, and the requirements of NV OML. At this meeting, new members will be required to sign a board member code of conduct and a disclosure statement.

Within 60 days of taking office, new board members will meet for approximately two hours with designees of the board and staff for the purpose of developing a broad understanding of the school's current financial performance and position, its internal controls, and its efforts to proactively deter/detect fraud, waste and abuse. At this meeting new members will also be given a copy of the school's most recent financial audit and Form 990.

Within 90 days of taking office, new board members will meet for approximately two hours with staff designees for the purpose of developing a broad understanding of the school's academic performance. Training will include understanding the school's performance on the current Nevada State Performance Framework as well as other key performance indicators such as the progress of students on the NWEA MAP test.

Upon joining, new members will also be provided copies of the following books and asked to read them:

Charter School Board University by Brian L. Carpenter

Robert's Rules of Order Newly Revised in Brief (currently in its 2nd edition) by Henry M. Robert III, William J. Evans, Daniel H. Honemann and Thomas J. Balch

4. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The board maintains its working relationship with staff through its regular and special meetings and board committees. As noted previously in this section, the board's purpose is that of ensuring, while staff's purpose is that of execution. The continuous process by the board to ensure that the school is performing as it should can only be accomplished in one of three ways (Carver) (which can be combined): (1) direct inspection by the board of one of its constituent components such as a committee or officer, (2) self-

report by management (provided that all assertions can be substantiated through source documents or other means), or (3) assessment by an outside entity.

Consider the following example. Suppose the board wants to ensure that faculty and staff are being treated professionally and fairly. Using the above mechanisms, the board could (1) talk to and/or survey faculty and staff, (2) receive a report by management on the treatment of faculty and staff, or (3) engage an outside entity to talk to and/or survey the faculty and staff.

As reporting itself to include frequency, type of report, and responsible entity (e.g., board committee, board officer, interim managing director, CFO, etc.), the board is in the process of creating a systematic oversight calendar (SOC) which will contain every recurring oversight matter in the course of a fiscal year. The SOC will then be used to develop agendas, thereby placing the board in control of its agenda formation (as opposed to the previous process in which agenda creation was assumed by the management company).

5. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.  
**The advisory bodies and its related considerations will not change due to the dissolution of the EMO agreement.**
6. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.  
**The process the school will follow should a parent or student have an objection to a governing board policy or decision and its related considerations will not change due to the dissolution of the EMO agreement.**
7. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?  
**Board goals and board member accountability and their related considerations will not change due to the dissolution of the EMO agreement.**

## **LEADERSHIP TEAM**

Describe the proposed organizational model; include the following information:

- (a) Organizational charts for this upcoming year
- (b) Job descriptions for each leadership role

**See organizational chart and job descriptions in Appendix XX**

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (c) School leadership, operations, and governance;
- (d) Curriculum, instruction, and assessment;
- (e) At-risk students and students with special needs;
- (f) Performance management; and
- (g) Parent and community engagement.

Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available

Formative and summative leadership assessments based on Nevada requirements as well as best practices from other charter schools and school districts have been compiled to provide annual assessments on school leader performance. Additional annual training opportunities and professional development are required for all school leadership.

Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.

The school leader is involved in the hiring process to create rapport and develop relationships with applicants. This relationship development leads to positive outcomes and working relationships between the school leader and staff.

Explain your school leader’s role in providing instructional guidance and school culture guidance. How will the leadership teamwork in support of the school leader’s guidance?

The shared goals and missions of the school, instruction and culture have been created with school leadership and are discussed regularly with all leadership and administration.

What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

Amplus Academy has annual leadership training that helps ensure that all school leadership are aware of the goals and best practices.

## STAFFING

Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school’s academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

*School*

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>Management Organization (EMO/CMO) Positions</b>						
[Specify]						

[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
<b>Total Back-Office FTEs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>School Staff</b>						
Principals	2	2	2	2	2	2
Assistant Principals	4	4	4	4	4	4
Add'l School Leadership Position 1 Managing Director	1	1	1	1	1	1
Add'l School Leadership Position 2 [Special Education and Special Populations Directors]	2	2	2	2	2	2
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)	76	76	76	76	76	76
Classroom Teachers (Specials)	13	13	13	13	13	13
Student Support Position 1 [Counselors]	3	3	3	3	3	3
Student Support Position 2 [Special Education]	10	10	10	10	10	10
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants	32	32	32	32	32	32
School Operations Support Staff	32	32	32	32	32	32
<b>Total FTEs at School</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>	<b>174</b>

