



# Nevada State Public Charter School Authority

2022 Charter Renewal Application  
Per [NRS 388A.285](#) and [NAC 388A.415](#)

# CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process as seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorizing** at **702.486.8271** or **mmodrcin@spsca.nv.gov** or **Rebecca Feiden, Executive Director** at **775.546.3021** or **Rebecca.Feiden@spsca.nv.gov** with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

## RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	May	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2022	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority <sup>1</sup>	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

## REQUIRED SUBMISSIONS

<sup>1</sup> There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

## 1. Executive Summary [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval* .
- Key Design Elements of your school
  - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
  - Speak to programs, structure, and principles<sup>2</sup>

The mission of Quest Preparatory Academy is “to foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.” This mission will continue on into our next charter term.

In 2008, Quest opened its first campus under the name of Imagine in the Valley in the Durango YMCA, as one of the only stand-alone charters in Nevada. Since opening its first school 14 years ago, Quest has grown to serve one of the most diverse student bodies in Nevada. Quest prides itself in the diversity of its student body and its focus on leadership.

Beginning in 2015, Quest was overseen by a receiver appointed by the SPCSA to remedy the school’s financial and legal challenges. Under the receivership the school has Quest eliminated approximately \$22M in outstanding liabilities, closed an unviable high school campus and moved a main campus into a stable, long-term facility, consolidated three campuses and reduced staffing and spending redundancies, met SPCSA academic performance targets, and secured over new grant money. Quest resolved every legal, financial and operational matter that was the basis of the receiver. Quest has worked arduously at the beginning of the most recent charter term to transition from its receivership to reconstituted governing board and to ensure that school is well positioned to operate under a new board governance structure and financially and operationally prepared to enter the next charter term positioned for success and respectfully seeks to operate another charter term.

Quest fulfills a unique role in the Nevada educational ecosystem, educating one of the most racially and socioeconomically diverse student bodies in the area. The school program has shown notable improvement in student outcomes, especially in student growth and ELL student gains and is meeting the SPCSA performance targets. Data from the 2022 NSPF show Quest earning 57.5 points for the elementary school and 52.22 points for the middle school. While Nevada is not awarding star ratings for SY2122, the point totals achieved by the elementary and middle school both align with earning 3 stars on the NSPF. The 2022 SPCSA Site evaluation noted the school’s ongoing improvement rating the school “proficient” and “exceeds” in all instructional categories. The foundations of excellence have been rooted at Quest academically, operationally, and financially to position the school and current leadership through a new charter term.

---

<sup>2</sup> Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

Quest's core goal is to provide a quality kindergarten through eighth grade educational program, accessible to all children regardless of economic status or ethnicity. Quest strives to raise achievement for its students, many of whom come from populations that have been historically underserved. Quest believes in focusing on the development of the whole child and is committed to supporting students' physical, social, emotional, and academic growth. Quest's vision is one where every student matters, or more specifically, where every student and their success matters, and there are high expectations for academic excellence.

To that end, Quest has two core focus areas:

1. An intensive academic curriculum that addresses students' needs and then continues to challenge all students to achieve our highest expectations—ensuring that they are college and career ready, no matter where their paths may lead. All students will receive the opportunities and attention that facilitate their success in the core subjects as well as in the arts and sports.
2. A school community that draws on the resources and skills of families, parents, students, businesses, and community groups to help our students become confident in their abilities and proud of their communities, their culture, and their histories. All students will learn how to be engaged in the communities as leaders for the next generation.

Quest has been deeply committed to improving academic outcomes for students and has undertaken a comprehensive turnaround effort that has resulted in notable gains in achievement that Quest will continue to seek to capitalize on into the new charter term. In 2017, Quest committed to a multi-year school improvement process which included comprehensive coaching of teachers and leaders with a focus on improving teacher and leader effectiveness; support and training around the use of data-driven instruction; implementation of content professional development and resources, implementing performance-based data systems and assessments; comprehensive support for operations and finance; and building a team of committed teachers and leaders through talent sourcing. That capacity has been utilized in the most recent charter term, which brought the school through an unprecedented pandemic and delivered academic outcomes at the pre-pandemic level.

A critical component of Quests academic outcomes this charter term was the implementation of research-based literacy and numeracy curriculum, increased student instructional time in literacy and numeracy, and targeted teacher development. Crucial to these efforts was also the capacity building of school leaders, staff, and teachers. These efforts ensure the school is well positioned and has the structure and systems for continued improvement for student achievement and operational outcomes. These efforts also allowed Quest to hit the ground running during the pandemic shutdown and switch to virtual and hybrid learning. Further, these efforts have proven to improve the academic outcomes for students.

A third element of the intensive academic program to support college and career readiness is targeted teacher development on not only data driven decision making but a focus on engagement and discourse. Our professional development sessions are cohesive, tied to data, and relevant. Our teacher professional development is provided to improve teacher content knowledge, **pedagogy**, and delivery. Specifically, cooperative learning is key to improving academic outcomes. Kagan strategies are about engagement and designed to improve student discourse and discussion. According to Kagan, The primary benefits of cooperative learning, documented by about a thousand **research studies**, include increased academic achievement,

improved social skills and social relations, improved thinking skills, reduced discipline problems, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up.

The community at Quest is represented by a diverse student body and families seeking a local option for their students. Together with parents, Quest leaders and teachers instill trust, listen to student and family voices, and allow mutual ownership over the educational process; we are building an empowered community who care about each other. Our students and families want to be a part of our community - a place where they know they are valued and feel supported; and, a community where students feel safe and a learning environment nurtures personal and academic growth. While our families have several traditional and charter school options in the vicinity, we continue to be a choice for families seeking smaller class sizes, racially and economically diverse student body and a nurturing environment and we seek to continue being this Nevada-based option for families. Each year families celebrate student learning at events such as International Night, STEM Night, and quarterly awards and celebrations and we seek to continue these traditions in our next charter term. The voices of families at Quest will continue to be of paramount importance in Quest's next charter term and we look forward to partnering with our families as we provide a strong academic foundation for our students to matriculate to high school.

Quest believes that its responsibility to its students extends far beyond the realm of academics. To that end, Quest has built a cohesive school community, which celebrates the diversity of its students and families. Quest provides both before and after care for its students through the Champions program, which strengthens the school community while supporting families. Before and after care utilizes community and interest-driven learning to engage students in their education and empower students to actively create while supporting their education outside the school day. Students explore their interests with subjects like coding, digital citizenship, engineering and more. Just like in the school day, students practice collaborating and communicating with the group to nurture the kinds of skills needed to succeed in the classroom and community. Champions also hosts family nights to engage all family members in games, fun, and school involvement.

Additionally, Quest provides a K-8 athletic program (basketball, soccer, flag football, bowling, baseball, volleyball, cheerleading) which helps students to build confidence, bond with teammates and develop extracurricular interests. Team sports foster accountability, dedication, leadership and other skills. Teamwork and problem-solving skills support success in student academics and working with their community. Students have established a community at Quest and thrive in a small setting where their voices are valued and they are known by each staff and leader by name.

Quest's leadership and staff are confident in the school's ability to succeed academically and operationally in the next charter term. Quest has successfully reconstituted its governing board, engaged in an intense school improvement process, and shown strong academic outcomes. As a result of these efforts, the school has dramatically improved the fiscal standing of the school as well as seeing the academic performance improved. The school is ready to continue to fulfill its mission for students and families. While the challenges of Quest have been immense, the school has overcome them and the school is well positioned to excel in the next charter term.

Finally, Quest serves a very important role in the Nevada charter school sector. Quest serves one of the most racially and socioeconomically diverse student populations in the Nevada charter system. Quest's unique student demographics cannot be undervalued and we hope to continue allowing this diverse group of students to continue learning together. Quest is submitting this application for charter renewal so it can continue to improve upon the programs and services it offers to its close-knit community of students, families and staff.



## 2. Renewal Application

### A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

### B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form. Please discuss how the school engages families and provide information regarding trainings that the school provides for staff on the topics of family engagement and diversity, equity, and inclusion. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA and statewide averages. Include any plans<sup>3</sup> that the school may be considering to address any student demographic gaps so as to align to the SPCSA Strategic Plan, as well as any efforts to ensure a representative teaching staff and governing board.

Quest is deeply committed to improving academic outcomes for all students. In 2017, Quest partnered with TenSquare, a school improvement support organization, to drastically improve school academic outcomes. These efforts were paramount to increasing student achievement, which was at the bottom 5% of the state. Since implementing these improvement efforts Quest has engaged in regular data collection and analysis to inform its decisions regarding strategies for improving academic outcomes, culture, staff retention and a range of other factors that impact student achievement. As Quest's outcomes on the Nevada Report Card have improved, we have experienced notable improvement across a variety of metrics. This includes improving the NSPF index score to above 50 for both Elementary School and Middle School from the Spring 2022 SBAC. Below, we explain some of that data in context and provide plans for building upon our successes and addressing our areas of relative weakness.

**School Performance:** In 2017-18, Quest submitted performance targets to the SPCSA as part of its charter amendment process. These performance targets were established to move the school from the bottom 5% of performance state-wide to a 3-star school within four years with the support of TenSquare. **Quest met the SPCSA performance targets** each year. In Quest's most recent renewal, Quest was given the condition of the Elementary School to become a 3 star school. In the 2021-2022 school year, Quest accomplished that goal. Quest anticipates continuing to meet or exceed these targets in forthcoming years.

---

<sup>3</sup> If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school's formal recruitment and enrollment plan.

Table 1: Quest School Performance Targets

	SY1617	SY1718	SY1819	SY1920	SY2021	SY2122
<b>SPCSA Target</b>	n/a	28.5 (1 Star)	38.5 (2 Star)	COVID:	PANDEMIC	<b>3 Stars</b>
<b>Quest ES</b>	19 (1 Star)	48.5 (2 Star)	42 (2 Star)	NO SBAC	NO SCORES	<b>57.5 (3 Star)</b>
<b>Quest MS</b>	33 (2 Star)	56 (3 Star)	52.7 (3 Star)	-	-	<b>52.22 (3 Star)</b>

This unparalleled improvement in outcomes was the result of strategic, comprehensive school improvement efforts. While the foundation of this improvement was academic, Quest simultaneously improved broad school operations and practices. Quest codified the use of data and data systems at the school with leaders and staff. Quest implemented assessment systems including NWEA MAP to measure student progress and enable instructional staff to more effectively identify academic strengths and target deficiencies. Quest developed curricular unit plans and assessments in ELA and math to align with student needs and state testing. Teacher professional development was provided to improve teacher content knowledge and pedagogy. Master schedules for instructional time are created yearly to emphasize ELA and math instruction. This school performance was attainable through the systems put in place before the pandemic and used throughout the pandemic to ensure student outcomes met or exceeded the scores pre-pandemic. Last, the systems, processes, and capacities of Quest staff were established to continue these improvement strategies into the next charter term. These improvement efforts are evidenced across a broad range of school data beyond the NSPF score.

**Enrollment & Demographic Details:** Quest’s enrollment has been steady throughout this charter term (SY2021-SY2223). The school has three sections of grades K and 1 and will be adding one additional section each subsequent year as these cohorts move up to higher grade levels. In middle school, Quest has three sections of grade 6, including new students who enter after elementary school. Quest will seek to maintain this three-cohort model in subsequent years.