*Network*

	Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools		1	2	2	2	2	2
Number of middle schools		1	1	1	1	1	1
Number of high schools		1	1	1	1	1	1
<b>Total schools</b>		3	4	4	4	4	4
Student enrollment		1640	2180				
<b>Elementary School Staff</b>							
Principals			1	1	1	1	1
Assistant Principals			2	2	2	2	2
Add'l School Leadership Position 1 [Instructional Coaches]			2	2	2	2	2
Add'l School Leadership Position 2 [Specify]							
Add'l School Leadership Position 3							

[Specify]							
Classroom Teachers (Core Subjects)		40	40	40	40	40	
Classroom Teachers (Specials)		6	6	6	6	6	
Special Education Teachers		3	3	3	3	3	
ELL/TESOL Teachers		1	1	1	1	1	
Student Support Position 1 [e.g., Social Worker]							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants		32	32	32	32	32	
School Operations Support Staff		14	14	14	14	14	
<b>Total FTEs at Elementary Schools</b>		<b>101</b>	<b>101</b>	<b>101</b>	<b>101</b>	<b>101</b>	
<b>Middle School Staff</b>							
Principals		.5	.5	.5	.5	.5	
Assistant Principals		1	1	1	1	1	
Add'l School Leadership Position 1 [Instructional Coach]		1	1	1	1	1	
Add'l School Leadership Position 2 [Specify]							
Add'l School Leadership Position 3 [Specify]							
Classroom Teachers (Core Subjects)		18	18	18	18	18	
Classroom Teachers (Specials)		3	3	3	3	3	
Student Support Position 1 [Counselor]		1	1	1	1	1	
Special Education Teachers		2	2	2	2	2	
ELL/TESOL Teachers							
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
<b>Total FTEs at Middle Schools</b>		<b>26.5</b>	<b>26.5</b>	<b>26.5</b>	<b>26.5</b>	<b>26.5</b>	
<b>High School Staff</b>							
Principals		.5	.5	.5		.5	
Assistant Principals		1	1	1		1	
Deans		1	1	1		1	
Add'l School Leadership Position 1 [Instructional Coach]		1	1	1		1	
Add'l School Leadership Position 2 [Specify]							
Add'l School Leadership Position 3 [Specify]							
Classroom Teachers (Core Subjects)		18	18	18		18	

Classroom Teachers (Specials)		4	4	4		4	
Special Education Teachers		3	3	3		3	
ELL/TESOL Teachers		1	1	1		1	
Student Support Position 1 [Counselor]		2	2	2		2	
Student Support Position 2 [specify]							
Specialized School Staff 1 [specify]							
Specialized School Staff 2 [specify]							
Teacher Aides and Assistants							
School Operations Support Staff							
<b>Total FTEs at High Schools</b>		<b>29.5</b>	<b>29.5</b>	<b>29.5</b>		<b>29.5</b>	
<b>Total Network FTEs</b>		<b>157</b>	<b>157</b>	<b>157</b>		<b>157</b>	

## HUMAN RESOURCES

Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

Amplus Academy has been successful over the past six years in recruiting and retaining excellent teachers. We have utilized various teacher recruiting websites and developed relationships with universities to provide student teacher training opportunities and hire newly graduated teachers. The hiring process is not expected to change with the transition to a self-managed organization as these services were already being provided by Amplus Academy staff.

Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

The dissolution of the EMO agreement has allowed Amplus Academy to evaluate their salary scale to better align with Nevada best practices in regards to compensation and benefits. This includes increasing the base salary for teachers by \$2,500 and offering incentives for additional licensure, endorsements or education.

Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

The dissolution of the EMO agreement has not impacted the senior administrative team as Amplus Academy has hired all Las Vegas based Administration previously employed by the EMO. Amplus Academy has created an organizational chart with additional support positions to help teachers, including additional coaching, in-classroom assistance and feedback. Some key personnel that have been added to our staff include K-6 Principal, 7-12 Principal, and a dedicated Special Education Director. Teacher/student ratios in both elementary and secondary are approximately 33:1. Elementary classrooms have the additional support of Instructors, substitute licensed employees, who can support small group instruction and intervention.



Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement as this service was already being provided by Amplus Academy staff.

Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

Amplus Academy will continue to provide coaching and regular feedback and evaluation to teachers using formative and summative assessments. Administration is reading and implementing the best practices laid out by Paul Bambrick-Santoyo in his book Leverage Leadership 2.0. Administration will be adding in weekly PLC meetings to drive instruction. Teachers will also be observed by administration and/or instructional coaches at a minimum of 15 minutes per week, followed by an intensive follow-up to discuss goal setting in order to maximize student achievement and teacher efficacy.

Explain how the school leader will be supported, developed, and evaluated each school year. Provide your leadership evaluation tool(s), as well as any supporting protocols or documentation.

Amplus Academy will conduct formative and summative assessments on the school leadership including the Managing Director and Principals. This will include staff feedback as well as professional assessments. In accordance with NRS 391, Amplus Academy has established a set of standards by which Employees will be reviewed. School Administration will provide all Employees with a copy of the expectations prior to a performance review. Amplus Academy will provide ongoing performance reviews based on the position held. Typically, new employees will receive a performance review within the first 90 days of employment. Employees will receive a copy of their performance review within 15 days of the evaluation. The performance review will be kept as part of the Employee's personnel file. The Employee will have the opportunity to speak to School Administration regarding their review. In addition to these formal performance evaluations, Amplus Academy encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Amplus Academy has reviewed organizational charts of multiple Nevada charter schools, out of state charter schools and public school districts to determine best practices regarding appropriate staffing and support.

Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Instructional coaches are a critical component of teacher success. Coaches work to assist teachers with their classroom management, instruction and other critical teaching functions. Unsatisfactory performance is first worked on directly with the assistance of the instructional coach, assistant principal or principal. If coaching is not yielding the required results, official performance improvement plans are initiated and reviewed with employees. Support and accountability have helped address performance problems over the years and will continue to be handled in this manner.

Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

No additional support will be needed to provide core Human Resources functions with the dissolution of the EMO contract. All Human Resources functions including benefit administration, employee relations, hiring, onboarding and termination of employees was being provided by Amplus Academy staff prior to the dissolution of the EMO contract. The only function being provided by the EMO regarding Human Resources was payroll initiation and processing, and this has been absorbed by Amplus Academy's Accounting and Finance department. Payroll has and will continue to be provided by the existing outside payroll company.

#### STUDENT RECRUITMENT AND ENROLLMENT

*Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.*

Explain the plan for student recruitment and retention, and marketing that will provide equal access to interested students and families. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences, please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

The process for student recruitment and retention will reside with the marketing director who will ensure that communication, re-enrollment and recruitment efforts are being publicized. Additionally, Academic Directors along with the Executive Director provide ongoing tours of the campus and work with community to provide access to Amplus Academy.

(a) What is the enrollment calendar for subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. All enrollment and lotter oversight has consist

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

Complete the following tables for the proposed school to open in 2020-21. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus beginning in fall 2020.

(d) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	160	160	160	160	160	160
1	180	180	180	180	180	180
2	180	180	180	180	180	180
3	180	180	180	180	180	180
4	180	180	180	180	180	180
5	185	180	180	180	180	180
6	185	180	180	180	180	180
7	195	180	180	180	180	180
8	195	180	180	180	180	180
9	165	180	180	180	180	180
10	130	165	180	180	180	180
11	110	130	165	180	180	180
12	80	110	130	165	165	165
Total	2125	2185	2255	2305	2305	2305

(e) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	Number of Students
--	--------------------

Grade Level	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K	175	180	180	180	180	180
1	188	190	190	190	190	190
2	193	190	190	190	190	190
3	182	190	190	190	190	190
4	179	190	190	190	190	190
5	184	190	190	190	190	190
6	185	190	190	190	190	190
7	199	190	190	190	190	190
8	195	190	190	190	190	190
9	170	190	190	190	190	190
10	143	165	190	190	190	190
11	115	130	165	190	190	190
12	83	90	130	165	190	190
Total	2191	2275	2375	2435	2460	2460

(f) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	200	200	200	200	200	200
1	205	205	205	205	205	205
2	205	205	205	205	205	205
3	205	205	205	205	205	205
4	205	205	205	205	205	205
5	205	205	205	205	205	205
6	205	205	205	205	205	205
7	205	205	205	205	205	205
8	205	205	205	205	205	205
9	175	200	200	200	200	200
10	145	200	200	200	200	200
11	105	140	200	200	200	200
12	105	105	140	200	200	200
Total	2370	2485	2580	2640	2640	2640