Quest developed a plan to recruit new students and retain students. Quest learned that parents wanted the school to invest in a new playground for students. In response to this parent feedback, Quest is planning to invest in a new playground at the northwest campus. Quest has an active Parent-Teacher Organization (PTO) whose members are involved in organizing and participating in school activities. Quest will continue to engage its PTO as well as its Parent Advisory Committee (PAC) in decision making to ensure that families are satisfied with the services provided and committed to remaining with Quest. The enrollment model below demonstrates Quest’s plan to maintain enrollment in the approved enrollment number of 450-550 students. Quest has developed student recruitment and engagement plans to help reach these enrollment goals and will regularly assess its progress towards these goals throughout the next several years, adjusting and modifying accordingly to ensure that all targets are met. Further, Quest anticipates more stable enrollment as the facility continues to receive improvements and the school community is actively involved in activities.

In SY21-22, Quest served one of the most racially diverse student bodies among all SPCSA charter schools. The student body was 50.11% Black/African-American, the highest percentage among any charter district under the SPCSA. Across the charter sector, Quest was one of five charter districts that served a student population that was represented by 75% or greater students who identify as Black/African-American or Hispanic. Quest is supporting the SPCSA’s Strategic Plan and does not have major deficits in any area of demographics. In terms of staff, the Quest

staff reflects the diversity of the student population. Finally, the Governing Board has demographics that also support diversity.

Table 2: Quest Student Demographic Information

Name	Accountability Year	Organization Code	District/Authority Name	Total Enrollment	Ethnicity						
				Total Enrollment	Am In/AK Native %	Asian %	Hispanic %	Black %	White %	Pacific Islander %	Two or More Races %
State	2021-2022	00		486,682	0.8	5.44	43.6	12.15	29.27	1.47	7.29
Clark	2021-2022	02	State	310,556	0.33	5.95	47.19	15.74	21.6	1.63	7.55
State Charters	2021-2022	18	State	55,415	0.43	7.81	36.96	12.26	32.16	1.47	8.91
Quest Academy	2021-2022	72416	State Public Charter School Authority	475	1.26	2.11	26.53	50.11	11.79	0.84	7.37

**Quest’s student body is among the most economically disadvantaged among charter schools.** Since 2016, the school’s Free and Reduced Lunch (FRL) population has more than doubled from 33% to 69%. This represents an increase of 107% in four years at Quest, while the SPCSA average has increased by only 4%. Further, while the FRL student percentage has increased every year at Quest, the SPCSA average FRL population has declined or has had only incremental increases.<sup>4</sup> While all schools are able to offer free lunch utilizing federal funds this year, Quest continues to be a Community Eligible Program for the 22-23 school year and will continue to be in the next charter term. This ensures students have access to breakfast and lunch each day, improving conditions for learning.

Table 4: Quest Percentage of Student Body Eligible for FRL Relative to Sector and State

District	% of FRL students SY2122
Quest	100%
SPSCA Average	43.55%
State Average	79.12%

**Attendance:** While Quest’s student body is racially and economically among the most diverse in the charter sector under SPCSA, student attendance has been on par with the state and state charter averages since the improvement efforts began. Quest intends to maintain these strong attendance outcomes into the next charter review.

While daily attendance is strong, chronic absenteeism has been challenging throughout the pandemic and also as we emerge from it and return to full in person learning. Chronic absenteeism is an area for continued focus in the next charter term. While some subgroups exceed Clark County averages, students who are English Language learners and economically disadvantaged exhibit the largest chronic absenteeism rates. Quest is partnering with the PTO to better understand challenges families face with getting students to school. We are also focusing a safe and positive climate and culture for children. Through this recognition of needs, Quest plans to lower our chronic absenteeism rate by over 10% from SY2122 to SY 2223 through strategic planning and family supports. Quest will keep aiming to lower our rate.

<sup>4</sup> [http://agri.nv.gov/Resources/Data\\_and\\_Reports/Food\\_and\\_Nutrition/SN/SN\\_Data\\_Reports/](http://agri.nv.gov/Resources/Data_and_Reports/Food_and_Nutrition/SN/SN_Data_Reports/)

**Class Size:** In an effort to yield optimal results from classroom time and improve student achievement, Quest has decreased class sizes to levels significantly below state and sector averages. In its next charter term, Quest will continue to prioritize smaller class sizes to ensure all student needs are met.

*Table 7: Average Class Size by Subject for Quest Relative to State and Sector SY2122*

	English Avg. Class Size	Math Avg. Class Size	Science Avg. Class Size	Social Studies Avg. Class Size
Quest	19	17	25	24
SCPSA	24	25	28	30
State	27	26	28	29

**Teacher Daily Attendance:** The results of these efforts are also evidenced in Quest’s teacher daily attendance, which in 2017-18 teacher attendance rates increased to 95.7% at Quest (SY1718) exceeding the state (95.2%) average. Teacher attendance at Quest in SY1819, continued to be strong (95.6%) and on par with the state average (95.6%). This continued throughout the pandemic and through last year. In SY2122, Quest’s teacher daily attendance was 96.5%, outpacing the SPCSA which was at 95.5% and far outpacing Clark County, where the rate was 82%. Quest’s instructional staff is dedicated to the mission of vision for our school community.

**Academic Outcomes- English Learners:** As part of its school improvement effort, Quest invested in improving services for English Language Learners (ELs), yielding impressive results. In 18-19, Quest ELs earned an average score of 66.67% on the ELPA, a significant growth score outpacing the majority of schools. In 2018-19, the school invested in a full-time EL teacher who provided direct student instruction in individual and group settings using research-based materials during the school day. These concentrated efforts have resulted in 2 out of 3 students reaching language growth targets. In 2021-2022, these results continued with 52.3% of EL students meeting their growth targets, outpacing the district average of just 38.4% In 2022-2023 and beyond, Quest will continue providing this highly impactful support for students.

**Academic Outcomes- High School on Track:** Quest has also made immense strides in preparing its middle school students for high school. Quest had a High School on Track rate of 97.6% in 18-19. This was the result of the development of defined internal data systems to track students’ academic progress throughout the year. A dedicated staff member worked with students throughout the year to monitor student outcomes, provide support plans, and invest students and families in student outcomes. These efforts have continued in the most recent charter term and most recently in SY 21-22, Quest continues to be above 95% for high school on track, outperforming the district rate of 91.1%

**Academic Outcomes- Median Growth Percentile (MGP):** MGP is a measure of the median academic growth of students at a school as compared to students at other schools on reading and math as measured by the SBAC. The MGP is calculated from student growth percentiles (SGP). The SGP measures the amount of academic growth a student has made, as a result of one year of

instruction, compared to similarly performing peers. A 50 SGP means that a student made more growth than 50% of students who had the same math or reading score the prior school year. Quest’s MGP, the median growth for all students in each subject, exceeded 50 for the past two school years of reporting indicating that **student growth at Quest exceeds average growth across SBAC states. For both Elementary and Middle School ELA and Math, Quest MGP has exceeded the SPCSA schools median.**

Table 9: Median Growth Percentile in ELA and Math

	Quest Elementary School Median		SPCSA Median		Quest Middle School Median		SPCSA Median	
	SY1819	SY2122	SY1819	SY2122	SY1819	SY2122	SY1819	SY2122
Math	56	56.34	58	52	57.5	64.34	55	56
ELA	64	64.79	56	53	50	58.02	52	55

Family Engagement: The school engages families and provides information regarding a variety of topics through our quarterly Leader in Me parent workshops. At the workshops, families learn about and receive tools to help their child be a leader of self and leader of others. This includes how to be engaged as a family, diversity, equity, and inclusion.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

### **3. Academic Plans for the Proposed Charter Term**

#### **A. Written Narrative [Limited to 10 pages]**

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remaining unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement as well as a description of the proposed Restorative Discipline plan for the upcoming term and plans to monitor for potential disproportionate discipline practices, plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (ex. race/ethnicity, FRL, EL, IEP).

Finally, if the school currently provides distance education and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;
- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;
- The methods the charter school for distance education will use to assess the academic success of pupils; and
- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

In its next charter term, Quest plans to capitalize on the positive results of improvement efforts implemented during the previous renewal cycle. Quest will align efforts to (1) ensure its long term financial viability, (2) reach its faculty/staff and student retention goals, and (3) to continue to improve academic outcomes for all students. Quest Academy serves a diverse student body and community, and we are eager to continue to provide an academically sound program, where every student and their success matters, to our families in this next charter term.

Quest will continue to offer a K-8 educational program to provide a solid foundation for lifelong learning while creating positively productive citizens. This will be accomplished by continuing a student-centered climate and culture that celebrates families and diversity. As a Leader in Me school, Quest will continue to foster healthy habits and strong relationships with a belief that a well-implemented PBIS model will allow that climate and culture to flourish. With a culture for learning, Quest will utilize instructional elements and structures that support student academic growth and achievement. This begins with research-based curriculum and standards. An instructional framework using research-based methods grounded in the school's



improvement effort will continue. The principle of continuous school improvement and progress monitoring of goals and their achievement is critical for continued success in the next term.

**Serving students in grades K - 8.** Quest seeks to continue serving students in kindergarten through 8th grade. This purposeful grade structure enables children to develop important interpersonal and academic skills in a small community. The grade structure allows students across all grade levels to hone in on leadership skills from primary to upper elementary and middle grades. Early grade students learn their impact on a broader school community as they relate with older peers and build relationships with staff. The smaller middle grade community fosters student development at a time of adolescence when students are most likely to need adult support and can be in the most danger of long-term failure in large school settings. As children begin to find their own passions and paths, Quest works to educate middle school parents and children on the options available for high school, so they will exit high school college or career ready. Academic plans in middle school work to help students create goals and action plans to be positively productive citizens. Quest students are supported by caring and experienced teachers, counselors, and staff in a small setting, allowing them to build relationships, community, and their own path without the pressures of a large school environment.

**Celebrating families and diversity.** Quest has remained a local school serving one of the most diverse student bodies in Las Vegas. Quest seeks to continue to be a model of student diversity for the charter sector, economically and racially. The large number of students at Quest qualifying for free and reduced lunch has persisted with the expectation that the level of need will not dissipate. For many of our families, the appeal of the close knit, K-8 community has brought them to Quest. Families and students build enduring connections with staff, feel supported by the Quest community, and want to continue attending a school where each student is valued as an individual. Staff have high expectations for every student and provide a curriculum and environment focused on equity for all. In the new charter term, Quest will seek to maintain this diversity by supporting families with the highest needs, as evidenced by our most recent community eligibility designation that enables us to provide all of our students with free meals. Ensuring the continuation of a robust family program where families and students have a direct connection to the school community will continue to be a priority for Quest. Repeatedly, when asked why they choose Quest, families mention the diversity of the school, the welcoming, safe environment, and the close-knit community with a strong family-school connection. We recognize that these pillars are essential to Quest's continued success in its new charter term.

Relationship building with families begins when they first encounter Quest Academy staff. Recognizing language diversity, Quest employs bilingual staff to support Spanish speaking families. Once a student enrolls at Quest, staff intentionally build, grow, and maintain relationships with parents and guardians. Quest will strive to attain this goal through:

- **Community Events:** An annual Block Party is held in July for Quest families and the surrounding community to celebrate the upcoming year and strengthen connections between the school and the nearby neighborhoods.
- **Parent Orientation:** Hosted in mid-August, this event introduces teachers and staff to families, reviews school expectations and procedures, and provides an opportunity for socializing and asking questions.
- **Curriculum Night:** In September, families are invited to spend time with their child's teachers and school leaders to learn about the vision of the school, content curriculum,

and instructional design. This event provides an opportunity for families to ask questions to feel better prepared for the school year.

- **Parent-Teacher Organization (PTO):** The PTO supports Quest in a variety of ways and contributes to the ongoing growth and development of the school community. The PTO works with the school leadership to provide workshops for families, gauge family needs, and provide feedback on school programming.
- **Parent Focus Groups:** Parents and guardians participate in focus groups to provide input on school topics ranging from speaker series and parent education nights (such as those run by the PTO) to programming and policies.
- **Parent-School instructional events** such as international night, math night, literacy night, and home reading plan support meetings engage families in student learning while strengthening the school-home connection.
- **Principal Monthly Parent Meetings.** We host monthly sessions between our families and leadership team to meet and discuss school priorities and family needs. These sessions are designed to allow staff and families an opportunity for dialogue in an informal setting focused on the entire school community.
- **Leader in Me Family Workshops:** Hosted by the Academic Leadership Action Team, these workshops provide opportunities to educate families about the 7 habits and to engage collaboratively with the entire school community.
- **Sharing Learning With Families:** School staff and families want each child to be successful, so it is imperative that there is strong communication between the school and parents. Quest accomplishes this task in many ways.
  - Progress Reports are sent home approximately every 4 weeks to ensure parents and guardians are aware of their child's academic performance. Parent signatures are required, and if a student is struggling, the teacher will contact the guardian via phone call or email to discuss the matter further and determine action steps.
  - Report Cards are sent home quarterly.
  - Parent-Teacher Conferences: Parent-teacher conferences are held for all elementary students each year in the fall. All middle school students that are struggling in a core subject will also have a fall conference. While these are scheduled on the school calendar, we encourage teachers and staff to schedule conferences at any time the need arises.
  - Student Goal Setting: Students use their achievement data to set SMART goals with their teacher. These goals and action plans are shared with parents during student-led conferences.
  - Infinite Campus: Office staff sends home communication to show families how the IC app helps them track student progress in each class and how to set alerts. Each fall, a tutorial is given during a monthly meeting with school leaders and Parents are offered training one-on-one if needed.

**Growing student leaders and supporting students through PBIS.** In addition to academics, Quest values preparing students to become engaged citizens and leaders by helping children to acquire other essential life skills including critical thinking, initiative taking, and goal setting. Quest also teaches students effective ways to communicate, and encourages them to value diversity in society. To that end, Quest will adopt principles from Leader in Me, an evidence-based comprehensive school improvement model that empowers students with the



leadership and life skills they need to succeed. From the leadership, to staff, to students, we all continue to grow through goal setting, monitoring of goal progress, and goal attainment. The Leader in Me 7-Habits will serve as a foundation and framework for our school community. Students will have the opportunity to serve in various leadership roles throughout the school day as they work to strengthen essential leadership skills. Quest will also continue working to build a strong positive school culture through implementation of Positive Behavior Intervention System (PBIS), development of a strong Student Support Team and utilization of the Second Step bullying prevention program in grades K through 8. Quest will work to ensure students are invested in school goals and track student progress towards reaching objectives. Understanding the importance of strong mentors in building student confidence and competence, Quest will work on developing mentorship programs through which younger students can learn from older students and older students can learn from successful adults.

To further support students as they grow into engaged citizens, Quest will provide opportunities for students to help their communities through activities such as food banks, volunteering at Thanksgiving events, clothing donation drives, etc. Community partnerships will also afford students the opportunity to give back and be proactive in addressing issues that are important to them. In the middle school years, the counselor will work with students and families to discover the best high school and college/career path for each individual. Quest will continue supporting students in planning for success in college and careers by hosting high school nights, organizing field trips to expose students to college and career fields, and hosting guest speakers to increase career exposure. These efforts will be strengthened by Quest's active Parent Teacher Organization, which reinforces the essential connection between home and school.

**Research-based curriculum and standards.** Quest will implement the Nevada Academic Content Standards (NACS). Quest has selected curriculum that is aligned to the NACS, research based, and highly rated by EdReports. Quest will continue with the current curriculum in the next charter term. Research-based best teaching practices are implemented and teachers differentiate instruction to meet all students' needs.

*Literacy.* Quest Academy follows the rigorous Core Knowledge Sequence with the mission to advance excellence and equity in education for all children. The Core Knowledge Sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. Core Knowledge is a coherent, knowledge rich curriculum that will empower our students to achieve success throughout life in a diverse democracy. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent repetition and gaps in learning. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential building of knowledge and skills. Quest Academy ensures that students gain knowledge in history, science, and music along with emphasizing critical thinking and problem solving.

For Language Arts, K-5 utilizes Core Knowledge Language Arts (CKLA). This program is for teaching reading, writing, listening, and speaking while also building students' vocabulary and background knowledge. Writing is incorporated into each unit and is sequential in development of student learning.

Nevada's Read by 3 Initiative is supported by the K-3 CKLA curriculum. The focus in K-3 is to develop fluent reading and writing skills, and to enhance language comprehension by building background knowledge and vocabulary. This is accomplished through two strands: the Skills strand and the Knowledge strand; each takes about 60 minutes per day for a total of 120 minutes. The Skills strand focuses mainly on phonemic awareness, phonics, decoding, encoding, grammar, handwriting, and the writing process; it contains decodable stories on a variety of topics. The Knowledge strand mainly focuses on building background knowledge and vocabulary; teachers read aloud stories that are too advanced for students to read independently, enabling children to encounter complex texts on a variety of topics from literature, science, social studies, to the arts. This core curriculum is also supported by the use of Smarty Ants, a program that builds foundational reading skills and differentiates instruction in an interactive and adaptive digital learning environment.

At the 4-5 grade level, students are still focused on building reading and writing skills as well as knowledge and vocabulary, but the program no longer has two strands. Across the year, students study 8 to 9 content-focused units (including The Middle Ages, Geology, Treasure Island, and Native Americans). During the literacy block, the various lessons in each CKLA unit include read-alouds; whole-group, small-group, and partner reading; close reading; literal, inferential, and evaluative comprehension questions; vocabulary; grammar; writing; morphology and spelling. Curriculum is also supported with Achieve 3000, a digital platform that differentiates content to meet individual student needs while reinforcing literacy standards and accelerating learning.

In middle school, Quest utilizes myPerspectives for literacy instruction. myPerspectives values the perspective of the learner and provides learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. As a dynamic program, it creates an interactive, engaging and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. It encourages social collaboration as well as student ownership of learning through goal setting, student choice, and reflection.

*Mathematics.* For math instruction, Quest utilizes the Into Math curriculum for grades K-8. Into Math meets all criteria across grade levels on EdReports. Into Math is a comprehensive mathematics learning system in which all the resources have a clear and intentional purpose to support students as they develop their conceptual understanding and grow into procedurally fluent mathematicians. Into Math takes a whole-child approach to learning, embedding growth mindset and social and emotional learning opportunities into every unit. The inclusion of "I Can" statements and metacognition activities give students ownership of their own growth and learning. Units include formative checks with recommendations for intervention, embedded strategies for daily support, and ready-made resources to differentiate math instruction. Curriculum is also supported with DreamBox, an interactive, adaptive, self-paced digital program that provides engaging activities for students to learn and practice skills in mathematics.

*Social Studies and Science.* For other subjects, science and social studies, Quest utilizes Discovery Education. Discovery Education utilizes the 5-E Model of instruction: Engage, Explore, Explain, Elaborate, Evaluate. This supports an inquiry-based approach to learning and promotes student engagement. Grade-level curriculum maps are aligned to the Nevada Content Standards and the Next Generation Science Standards. The main standard of academic success is

measured through achievement on internal process monitoring assessments as well as mandated tests such as the SBAC. Middle grade students receive social studies and science instruction in each grade exceeding state requirements for these content areas.

*Vocabulary-WordGen.* WordGen is a supplementary cross-curricular resource used in grades 4-8 . The program offers a series of argumentative prompts designed to promote students' academic language and critical thinking skills. Five target academic vocabulary words are presented in each unit and include weekly lessons in all core contents: ELA, science, social studies, and math. With the goal of academic achievement, the program creates an opportunity for students to become familiar with current issues and persistent dilemmas in society, while acquiring skills prioritized in the Nevada Academic Content Standards.

**English Language Learners.** We are committed to ensuring that our English Language Learners are exposed to the same level of instruction and rigor as all other students, while at the same time providing them the additional time, support and services they need. Quest's ELL program model relies on both support in the classroom (push-in) and individual and small group instruction through pull-out services. Students receive instruction using tailored instructional materials for ELL students that are adaptive to their language level. An ELL teacher provides direct services to students during the school day program. Instruction is rooted in the belief that all students should be held to the same high expectations, including English Language Learners (ELs). Quest relies on the WIDA standards to guide instruction. This framework supports academic language development and academic achievement for ELs through high quality standards, assessments, research, and professional learning for educators. Quest's investment in the ELL program is best evidenced by the consistent student growth seen on the WIDA Access Assessment.

**Students with Disabilities.** Quest has continuously served students with disabilities across all grades. Students with disabilities will receive the same rigorous instruction as all other students, with explicit supports. Students with disabilities receive direct support services through an inclusion model that is supplemented by push-in and pull-out services. Special education teachers and aids provide direct specialized instruction to students. Students requiring related services in areas such as behavior support, speech, or occupational therapy receive these through contracted services. An in-house counselor aides students with behavior support.

Special education teachers and support staff collaborate with general education teachers to plan, monitor progress, and ensure success of our students with disabilities. Special education teachers participate in curriculum professional development with general education so that staff can work collaboratively to provide students with the necessary supports.

The Counselor and Student Success Facilitator work together to oversee child find and students with 504 plans. The Student Support Team (SST) meets weekly under the direction of the Student Success Facilitator to identify potential student needs based on parent, teacher, or student concerns. The SST team uses a comprehensive Response to Intervention (RTI) model to support students exhibiting academic or social-emotional needs. Students receive support through the RTI model and the team meets monthly (or as prescribed) to evaluate student progress. Students not progressing through the RTI process, receive additional Tier 2 or Tier 3 interventions. The analysis of various forms of data, including internal and external formative

and summative assessments, student work and teacher/leader observations drives the decision process of the SST. While the logical progression of the model works for most students, the best progression may vary for each student, depending on their specific needs. Decisions are made based on what is best for each individual student, and the RTI model is used as a guideline for the approximate number of students who will need various supports.

**Excelling students.** At the middle school levels, Quest Academy offers students the opportunity to accelerate their learning through honors courses and algebra I as part of the instructional program. As the middle school program expands in future years to three sections per grade level, we will seek to expand these opportunities for students. In core subjects, students who are exceeding standards receive extensions through the literacy and mathematics curriculum and teachers challenge students with accelerated content. For elementary students, the dedicated daily intervention instructional block provides time for accelerated learning based on their individual learning goals. Feedback from Quest families also indicates a desire for honors and accelerated classes to continue being offered in our middle grades.

**Instructional Framework.** Quest Academy’s instructional framework has proven research based methods at the core of its foundation. This framework was grounded in the school’s improvement effort and will continue into the next charter term.