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

**No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.**

**DUAL-CREDIT PARTNERSHIPS**

*If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.*

(1) Describe the proposed or current duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(3) Discuss the scope of the services and resources that will be provided by the college or university.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(5) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(6) Identify any employees of the college or university who will serve on the governing body of the charter school.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(7) Provide a current or draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter amendment.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

## **SERVICES**

(1) Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

Currently, there is a Director of Operations who oversees all functions, as well as safety and security of the campus.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (c) Facilities maintenance (including janitorial and landscape maintenance)

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (d) School health and nursing services

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (e) Purchasing processes

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (f) Safety and security (include any plans for onsite security personnel)

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. All access to technology will remain the same. Staff will be provided with technology and technological support through onsite IT. Students will continue to have access to technology as appropriate in both elementary and secondary classes.

- (3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

- (4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(5) In addition to the narrative above, provide an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

## **FACILITIES**

(1) As may be applicable, describe the process for securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. should the current and/or future facility not be the property of the governing board.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(2) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(3) Explain the organization's plan to maintain the independent facility.

The clear and concise model and checklist of maintenance that is being used on the current campus will be used at the new facility. It is broken down by daily, weekly, monthly, and reactionary. Contractual entities, like HVAC, landscaping, and janitorial supplies, that are being used at the current campus will be utilized at the new facility. Additional operations staff members will be hired and trained at the current campus prior to the opening of the facility. The former management company did provide any direct oversight of the facility and/or maintenance.

## **ONGOING OPERATIONS**

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(2) Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement. All insurance will continue as previously written as the management company was not involved as an injured party.

## 6. Financial Plan

*To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response and include the final FY 20 budget submitted to NDE in June.*

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

During most of the six years the school was under the management of its former EMO, the accounting, purchasing, and payroll functions were essentially shared between the two. Greater responsibility for accounting and reporting functions, however, began shifting toward the school in the final months of the EMO's tenure as a result of its decision to hire an onsite controller (who is now employed by the school as its CFO).

Historically, with respect to purchasing functions, the school managed the authorization, acquisition, and safeguarding components. Copies of supporting documentation were then forwarded for recording to the EMO in Utah which managed and controlled the general ledger. (Problematically, the school's business team has been identifying numerous concerns within past accounting practices ranging from transactions that do not appear to conform with Nevada's chart of accounts, including items being miscoded within the existing chart of accounts, transactions not being cleared as part of bank reconciliations, old uncashed checks not being submitted to the unclaimed property of the State of NV (an audit finding last year). At the time of this amendment request, this is necessitating undue work as it collaborates with the school's external auditor to clean up the ledger).

The former EMO was also responsible for financial reporting to the board, however, as with the incorrectly coded transactions mentioned above, the school's income statement and balance sheet reflect prior-year adjusting entries by the school's auditor that need to be corrected moving forward. The school is working on this at present, as well.

In addition to these findings, the school's business team has also implemented new accounting controls to ensure separation of duties exist within the accounting department and elsewhere throughout the school, as applicable.

As in years past, the school's board continues to approve the selection of the external auditor.

Under the control of the EMO, payroll (for EMO employees as well as school employees) was, and will continue to be, processed by Paycom. This entity is also processing and filing all corresponding state and federal filings required by the IRS. Other than payroll, however, the school is not planning on outsourcing any other administrative services.

As far as accounting systems, the school is continuing to use QuickBooks, although it has now purchased its own license rather than sharing the EMO's license.



(2) Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following:

Most of the considerations in this question will remain unchanged in comparison to the school's previous six years of operations. However, one obvious big change resulting in the dissolution of the EMO agreement is that in the 20/21 school year, the school will retain approximately \$2.4 million it would have paid to the EMO.

As reflected in the 20/21 budget adopted by the school's board at a special meeting on Wednesday 7/29/20, the school has invested almost all of this \$2.4 million in improving instruction. This investment chiefly appears in five categories: (1) **the addition of new faculty** (in response to enrollment growth), (2) the **creation of four new instructional leadership positions**, (3) the **implementation of the school's first faculty salary chart** (resulting in pay increases for many teachers), (4) **improving instruction through evidence-based curricular supplements**, and (5) **professional development**. Each of these is briefly summarized as follows:

(1) ***Addition of new faculty in response to our enrollment growth:*** As a result of the new campus, the school has a current enrollment of **2,121** (WPU). This figure represents **482** more students than the school's 19/20 year-end enrollment of **1,639**. This increase necessitated creating **35** new teaching positions, all of which are either now filled or in the process of being filled.