*High Quality and Rigorous Instruction:* At the core of Quest’s academic program is rigorous instruction aligned to research-based curriculum resulting in quality instruction for all students. A recent study from TNTP detailed the “opportunity myth,” which revealed that most students in the US are not being asked to do grade level work, and how that leads to deficits in students.<sup>5</sup> Quest is committed through its instructional program and curricular choices to ensure students work on grade level work (or beyond) in order to be successful and prepared for high school. Rigorous instruction with curriculum fidelity, critical teacher development, and high teacher expectations, is essential to raise student achievement. Quest has revised curriculum maps and created lesson plan templates to ensure high quality and rigorous instruction. Quest’s academic improvement efforts in these foundations and increases in student achievement are evident.

*Explicit Teaching of Academic Vocabulary.* Teachers in all subject areas will teach (and pre-teach) vocabulary that is specific to their genre or discipline. This includes strategies such as pre-teaching vocabulary, word walls, having students regularly use common words in writing and discourse. This explicit teaching of vocabulary also assists in teaching our ELL students and students with language based challenges.

*Guided and Independent Practice.* Engaging student learning requires opportunities for facilitated instruction, guided and independent practice. Quest’s adopted curriculums are structured to encompass all the elements of quality instruction. Students are given

---

<sup>5</sup> <https://opportunitymyth.tntp.org/>

multiple structured opportunities to practice newly and previously learned skills and knowledge, either in independent learning or in small groups. Practice increases students' retention of the newly learned material. Independent practice may also be differentiated and adaptive to support students in the areas where they most need additional practice. The opportunities for practice also provide a feedback cycle for students and teachers.

*Intervention Time: Differentiation and Flexible Ability Grouping.* Recognizing students may have academic deficits, Quest has intentionally included intervention time for students into its academic program. The intervention time is used by teachers to provide directed support to students based on outcomes of interim assessments and guided reading. The dedicated intervention time allows teachers to differentiate by academic skill as well as product and process. Students who require additional academic supports work individually and in small groups with math and reading intervention specialists who can directly support individual student needs beyond classroom instruction using research based programs such as DreamBox, Smarty Ants, and Achieve 3000 that are adaptive to students' needs.

*Engaging Students in Learning: Cooperative Learning, Questioning and Discourse Techniques.* Staff are required to intentionally plan for discourse and cooperative learning tied to the objective and standard when creating weekly lesson plans. Pre-planned questions based on Bloom's taxonomy and Depth of Knowledge levels to push students towards increased academic discourse and higher-level thinking are critical. Our professional development sessions are data-driven and tied to the identified need to increase engagement and rigor. We have provided training in Kagan Cooperative Learning to improve student engagement. Kagan strategies and structures are about engagement and designed to improve student discourse and discussion. According to Kagan, The primary benefits of cooperative learning, documented by about a thousand research studies, include increased academic achievement, improved social skills and social relations, improved thinking skills, reduced discipline problems, and a reduction of the gap between high and low achieving students — not by bringing the high achievers down, but by bringing the low achievers up. This implementation is monitored through routine walkthrough data.

The school's instructional model is evaluated using formative and summative assessments as well as teacher observations by school leaders and the instructional team. In addition to using curriculum-based assessments, the school adopted the NWEA MAP Growth assessment program in SY1718 in reading and math for all grades K-8. The MAP Growth assessment program is used to measure student growth in reading and math, identify student strengths in content areas and skills three times per year. Additionally, in SY1920, Quest has added MAP Growth Science for grades 3-8 to measure student growth and achievement in science. The most recent STAR results indicate this instructional framework has been improving individual student achievement and will continue to guide Quest Academy in the new charter term to meet performance targets.



**Continuous school improvement.** As a result of combined school improvement efforts, Quest was able to meet SPCSA performance targets. These gains were tied to numerous efforts at the school level impacting each classroom and each student. Several tangible levers were key to the success of these school improvement efforts that Quest will continue into the new charter term:

- **Teacher Quality and Retention:** Quest improved the caliber of its instructional staff by raising standards for qualifications and effectiveness. Quest revised its criteria for teacher hiring and retention to ensure diversity of its teaching staff. Quest will continue working to improve teacher quality through strategic recruitment efforts and investments in teacher compensation and professional development.
- **Investments in Staffing to Meet Student Needs:** Quest seeks to pursue an organizational structure that focuses on meeting all student needs which includes a continued investment in ELL staffing, interventionists, and instructional aides. Quest's organizational structure is targeted to meet the needs of all of the students as they develop and grow as learners.
- **Departmentalization of Grades 3-5:** Quest has chosen to take a departmentalized approach in upper elementary. This provides a greater level of expertise and deeper understanding of core content areas. In this model, teachers have a greater ability to differentiate their instruction to meet the needs of all learners. This lends itself to a cooperative teaching approach with the grade-level team working together with families to ensure student success. Teachers take equal ownership of all students and support and invest in the success of all students. Departmentalization of the upper elementary will continue in the next charter term.
- **Data Driven Instruction:** Quest uses OTUS to optimize instruction and planning by gathering and visualizing student-growth data in a single, integrated platform. This system is used to track student and school progress against defined goals on an ongoing basis. Quest also tracks additional non-academic key factors in school improvement such as suspension rates, mid-year student withdrawals and staff vacancies. This helps Quest to develop an understanding of the data, the accountability system, and what action steps are needed to acquire the intended outcomes.
- **Increasing instructional time in literacy and numeracy:** Quest Academy doubled the amount of literacy and numeracy time for students with the revised school scheduling as part of the school improvement efforts. This increased time has positively impacted student outcomes and the school will continue to provide at least 120 minutes of literacy and 90 minutes of numeracy in elementary grades and 75 minutes in middle school grades.
- **Instructional Coaching and Feedback:** Quest employs an instructional coach who works directly with teachers— onboarding new staff, providing schoolwide professional development, hosting weekly check-ins, and providing continual support to teachers as needed. The instructional coach serves as a true content expert with exceptional pedagogical knowledge. This employee provides content based professional development directly tied to the curriculum in the classroom. In addition, the instructional coach modifies curriculum pacing based on the student data and school goals. Throughout

coaching sessions, Quest maintains a strong focus on using the school's data to drive every day decision making.

- **Implementing Interim Assessment Systems:** Quest administers the NWEA MAP Growth three times a year in grades K through 8 in reading and math. In addition, grades 3-8 take the science MAP Growth. With these systems for formative assessments in place, Quest now has a reliable measure of students' baseline proficiency and understands how students are progressing and where deficits lie throughout the year. Quest will continue to implement this type of assessment program in the next charter term.
- **Investment in Technology:** Before the school improvement initiative, Quest students had only limited access to outdated technology. Understanding the importance of building technological competency in students, Quest secured funding to increase student access to technology in SY18-19. When the pandemic hit and distance learning was required, Quest invested grant funds to update all computers in the middle school and ensure every student had a Surface Pro device. This investment in technology greatly supported academic progress during virtual and hybrid learning. It also allowed for computer readiness skills, just-in-time instruction with software programs for reading and math that were individualized for the student, and improve readiness for computer based testing. In 2018-19, the school also upgraded and installed new fiber connections to upgrade internet connectivity. These technological investments are ensuring Quest students have access to 21st century technology skills.

In its next charter term, Quest will continue utilizing data driven decision making while implementing the school improvement strategies above. At the same time, Quest will continue to prioritize development of a child-centered culture and climate focused on preparing children to become productive and engaged citizens of their communities. We look forward to building upon the progress we have already made as we fulfill our dual mission of supporting the academic achievement and socioemotional growth of our uniquely diverse student body.

#### **4. Organizational Viability and plans for the Proposed Charter Term**

##### **A. Written Narrative [Limited to 10 pages]**

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s)

##### **B. Required Supporting Documents**

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet / Roster (page 7 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- Board Chair/Member Assurance Statement & Signature (see page 9 of this application)
- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

Quest Academy's governing board was established in October 2020 at the conclusion of receivership status. This coincided with the beginning of our most recent charter term. During the reconstitution, Quest developed criteria and evaluation materials for potential board members and to build a governing body well equipped to meet its unique needs. After receiving the most recent charter renewal in January 2020, Quest took the steps below.

1. *Establish Criteria for Evaluation of Board Members* (winter 2019/2020) The receiver is developing criteria for selection and evaluation of board members using board composition rubrics that have been successfully implemented by other high performing charters as a model. The receiver will ensure that the criteria comply with the requirements for board composition under NRS 388A.320.

2. *Recruit and Select Board Members* (February - April 2020) The receiver will interview all potential board members and evaluate them against the rubric mentioned above with the goal of securing at least seven and no more than eleven board members. Pursuant to NRS 388A.320, the receiver will ensure that the board consists of at least one teacher or school administrator, at least one parent, and at least two individuals with skills in accounting, finance, law, or human resources.

3. *Draft Board Bylaws* (summer 2020). The receiver will draft the rules and norms by which the board will operate. At a minimum, the bylaws will include provisions governing (1) board composition: number of members and qualification requirements; (2) terms of service: duration of term of service, any limits on consecutive terms of service; (3)



committees: what committees will be established, and how will members be identified and held accountable; and (4) board leadership: determine how board chair(s) will be identified/how long they will serve and outline chair responsibilities.

4. *Training New Board Members* (fall 2020). Once a minimum number of board members are identified, the receiver will begin training board members to ensure they are prepared for the 2020-2021 school year. Board members must learn about the Nevada charter school system, curriculum and school governance alongside school accountability under the authorizer.

5. *Continue expanding the board to 7 Members* (Spring-Summer 2022)

When Quest received its most recent charter renewal, one obstacle that could not be foreseen was the impact of Covid 19 and a global pandemic. This shutdown slowed down the movement of the new board. Because of the difficulty of finding board members during this time, the board had five members. The board worked to expand from five to seven members over the summer of 2022.

The governing board as of September 2022, consists of seven volunteer non-compensated members, including a Board Chair, a Vice Chair, Treasurer, Secretary and three additional members that meets a minimum of every other month and follows Nevada state open meeting laws.

The current board has a range of experience that allows for proper oversight and includes licensed educators with many years of education experience, one member with years of charter consulting experience, a member with marketing expertise, a private business owner, the Chief Operating Officer of a local Hospital, and a parent.

The Board Chair, Will Batista, is an experienced public relations professional skilled in organizational operations and leadership, grassroots, government affairs, and communications. He recently served as state director of a victim's rights organization and led the efforts to pass a victims rights amendment which was added to the Nevada Constitution in 2018. He led the budgeting and operations for a national organization and enjoys taking on new challenges. Chair Batista has always had a passion for the necessity of a good education and understands how powerful it can be in changing lives. He feels strongly about working on behalf of students and parents to bring this into focus at Quest and in Nevada.

The Treasurer, Matt Frye, is the present Chief Operating Officer at Centennial Hills Hospital Medical Center, which has \$298M net revenue. His experience in healthcare administration, personnel leadership, and financial management brings a wealth of experience for sound fiscal management to the Quest board. In his work, he is responsible for day-to-day operations, profitability, labor/productivity management, oversight of planning, proposing and implementing various projects such as renovations and expansions.

The Secretary, Terri Johnson, has a plethora of educational experience with over 15 years working with at-risk, diverse, EL, and Title I students. She has demonstrated success in leading improvement of students' learning, demonstrating experience in research-based instructional strategies to improve student achievement, and ability to establish and sustain positive relationships with students, staff, parents, and local businesses which contribute to a positive school culture.

Quest's governing board has a Code of Ethics and adheres to state open meeting laws.

Training is provided using training material from the SPCSA. Board members are required to attend training when elected to the board and then complete continuing training at a minimum of every three years.

Quest Academy is not part of a charter network but is instead a stand-alone charter which allows for all funding to be spent at Quest Academy towards Quest's stated goals

Quest has staggered terms for the governing board members to support continuity and ensure the school's success.

## 5. Fiscal Soundness and Plans for the Proposed Charter Term

### A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board -approved documents:

- Budget for the current and upcoming fiscal year (FY24)<sup>6</sup>

Quest understands the importance of long-term financial stability to the wellbeing of its students and staff. To that end, Quest developed a strategic plan to ensure that the school has clear financial goals and a well-developed plan to attain them. As part of this process, Quest hired a highly qualified CFO in July of 2019 with extensive financial experience in the charter sector. This decision corresponded with the reconstitution of the governing Board that occurred in the fall of 2020. With its new financial leadership and single campus structure, Quest is confident in its ability to attain long-term financial stability.

To ensure a strong fiscal state, Quest has also remedied or improved numerous financial processes and systems including implementing new payroll systems, procurement process, fiscal controls, and accounting systems. Continual improvement in policies and procedures has resulted in the school utilizing strong fiscal practices. Quest met and or exceeded all targets to improve the financial framework scores and with that, continues to improve the financial health of the school.

In coordination with the SPCSA, Quest created an action plan in the spring of 2021 to improve the financial framework ratings and financial health of the school. Using the Framework and targets as a guide, Quest significantly improved on multiple metrics from SY1920 to SY2021 and is expecting continued improvement for SY2122. Quest reviewed current and future budget data then inserted into the Financial Information Worksheet to analyze areas for improvements in financial health and set realistic and attainable goals. Below, the improved rating measures are given. Then, a narrative that describes the actions the board and school leaders have taken and will take to improve the measures and resulting ratings follow.

Financial Accountability Metric	SY1920	SY2021	SY2122
1. Current Ratio	FFBS	DNMS	TBD
2. Unrestricted Days Cash on Hand	DNMS	MS	TBD
3. Enrollment Forecast Accuracy	---	---	TBD
4. Debt Default	MS	MS	TBD

<sup>6</sup> Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

5. Total Margin and Aggregate 3 Year Total Margin	FFBS	MS	TBD
6. Debt to Asset Ratio	FFBS	DNMS	TBD
7. Cash Flow	FFBS	MS	TBD
8. Debt or Lease Service Coverage Ratio	DNMS	DNMS	TBD

Quest will continue to manage towards a budget surplus with an eye on increasing reserves. Quest projected and received Paycheck Protection Program (PPP) Loan forgiveness in SY21-22. With this, Quest projects the ratio will fall into the approved range. Quest will continue to manage the budget as approved. Quest will continue closely monitoring cash on hand with the business department reviewing cash on hand with school leadership on a consistent basis. The governing board has been and will continue to be updated monthly on Quest’s financial status . Cash is currently projected to meet Quest’s needs for the foreseeable future. If cash begins trending negatively due to unforeseen revenue shortfalls or unexpected expenditures, an action plan will be implemented to reverse the trend and will be presented to Quest’s governing board.

Quest currently has no debt on the books, other than existing legal expenses performed in prior years. Quest projects to be able to continue to meet this standard for debt default for the foreseeable future. Monthly monitoring of budget and cash on hand will continue to ensure Quest will end each year with a budget surplus. It is the goal of the Quest Management team, to build a 17% reserve, while continuing to focus on educational program growth, within the next 5 fiscal years.

**Long-term financial viability.** Future budgets and enrollment projections indicate a sound fiscal position. Budgets for FY23 and 24 show a balanced budget based on enrollment targets being met. Budgets meet all state expenditure requirements. Quest staff have now built capacity to continue securing grant funding annually to support the school’s budget and this grant funding is reflected in FY20-FY22. Budget models indicate that with 465 students anticipated for FY24, the school will be financially sound with a positive fund balance at fiscal year-end. This balance will be used to support the school’s facilities investments in kitchen and playground equipment. Enrollment projections indicate consistent enrollment annually with subsequent balanced budgets projected.

The school seeks to build upon its cash reserves in the next few years to invest in facility improvements including the building of a new playground space and has used existing funding to enhance the school security and safety with the addition of a new security camera system, door access control system and new Multi-purpose room flooring. These improvements have been highlighted by families as priorities and Quest has improved its cash balance to afford these long-term investments. Quest is in a sound financial position and will bring that into the next charter term.

## **6. Additional Information from the Governing Board Supporting Renewal \_\_\_\_\_**

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

## OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF Performance Framework as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Framework will be used to assess the overall organizational capacity of the school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

## ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

## 2022 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

<b>School Name &amp; Contact Info</b>	Name: Quest Academy Address: 4025 N. Rancho Drive Phone: (702) 631 -4751 Website: www.questlv.com	
<b>School Leader Name &amp; Contact Info</b>	Name: Janelle Veith Title: Principal Contact info: (702) 631 -4751	
<b>Governing Board Names &amp; Contact Info</b>  <i>Add rows/names as may be necessary</i>	Chair/President	Name: Will Batista Email: <a href="mailto:batista.wilfredo@gmail.com">batista.wilfredo@gmail.com</a> Phone: (305) 763-4126
	Vice Chair/Vice President	Name: Desiree Banks Email: <a href="mailto:desireebanks4414@gmail.com">desireebanks4414@gmail.com</a>
	Treasurer	Name: Matt Frye Email: <a href="mailto:Matthew.Frye@uhsinc.com">Matthew.Frye@uhsinc.com</a>
	Secretary	Name: Terri Johnson Email: <a href="mailto:teeyjay@gmail.com">teeyjay@gmail.com</a>
	Member	Name: Shawn Smith Email: <a href="mailto:b52g01@aol.com">b52g01@aol.com</a>
	Member	Name: Lynn Hanrahan Email: <a href="mailto:lynnhanrahan@hotmail.com">lynnhanrahan@hotmail.com</a>
	Member	Name: Ed Jimenez Email: <a href="mailto:edman_89@yahoo.com">edman_89@yahoo.com</a>
	Member	Name: Email:

### ACADEMIC PERFORMANCE<sup>7</sup>

2022 NSPF Rating	Quest Northwest ES	Quest Northwest MS		
	57.5 Points	52.22 Points		
2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Quest Northwest ES	Quest Northwest MS	Campus 3 (name)	
	2	3		
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)	
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Quest Northwest ES	Quest Northwest MS	Campus 3 (name)	
	2	3		
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)	
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating	

<sup>7</sup> For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.



CSI or TSI Identification	Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement) or TSI (Targeted Support and Improvement) school by NDE.				
	None				
	2016-17	2017-18	2018-19	2019-20	2020-21
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A	N/A

## OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2022]=							
Gender		Ethnicity/Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
211	229	44	209	130	9	38	10
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
38	34	36	440	N/A		N/A	
Staff Retention				Discipline Data (2021 – 22)			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2021-22	Percentage returning staff 2022-23	Number of out of school suspensions		Number of expulsions	
23	47	64%	66%	27		1	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct.1] <sup>8</sup>							
2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
26.6		20		35		16	
2021 – 2022						23	

## ACADEMIC PERFORMANCE

SPCSA Authority Academic Programmatic Audit Findings					
2019 -20	No Notice	MS	Notice of Concern	ES	Notice of Breach
2018 -19	No Notice	MS	Notice of Concern	ES	Notice of Breach
2017 -18	No Notice		Notice of Concern		Notice of Breach
2016 -17	No Notice		Notice of Concern		Notice of Breach
2015 -16	No Notice		Notice of Concern		Notice of Breach

## FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019 -20	No Notice	Notice of Concern	Notice of Breach
2018 -19	No Notice	Notice of Concern	Notice of Breach
2017 -18	No Notice	Notice of Concern	Notice of Breach
2016 -17	No Notice	Notice of Concern	Notice of Breach
2015 -16	No Notice	Notice of Concern	Notice of Breach

## ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019 -20	No Notice	Notice of Concern	Notice of Breach
2018 -19	No Notice	Notice of Concern	Notice of Breach
2017 -18	No Notice	Notice of Concern	Notice of Breach
2016 -17	No Notice	Notice of Concern	Notice of Breach
2015 -16	No Notice	Notice of Concern	Notice of Breach

<sup>8</sup> To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

## NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

*Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.*

*Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.*

## BOARD MEMBER ASSURANCE STATEMENT

*I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.*

Signature of Head of School: \_\_\_\_\_

Date: October 1, 2022

Signature of President/Chair of Governing Body: \_\_\_\_\_

Date Governing Body voted to approve application for renewal: September 20th, 2022



**QUEST ACADEMY GOVERNING BOARD MEETING MINUTES **DRAFT****

**4025 N. Rancho Dr.  
Las Vegas, NV 89130  
[www.questlv.com](http://www.questlv.com)**

**Microsoft Teams Meeting Tuesday, September 20th, 2022 at 5:30pm**

<http://www.questlv.com/quest-board-information.html>

**Join on your computer, mobile app or room device**

[Click here to join the meeting](#)

Meeting ID: 234 001 822 473

Passcode: e3QEmh

[Download Teams](#) | [Join on the web](#)

**Or call in (audio only)**

[+1 929-352-3458](tel:+19293523458), [209124854#](tel:+1209124854) United States, New York City

Phone Conference ID: 209 124 854#

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020, and pursuant to requirements of Assembly Bill 253, the Quest Academy Governing Board's meeting will be held virtually with no physical location.

**BOARD MEMBERS PRESENT (via video)**

Will Batista, President

Matt Frye, Member

Desiree Banks, Member

Terri Johnson, Member after Agenda item #4 was voted on

Shawn Smith, Member after Agenda item #4 was voted on

**ABSENT**

Lynn Hanrahan, Secretary

Edward Jimenez, Treasurer

**QUEST LEADERSHIP STAFF PRESENT (via video)**

Janelle Veith, Principal

Rich McNeel, Controller

Wendy Siedlecki, Finance Clerk

Jean Jones, Human Resources



## MEMBERS OF THE PUBLIC (via video)

Shawn Smith (prior to being voted onto the board)  
Terri Johnson (prior to being voted onto the board)

## AGENDA

### 1. Call to Order, Roll Call, and Pledge

Chair Batista called the meeting to order at 5:38 pm and Principal Veith called roll with attendance as reflected above.

### 2. Public Comment #1.

There were no public comments.

### 3. Consent Agenda

- a. Approval of July 19<sup>th</sup>, 2022 meeting minutes
- b. Local Literacy Plan SY2223 and SY2324
- c. SY2324 Student Lottery Application, Policy, and Lottery Date

Chair Batista stated what was on the consent agenda.

*Motion: Member Frye made a motion to approve the consent agenda items as presented. Member Banks seconded the motion. There was no further discussion. The motion carried unanimously.*

### 4. Governing Board Members

- a. Consideration of Governing Board Members for board expansion to 7 members
- b. Term Expirations
- c. Officer Positions for October 1<sup>st</sup>, 2022-September 30<sup>th</sup>, 2023

A. Chair Batista gave an overview regarding the board expanding to seven members. Chair Batista had Terri Johnson share her background. Terri Johnson shared her educational background, work with the Leader in Me process, and interest in being a board member. Chair Batista then shared background information about Shawn Smith.

*Motion: Chair Batista made a motion to add Terri Johnson as a new member of the Quest Academy Governing Board. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

*Motion: Chair Batista made a motion to add Shawn Smith as a new member of the Quest Academy Governing Board. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

Chair Batista seated Terri Johnson and Shawn Smith immediately after their votes.