(2) ***The creation of four new instructional leadership positions:*** As a result of parting ways with its former EMO, the school is now able to staff the school such that the needs of its students is the primary driver of staffing decisions, rather than the former EMO's profitability and/or fidelity to its educational practices, some of which the school has deemed not helpful to students, nor always aligned with Nevada standards.

Accordingly, the school created two new principal positions, both of which the school has now filled with highly qualified, experienced, credentialed educators. At the board's special meeting on Wednesday, 7/29/20, the board approved the interim managing director's recommendation to hire Dr. Eve Breier as the school's K-6 principal, and Mrs. Sarah Barlow as the school's K-8 principal. Both were welcomed with grateful applause by the board and stakeholders in the audience.

The school has also created a position for a dedicated Director of Special Education. Although the school benefited in prior years from the service of appropriately credentialed persons, the EMO imposed special education administrative responsibilities on individuals in addition to other administrative and teaching responsibilities. While the school is grateful to these past administrators, it intends to improve the scope and quality of services it offers to special needs students (including better initial identification procedures). Thus, the school has created (and budgeted for) a dedicated Director of Special Education. At the time of this amendment request, candidates are being interviewed, however, no selection has been made.

The fourth new position created by the school to improve its academic performance is an additional assistant principal position, bringing the school's total number of APs to four. At present, candidates are being interviewed, but no selection has been made yet.

**(3) Implementation of the school's first faculty salary chart.** At the board's special meeting on Wednesday 7/29/20, it ratified a faculty salary chart (the school's first). In addition to helping create equity (i.e., the same pay for individuals with the same credentials and experience), the chart's base salary dramatically improved the compensation of many of the school's faculty.

The school's board and management view equitable compensation as a must. Additionally, while the board and management do not believe that more money makes good teachers teach better, the school believes that more money (equitably distributed) will enable the school to recruit and retain the best teachers available. Moreover, a sound pay scale is also a key risk management element. (The school's exposure to accusations of unfair compensation are greatly reduced, if not eliminated altogether.)

**(4) Improving instruction through evidence-based curricular supplements.** The school has budgeted a total of **\$399,000** pertaining to curriculum across three object codes: (a) books and periodicals (object code 640), (b) textbooks (object code 641), and (c) web based and similar programs (object code 653). The largest of these expenses is a license to use a web-based program known as Achieve3000 to improve student reading comprehension (and related abilities such as vocabulary). Other curricular supplements include EngageNY Math, as well as various Advanced Placement courses.

**(5) Improving instruction through professional development.** The school has also budgeted a total of **\$47,000** for professional development. This includes funds for training teachers (and train-the-trainer courses) to successfully use the techniques in *Teach Like a Champion 2.0*, and *Leverage Leadership* as discussed in the academic component of this amendment. The school's leadership team is also currently doing a book study with its transition consultant on *Visible Learning* by John Hattie in order to strengthen its instructional strategies on evidence-based research.

In sum, having separated from its EMO, the school is free to refine its instructional program in ways that the board and leadership believe will best serve students. The changes already in progress reflect an intentional shift that is evidence-based rather than faddish trends or EMO philosophy/profitability.

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states. No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

The school has a current fund balance of ~3M. No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

No changes will occur to the current operations or programming due to the dissolution of the EMO agreement.

(3) Submit the completed Financial Plan Workbook for the proposed school. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

As an already operational school, a 20/21 budget has been approved by the board (see attached). Accounting controls implemented (though not yet published):

- Separation of duties between A/R, A/P and General Ledger
- Separation of duties between purchasing and receiving departments
- Employee reimbursement request policy, ensuring immediate supervisor and finance supervisor verification and approval of the legitimacy of requests
- Employee credit card expense reporting requirements - Policy ensures all credit card expenses are justified through purchase receipts, supervisor approvals and general ledger coding in line with the Nevada chart of accounts

- Requests for proposals - Ensures agents of school perform due diligence when requesting services from vendors. This includes obtaining a minimum of three bids, ensuring vendors satisfy our insurance limits and licensing requirements, advising the board of services being requested.
- Storage of financial information - We have created secured locations within our internal servers where we are now storing all financial files. These files are also being backed up. (Our files were formerly stored in a Google drive prior to the implementation of this policy)

Additional controls are in the process of being developed at the time of this amendment (as a result of separating from the EMO).

Lastly, with respect to audit procedures and related requirements, the most recent audit is attached (18/19). The 19/20 audit is in progress at the time of this amendment.

**In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.**