B. Chair Batista reviewed the terms and expirations of board positions. Terms were staggered upon board reconstitution and terms after that are 3 years in length. Chair Batista's term expires in October 2022 and he would consider serving another term.

*Motion: Member Frye made a motion to have Chair Batista serve another term on the governing board. Member Johnson seconded the motion. There was no further discussion. The motion carried unanimously with Chair Batista abstaining from the vote.*

C. Chair Batista reviewed the members current officer positions on the board that run through September 30th. The board verified in the governing board documents whether a member can serve in the same officer position in concurrent years. There was no prohibition of this. Chair Batista reviewed the officer positions. Member Banks asked what each position entails. Position descriptions were shared with the board. Member Frye nominated Chair Batista to serve as chair. There were no other nominations.

*Motion: Member Frye made a motion to have Chair Batista serve as Board Chair for the upcoming year October 1, 2022-September 30, 2023. Member Banks seconded the motion. There was no further discussion. The motion carried unanimously with Chair Batista abstaining from the vote.*

The Board discussed the role of Vice Chair. Chair Batista nominated Member Banks for Vice Chair and Member Banks accepted the nomination. There were no other nominations.

*Motion: Chair Batista made a motion to have Member Banks serve as Vice Chair for the upcoming year October 1, 2022-September 30, 2023. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

Chair Batista opened nominations for Secretary. Member Johnson nominated herself. There were no other nominations.

*Motion: Member Banks made a motion to have Member Johnson serve as Secretary for the upcoming year. Member Frye seconded the motion. There was no further discussion. The motion carried unanimously.*

Chair Batista opened nominations for Treasurer. Chair Batista nominated Member Frye and Member Frye accepted. There were no other nominations.

*Motion: Chair Batista made a motion to have Member Frye serve as Treasurer for the upcoming year. Member Johnson seconded the motion. There was no further discussion. The motion carried unanimously.*

#### **5. Board Policy and Procedures Manual, Code of Ethics, and Bylaws**

Chair Batista explained the annual requirement of approving the manual, code of ethics, and bylaws. There have been no changes to the documents since approval last September.



*Motion: Chair Batista made a motion approve the Board Policy and Procedures Manual, Code of Ethics, and Bylaws. Member Banks seconded the motion. There was no further discussion. The motion carried unanimously.*

6. **Academic Report:** Leadership Staff provided information related to the academic state of the school.

a. Academic update

Principal Veith provided information regarding the upcoming SPCSA Site Evaluation scheduled for September 21<sup>st</sup>, 2022 and the requirements of a Board Focus Group. Additional information was given regarding the timeline for receiving a report and when the next evaluation would likely occur.

b. SY 2122 SBAC Results

Principal Veith gave an overview of the SBAC results from the Spring 2022. The elementary school proficiency levels have returned to and exceeded pre-pandemic levels. Principal Veith showed comparison results from pre-pandemic scoring in each area of the NSPF. Quest had very high growth scores across the board. This year, no official star rankings are given but Quest's point totals for both elementary school and middle school fall into the 3-star range. Member Smith, Banks, and Johnson congratulated the school on the scores.

c. School Performance Plan-for possible action

Principal Veith gave an overview of the updates to the School Performance Plan from last year. The continuous improvement process model is the goal of the SPP requirements and it is a living document. This year the elementary and middle school require separate plans. The school goals have been continued and action steps continued due to the success of last year's plan. It is an annual requirement to have a board approved school performance plan.

*Motion: Member Smith made a motion approve the Quest School Performance Plans for the 22-23 school year. Member Johnson seconded the motion. There was no further discussion. The motion carried unanimously.*

7. **Charter Contract Renewal:** Leadership Staff will provide the application for the contract renewal

Principal Veith provided information on the progress of the contract renewal application since the last board meeting in July along with an overview of the process of renewing the contract for Quest. Chair Batista asked if our board information is updated in Epicenter to ensure it is accurate. Principal Veith went through the application sections with the board to include the executive summary, academic summary, organizational summary, financial summary and other required components. The governing board section will be updated with the new board member information from this evening. Principal Veith answered any clarifying questions from the board.

*Motion: Member Banks made a motion approve the Quest Academy charter renewal application. Member Johnson seconded the motion. There was no further discussion. The motion carried unanimously.*





8. **Financial Report:** Leadership Staff provided information related to the financial state of the school.

a. Financial update

Principal Veith provided a financial update regarding the financials at the end of August. Rich McNeel also provided information regarding the end of the fiscal year for 21-22, the reserves, and budget to actuals. Chair Batista asked clarify questions about projections and Mr. McNeel provided the background for differences in the budget. No cash shortfalls are predicted for the year. The upcoming field construction can impact cash flow. Chair Batista asked about any adjustments in the per pupil funding. There are no adjustments anticipated at this time.

b. Audit engagement letter-for possible action

Principal Veith gave background regarding the audit engagement letter. The letter was delayed this year and there were not additional quotes. School staff plan to reach out for multiple engagement letters in early 2023 to avoid this next year. This year will be the first year with a single audit for Quest.

*Motion: Member Smith made a motion to approve the audit engagement letter with Rubin Brown. Member Johnson seconded the motion. There was no further discussion. The motion carried unanimously.*

9. **Facilities Report:** Leadership Staff provided information related to the school facilities to include:

Principal Veith provided information on the progress of the playground and a tentative timeline for completion of steps. The goal is to have the quotes ready for the board to review at the next meeting. Principal Veith also gave additional information from the feasibility study conducted by Ethos Three regarding the lot in front of the school. Mr. McNeel expanded on the thought process and financial feasibility of the project. More information is needed regarding what it would cost for the construction. Board members discussed possible next steps and what a land lease entails. School leadership will continue to look into this option and bring additional information to the board.

10. **Public Comment #2.**

There were no public comments

11. **Adjournment**

Chair Batista adjourned the open meeting portion of the meeting at 7:10 p.m.

Chair Batista adjourned the closed meeting portion of the meeting at 7:46 p.m.



August '23						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September '23						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October '23						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November '23						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December '23						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	ER	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January '24						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



# School Calendar 2023-2024

February '24						
S	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March '24						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '24						
S	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '24						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	ER	22	23	24	25
26	27	28	29	30	31	

## First Day of Classes

Labor Day—NO SCHOOL  
Professional Development—NO SCHOOL

First Quarter Ends  
Parent/Teacher Conferences—NO SCHOOL  
Nevada Day—NO SCHOOL

Veteran's Day—NO SCHOOL  
Thanksgiving Break—NO SCHOOL

Early Release (Middle School ONLY)  
Second Quarter Ends—Early Release  
Winter Break—NO SCHOOL

Professional Development—NO SCHOOL  
School Resumes  
Martin Luther King Jr. Day—NO SCHOOL

Presidents' Day—NO SCHOOL  
Professional Development—NO SCHOOL

Third Quarter Ends  
Spring Break—NO SCHOOL

NO SCHOOL  
Professional Development—NO SCHOOL

Early Release (Middle School ONLY)  
Fourth Quarter Ends  
Last Day of School—Early Release

Contingency Days

August 7

September 4  
September 5

October 6  
October 26  
October 27

November 10  
November 20-24

December 13 & 14  
December 15  
Dec 18-Jan 1

January 2  
January 3  
January 15

February 19  
February 20

March 1  
March 11-15

April 12  
April 15

May 16-20  
May 20  
May 21

May 22-24

## Calendar Codes

First & Last Day of School

No School

Early Release (MS ONLY)

ER Early Release Days (ALL)

175 Instructional Days

## Desiree N.R. Banks



### SUMMARY

Career educator, with more than 14 years experience working for private, public and charter institutions. Additionally, I own a small trucking business and an independent grant writer.

### EDUCATION

- Sierra Nevada College- 2017 Pursuing Masters of Education
- University of Phoenix- 2009 Bachelors of Business Management

### EXPERIENCE

#### **Roc Solid Services, LLC, Partner** (September 19-Present)

- Accounting, marketing, on-boarding and gaining new customers
- The day to day tasks of maintaining the fleet schedule
- Brokering future loads and negotiating dedicated lanes

#### **Clark County School District, Educator** (Oct 2019-Present)

- Special Education STAR Program (Behavior)
- Lesson Plans (Differentiated for 6th, 7th, 8th grades)
- Focus on Social Emotional growth

#### **KidsFirst! Childcare Center, Education Coordinator** (January, 19-September,19)

- Implements policy and change, improves accountability practices and supports classroom teachers by streamlining processes
- Managing supplies, budget and staff of 30
- Design and curriculum improvements, organizational skills, simplification projects, internal and external transformations, consistent parent contact and accountability.

#### **Independent, Grant Writer** (February, 15- Present)

- Prepares proposals by determining concept, gathering and formatting information, writing drafts, and obtaining approvals.
- Determines proposal concept by identifying and clarifying opportunities and needs, studying requests for proposal (RFPs), and attending strategy meetings
- Meets proposal deadlines by establishing priorities and target dates for information gathering, writing, review, approval, and transmittal.

### SKILLS

#### Certifications/Licenses

- Nevada Generalist Special Education Licence
- Nevada Substitute Teaching K-12 License

- Cardiopulmonary Resuscitation
- First Aide
- Sheriff's Card

Professional organizations

- Member of HighScope

References Available Request

---

## EDWARD JIMENEZ



### Profile

Established 2 businesses in Las Vegas, NV since 2007 and has had a career in the same profession (Physical Therapy) for 18 years.



### Experience

Physical Therapist:

St. Mary's Medical Center, Long Beach CA 2002-2003

Healthsouth Physical therapy/Select Medical, Las Vegas, NV 2003-2008  
Outpatient physical therapy, sports medicine

EMJ Physical therapy, Las Vegas, NV - Owner/operator 2007-present  
Home health physical therapy services

EMLYH LLC, Las Vegas, NV - Owner/operator — 2012-present  
Real estate acquisition and redevelopment company

### Education

California State University of Long Beach, Bachelor's Degree in  
Kinesiotherapy in 1998

Western University of Health Sciences, Masters Degree in Physical Therapy  
2002

References (will provide upon request)

---

# Matthew Frye

Las Vegas, NV • Phone: 702.757.8163 • mattfrye1@gmail.com

---

## *HEALTHCARE ADMINISTRATION ~ PERSONNEL LEADERSHIP ~ FINANCIAL MANAGEMENT*

---

### Qualifications Profile

- Hands-on healthcare administrator offering solid experience in directing healthcare administrative operations encompassing physician relations, financial planning, budgeting, cost analysis, quality control, regulatory compliance and staffing/hiring.
  - Apply sound business savvy to define goals, uncover challenges, and swiftly drive corrective action.
  - Reputation for integrity, commitment to confidentiality, and a team player work approach.
  - Ability to learn quickly and adapt to an ever-changing healthcare environment in a way that has noted successes.
- 

### Professional Experience

#### **Universal Health Services, Valley Health System | Las Vegas, NV | October 2018 – Present**

##### **Chief Operating Officer – Centennial Hills Hospital Medical Center (UHS)**

(339 beds, over 16K admissions, \$298M Net Revenue, \$82M EBITDA facility)

*Member of the senior executive team, reporting to the CEO, responsible for the day-to-day operations, profitability, labor/productivity management, HCAHPS, Capital & Operating budgets of all departments, with specific oversight of assigned departments: Cardiology, Radiology, Pharmacy (IP & OP Center), Therapies (IP & OP Center), Laboratory, Respiratory (IP & OP), Dietary, Plant Operations/Engineering, Security, Healthcare Technology Management, Emergency Management*

- Oversight of planning, proposing and implementing various projects across the campus including:
  - \$98M patient tower project (five stories, 52 beds, four operating rooms, multidepartment renovations/expansions)
  - 2 Freestanding Emergency Departments (beginning construction)
  - Syndicated Ambulatory Surgery Center development
  - Sterile Processing Department expansion to accommodate two new washers
  - Expansion and renovation of Pharmacy to ensure USP 797/800 compliance
  - GME buildout to provide space for growing residency programs
  - ER renovation to accommodate improved safety and throughput
  - Multi-floor renovations to improve aesthetics
  - Installation of third Cath Lab
  - Remodeled X-Ray to newest digital technology
  - Relocation of Security office to improve safety
- Accomplished \$277K in labor savings of PY through consistent minimal utilization of premium labor – OT 2.4% and no registry utilization
- Achieved \$1.7M in non-labor savings through management of robust and engaged value analysis committee
- Executed successful EMS business development strategies, resulting in increased 26% increase in EMS visits/day and market share swing of 6% from closest competitor
- Executive Sponsor for all Cardiology clinical variation reductions and ER throughout efforts

#### **Associate Administrator – Desert Springs Hospital Medical Center (UHS) February 2017 – September 2018**

(293 beds, over 13K admissions, \$232M Net Revenue, \$49M EBITDA facility)

*Member of the senior executive team, reporting to the CEO, responsible for the day-to-day operations, profitability, labor/productivity management, HCAHPS, Capital & Operating budget of assigned departments: Surgical Services, Gero-psych unit, Plant Operations/Engineering, Security, Environmental Services, Dietary, Emergency Management*

- Assisted in the decertification of two labor union units
- Responsible for the creation and ongoing implementation of FTE labor budget
- Responsible for the creation, budgeting, submittal and ensured processing of all facility Capital purchases
- Reduced OT to under 3% consistently, reduced registry utilization to under 1% consistently
- Oversight of all facility projects including: parking lot buildout, \$1.8M Gero-psych unit renovation, \$1.5M patient room update, ER lobby/triage area renovation, and GI scope room renovation
- Spearheading project to expand two existing operating rooms to accommodate incremental volume (\$1.4M project)
- Coordinating master planning efforts alongside CEO to determine feasibility of 98 bed tower (48 built, 50 shelled)
- Improved Cleanliness HCAHPS domain percentile ranking of 2% to a high of 39%
- Successfully transitioned EVS operations from contractor to in-house resulting in a 5% supply savings

## Community Health Systems | January 2016 – January 2017

**Chief Operating Officer – AllianceHealth Durant Medical Center (CHS) Durant, OK | April 2016 – January 2017**

(148 beds, 6,800 admissions, \$106M Net Revenue, \$34M EBITDA facility)

*Member of the senior executive team, reporting to the CEO, responsible for the day-to-day operations, profitability, labor/productivity management, HCAHPS, Capital & Operating budget of assigned service lines: Cardiovascular Services – Cath Lab/Cardiac Rehabilitation, IP Physical Medicine, Laboratory, Imaging Services, Pharmacy, Dietary, Plant Operations/Engineering, Security, Biomedical Engineering, and Environmental Services*

- Major area of focus, effort and accomplishment was service line development and growth
  - Admissions up 9% over PY, Adj. Admissions up 15% over PY. OP GR increased 23% to prior year. Surgery IP grew 14% over PY, and OP up 27% over PY
  - Implemented new Cath Lab leadership and processes, resulting in 18% growth in cath procedures over PY
- Proposed and oversaw construction/opening of second Cath Lab to accommodate growing cardiac volume
- Developed and implemented inpatient dialysis service line, and OP Physical Therapy Clinic
- Assisted in successful recruitment of: two general surgeons, one orthopedic surgeon, one academic residency program leader, one residency program faculty, one primary care provider, one wound care provider and two mid-level providers
- Reduced premium pay spend by \$682K over PY through OT reduction tactics and recruiting to eliminate all agency pay
- Reduced surgical supply wastage by 6% through implementation of lean processes

**Chief Operating Officer – Mat-Su Regional Medical Center (CHS) Palmer, AK | January 2016 – April 2016**

(74 beds, 4,500 admissions, \$175M Net Revenue, \$73M EBITDA facility)

*Member of the senior executive team, reporting to the CEO, responsible for the day-to-day operations, profitability, labor/productivity management, HCAHPS, Capital & Operating budget of assigned service lines: Dietary, Plant Operations, Engineering, Security, Biomedical Engineering, Environmental Services, IP Physical Medicine, Nutrition Services Outpatient Services including: Urgent Care, Sleep Lab, PT/OT/Speech and Infusion Services.*

- Significant Growth in volume metrics:
  - Adj. Admissions increased by 20% over PY. OP GR increased 20% to PY. Surgery cases increased 48% over PY
- Oversight of planning/implementation of all construction/expansion projects including:
  - (2) Additional Urgent Care Centers
  - Additional Medical Office Building planning
  - Began 3<sup>rd</sup> Floor Expansion
  - Wound Care Center
  - Birthing Center completion and opening
- Began development of several new services lines including:
  - Safeway Clinic partnership
  - Oncology
  - Behavioral Health
  - Comprehensive employer wellness program – potential JV with Wellness Works
- Improved processes at Urgent Care to reduce Door-to-Doc from an average of 41 minutes to an average of 24 minutes
  - This helped to increase Urgent Care visits by 18% over PY and 8% to PM
- Improved labor productivity index in all assigned departments to over 100%

**Universal Health Services, Valley Health System | Las Vegas, NV | January, 2014 – January, 2016**

**Assistant Administrator – Spring Valley Medical Center and Hospital (UHS) | 2014 - 2016**

(291 beds, 15K admissions, \$244M Net Revenue, \$62M EBITDA facility)

*Member of the senior executive team, reporting to the CEO, responsible for the day-to-day operations, profitability, labor/productivity management, HCAHPS, Capital & Operating budget of assigned service lines: Plant Operations, Engineering, Security, Biomedical Engineering, Environmental Services, Respiratory Therapy, Physical Medicine and Outpatient Therapy*

- Administrative oversight for operating budget of \$18.5M
- Worked with senior executive team to achieved substantial growth in 2014 with 9% Adj. Admissions growth, 18% Surgical growth, 38% Cath Lab growth, 43% increase in income from Ops
- Joint responsibility for ensuring all labor goals and metrics throughout the hospital were met
  - 2.3% reduction in average hourly rate to budget
  - 21.3% reduction in registry utilization from prior year
  - 4.9% reduction in productive adjusted EPOB to prior year
- Assisted in oversight of \$37.5M tower expansion project, including budget, design, equipment selection/purchasing and construction

- Directed development of a hospital addition, utilizing medical modular building technology for a 24-bed Observation Unit adjacent to the ER with expedited construction timeline due to capacity constraints (\$2.5M construction budget)
- Assisted in development and construction of two new operating rooms (\$10.5M construction budget)
- Directed implementation of new service line: Out-Patient Physical Therapy Services. This included pro forma creation, financial review, construction oversight, and lean project implementation.
- Coordinated \$2.5M ED renovation, redesigning trauma and psych areas to include 8-bed secure psych holding unit and \$650K Women's Center renovation that updated post-partum, LDRs and NICU II/III
- Improved facility HCAHPS Cleanliness scores from 1<sup>st</sup> percentile to 55<sup>th</sup> percentile within nine months
- Co-chaired company-wide CMS Bundled Payment initiative for major joint replacement
- Assisted in recruitment and creation of hospital owned CVT practice

## Community Health Systems | July 2010 - January 2014

**Physician Practice Administrator** -- Evanston Regional Hospital (CHS), Evanston, WY | 2011 to 2013

Mesa View Regional Hospital (CHS), Mesquite, NV | 2013 to 2014

- Spearheaded administrative operations for five clinics comprised of 10 physicians and 26 support staff. Effectively managed staffing, performance management, billing, financial reporting, and budget development/administration
- Administrative lead for Radiology, Laboratory and Central Scheduling departments

**Practice Administrator Intern** -- Mesa View Medical Group (CHS), Mesquite, NV | 2010 to 2011

- Collaborated with Practice Administrator to open a Quick Care Clinic and applied sharp financial acumen toward preparing budgets, purchasing equipment, and enforcing cost control
- Exhibited strong managerial expertise in hiring staff, participating in strategic and operational planning, facilitating positive physician relations, and supervising personnel and quality of care delivered

**Owner** -- Avalon Pools, St. George, UT | 2005 - 2011

- Directed full-scope of daily operations inclusive of staffing, crew leadership, bookkeeping, marketing, and project management

## Education

**MSHA ~ Masters of Science - Healthcare Administration**

Oklahoma State University – Stillwater, OK

**Bachelors of Science in Business Administration**

Dixie State University, St. George, UT

## Memberships/Affiliations

American College of Healthcare Executives (ACHE) NV Chapter: **President Elect** 2019 – 2020

American College of Healthcare Executives (ACHE) NV Chapter: **Board Member** – 2016 - Current

Medical Group Management Association (MGMA) (2011 – Current)

## Community Involvement

American College of Healthcare Executives (ACHE) **Founding Mentoring Committee Chair** (2018 – Current)

Formal ACHE mentor to aspiring healthcare executive (2018 – Current)

Church Leadership Role – Church of Jesus Christ of Latter Day Saints (2016 – Current)

Kiwanis International (Member) Durant, OK (2016 – 2017)

Chamber of Commerce Leadership Durant, Durant, OK (2016 – 2017)

Durant Young Professionals (Member), Durant, OK (2016 – 2017)

High Country Behavioral Health (Board Member) (2011 – 2013)

# TERRI JOHNSON

2221 Bethesda Fountain Road, North Las Vegas, NV 89031 | H: 951-314-1381 | C: 951-314-1381 [teeyjay@gmail.com](mailto:teeyjay@gmail.com)

## Professional Objective

---

As an accomplished, experienced educator, facilitator and certified coach, I am seeking a position that will utilize my unique combination of presentation skills, knowledge of school implementation and instruction, and passion for student inclusion and growth.

## Core Qualifications

---

- Dedicated teacher of 15+ years' experience all working with at-risk, diverse, EL, and Title 1 students
- Demonstrated success in leading the improvement of student learning by providing professional development, modeling, co-teaching, observing, collecting data, coaching, data analysis, and consulting
- Demonstrated experience in providing research-based instructional strategies to improve student achievement
- Demonstrated ability and desire to establish and sustain positive relationships with students, staff, parents, and local businesses which contribute to a positive school culture
- Demonstrated ability to foster an environment to motivate diverse teachers and students to build their capacities as learners utilizing the coaching model
- Demonstrated ability to communicate effectively in both written and verbal form
- Demonstrated success incorporating cultural competent strategies through the creation of a culturally caring learning environment, deliverance of culturally relevant curricula, making of cross-cultural connections, and knowledge of cultural norms
- Demonstrated ability to provide engaging professional development

## Professional Experience

---

### **Coach/Consultant**

**April 2015-present**

#### **Franklin Covey, Salt Lake City, UT**

As a coach/consultant with Franklin Covey I partner with schools in their transformation process, act as a resource to achieve high level results, improve school cultures, teach leadership principles, and align academic systems. I deliver engaging content and facilitate learning with teams, schools, and at symposiums. I provide executive coaching to school leaders.

### **Learning Strategist**

**Aug 2015-Jun 2016**

#### **Clark County School District – Las Vegas, NV**

As an instructional leader, the Student-Centered Coaching Model is the basis for supporting teachers with data analysis, differentiated instruction, integration of technology, developing and implementing rigorous engaging learning experiences through modeling, co-planning, co-teaching and data collection, worked in conjunction with administration and psychologist in developing the RTI process, facilitate the implementation of the Leader in Me process school-wide, develop and facilitate professional development in analyzing WIDA data, utilizing Can Do Descriptors, creating supports for EL learners, creating learning objectives, differentiating formative and summative assessments utilizing EL Performance Standards and EL Proficiency Levels of the students, and creating print rich culturally responsive environments.

### **Performance Zone Instructional Coach**

**Aug 2014 to Jun 2015**

#### **Clark County School District – Las Vegas, NV**

As an instructional leader, I utilized the Student-Centered Coaching Model, I supported teachers in data analysis, differentiated instruction, integrating technology, developing and implementing rigorous, engaging learning experiences which increased student understanding of grade level material, designed and delivered professional development to teachers in the district on purposeful planning and the Literacy Framework, supported administration in delivering the school's instructional vision, developed and facilitated weekly professional development on research-based instructional strategies and best practices, worked



---

collaboratively with administration in coordinating WIDA testing, and continue to serve as EL Success Advocate

**Educator-Taught Grades 3-5**

**Sept 2009 to Aug 2014**

**Clark County School District – Las Vegas, NV**

As an instructional leader, I took the initiative to analyze the grade level MAP data, conducted Action Research on the impact PLCs have on improving student achievement, co-authored School-wide Expectancies in Language Arts, Math, Science, Technology, analyzed WIDA data to restructure instruction, established and coordinated a Student Council to build leadership skills and community service, served as grade level lead, served as Teaching and Learning Conditions Team member, site Equity and Diversity Liaison, Career Day Coordinator, Co-chair Behavior Intervention Team, Chair Safety Committee, and United Way Coordinator.

**Educator-Taught Grades 5-6**

**Aug 2007 to Jun 2009**

**Hesperia Unified School District - Hesperia, CA**

As an instructional leader, I served as a Master and Mentor teacher for students attending CSUSB, assisted with the design and implementation of the instructional program, served as Administrative Designee when administration off campus, coordinator of before school tutoring, created Teacher Duty Schedule, served as grade level chair, member of the Site Leadership Committee, coordinated, planned and designed multi-cultural assemblies

**Educator-Taught Grades 4-5**

**Aug 2001 to Jun 2007**

**Rialto Unified School District - Rialto, CA**

As an instructional leader, I served as a Master and Mentor Teacher for students coming through the CSUSB Education Department, analyzed the core reading program for alignment to key essential standards and rigor, served as grade level chair, department chair, PTO liaison, 5<sup>th</sup> grade activities coordinator and parent involvement coordinator.

**Educator-Taught Grade 6-12**

**Jul 1997 to Jun 2001**

**Los Angeles County Office of Education - Downey, CA**

As an instructional leader, I developed curriculum and implemented interesting and interactive learning experiences which prepared Juvenile Court & Community school students for re-entry into district schools and society, served as site leader as a first year teacher.

## Achievement

---

- Selected as an instructor for FranklinCovey Executive Coach Training Program and International Coach Federation certified program.
- Designed and delivered professional development on the components of the Literacy Framework and research-based instructional practices with alignment to the Nevada Educators Performance Framework
- Selected by administration to serve as the EL School Success Advocate impacting over 300 English Language students through the analysis of data and weekly professional development designed to increase effectiveness and consistency of instructional delivery to improve student achievement
- Demonstrated understanding of the change process by leading staff through a book study of Stephen Covey's Leader in Me to set the groundwork for the implementation of the Leader in Me process
- Certified trainer of Franklin Covey's 7 Habits of Highly Effective People and the Leader in Me process
- Worked closely with administration in authoring and obtaining The Leader in Me Foundation grant
- Assist the principal in building teacher capacity by providing weekly professional development on highly effective practices
- Selected by administration to plan and coordinate parent meetings and parent involvement events that provide families an opportunity to work and learn together
- Demonstrated effectiveness in representing the school while initiating and cultivating community partnerships to strengthen and build school community support
- Impacted the growth of thousands of at-risk students utilizing a wide-variety of teaching modalities, motivational and implementation strategies which engage students in active learning
- Took the initiative to lead the grade level in the development of comprehensive lesson plans utilizing \text exemplars to increase rigor and prepare students for next generation assessments

- Chosen by administration to analyze and interpret school-wide data to identify trends and develop School Improvement Plan, School Performance Framework, and School Accountability Report Card
- Piloted SBAC and created performance tasks to align with next generation assessments
- Selected by administration to lead team in developing school-wide expectancies for ELA, Math, Science, and Technology
- Took the initiative to design and implement a school-wide testing vocabulary and sight words blitz which impacted 900 students in preparation for state and district assessments
- Demonstrated cultural competence through the planning and coordination of a field trip from CCSD to the Museum of Tolerance in Los Angeles, California to culminate a culturally responsive unit on tolerance
- Integral member of the School Governance Team, School Data Team, and School Improvement Team in which I demonstrated high-quality decision making skills, a sense of vision and drawing logical conclusions
- As a classroom teacher, reduced discipline referrals of at-risk students and increased student achievement through the promoting of good conduct, positive attitudes and equal opportunities for all students
- Selected to assist colleagues in behavior modification strategies, tools, and creating Behavior Intervention Plans for challenging students as the co-chair of the Behavior Intervention Team
- Assisted administration with the screening, selection, training, assignment and reassignment of staff, curriculum design, instructional practices, school community building and transition from a 6<sup>th</sup> grade only school to a School of Choice in California

## Education and Training

Bachelor of Arts, Liberal Studies/Sociology Emphasis Union Institute, Cincinnati, OH, US	1997
Master of Arts, Cross-Cultural Teaching National University, San Diego, CA	2003
Master of Arts, Educational Administration National University, San Diego, CA	2013
CCSD Pre-Service Administrative Leadership	2014
Instructional Coaching: A Partnership Approach to Improving Instruction	2014
Coaching Classroom Management: Strategies and Tools for Administrators And Coaches	2014
Achieving Literacy Excellence: Primary & Intermediate	2014
Literacy Framework: Purposeful Planning	2014
Elementary Mathematics Structured Engagement	2015
The Art of Presenting	2015
Student-Centered Coaching	2015
Diversity, Equity, & Inclusion	2021

## Certifications

Diversity, Equity & Inclusion	2021
International Coach Federation ACC Credential	2020
Nevada State School Administrator (K-12)	2013

California State Elementary (K-12)	2013
Nevada State Elementary (K-8)	2009
Nevada State TESL (K-8)	2009



## LYNN HANRAHAN

Lynn has 40+ years of experience working in both private and public schools in St. Louis, MO and Overland Park, KS. She held positions as teacher, science resource specialist and principal, as well as educational consultant in schools across the country. She created a lesson design and delivery process, *The Heart and Soul of Teaching*, and a leadership training, *Principals in Action*, co-authored *Addressing Needs of Struggling Learners*, and has provided professional development and training across the country. Lynn has served as school improvement specialist in low-performing schools as both a leadership coach and teacher coach. She works directly with teachers and leaders on culture and climate, instructional practices, curriculum reform, assessment and professional development. Lynn led a cadre of school improvement consultants to turn around low performing districts in the south. She holds a Bachelor of Science in Education from the University of Central Missouri as well as a Master of Arts, Education Specialist and PhD in Education Administration from St. Louis University.

# Dr. M. Lynn Hanrahan

## Objective

I wish to gain a position as School Improvement Leadership Coach

## Summary

- I am an experienced school improvement specialist, former teacher and principal, with strong leadership and communication skills and a unique ability to guide people through the change process.
- I help educators turn challenges into successes. I have a wide understanding of the teaching and learning process and an understanding of the uniqueness of teachers, and I value the work they do in the classroom.
- I support and understand the challenges of principals and administrators, and I hold high expectations for performance in schools.
- I co-created the on-line MAT program at St. Mary's University
- My ability to communicate, both written and orally, will be one of my greatest assets.
- I created a framework for deconstructing standards and aligning rigorous assessments and tasks to the standards. My work has been used as a basis for a dissertation with data collected over time.
- I have collected data and co-created two pieces of research: *Struggling Learners* and *Heart and Soul: Lesson Design and Delivery*.
- I have a proven track record of increased scores in literacy of 17%-50% on state assessments in schools of 99% Poverty, 55% ELL.
- I have presented at several national conferences over the years.
- I was a two time Elementary Principal of the Year in my district.
- I hold a valid teaching certificate from the state of Missouri and administrator certificate from the state of Kansas.

## Accomplishments

*Oak Park Elementary, Principal 2001-2004*

98% of students were proficient in math; 87% of students were proficient in literacy

*Fort Smith School District, School Improvement Specialist*

*Trusty Elementary 2009-2011*

Students' scores increased from 24% in literacy to 46% to 76%.

Students' scores increased from 34% in math to 55% to 74%.

Fort Smith School District

Morrison Elementary 2009-2011

Students' scores increased in both math and literacy more than 30%ile points to remove Morrison Elementary from the Improvement list.

### **Professional Experience**

August 2007 - Present

Generation Ready (Previously

named JBHM Education Group)

#### **Educational Consultant – School Improvement Specialist**

Responsible for implementing the school improvement process and build capacity in teachers and leaders.

Partner with educators to demonstrate that significant gains can be made and sustained by implementing essential practices of effective schools through the school improvement process. Design and conduct professional development based on data and needs of teachers.

Struggling Learner Consultant – identifies students with specific learning issues in the classroom; plans direct interventions using reading/math research-based strategies, collect data, monitor, analyze, review, revise

Principal Coach – assists with school-wide data collection and analysis, teacher observation and feedback, goal-setting, establishing structures for ensuring effective schools

Teacher Coach – assists with lesson design and delivery of rigorous, high impact strategies and assessments aligned to the standards

MSLI Specialist – implements Middle School Literacy Initiative in low performing, high poverty schools in Louisiana and Arkansas

Analyze student work

August 2004 - 2007

Learning 24/7

Phoenix, AR

#### **Educational Consultant**

Responsible for implementing the school improvement process and build capacity in teachers and leaders.

Design and conduct professional development presentations based on data and needs of teachers.

1994 - 2003

St. Mary's University

Overland Park, KS

#### **Adjunct Professor – on campus**

Classroom Management

Parent Involvement

Education Leadership

Assisted in the development of the on-line Master of Arts in Teaching; developed rubrics for the courses to be taught.

#### **Adjunct Professor – on-line**

Classroom Management

Foundations of Education  
Action Research  
Curriculum Design and Differentiation  
Research Based Assessment  
Student Portfolios

July 1993 - June 2004

Shawnee Mission School

Shawnee Mission, KS

District

**Principal**

Arrowhead Elementary (1993-2001)

Oak Park Elementary (2001-2004)

Responsible for the daily running of an elementary school building

Evaluation of all certified and classified staff members

Conducted daily building walk-throughs to collect trend data

Conducted classroom observations and provided individual feedback to teachers

Developed partnerships with St. Mary University and Baker University education departments to host student teachers at both Arrowhead and Oak Park Elementary for their practicum

**Director of Federal Programs (while principal)**

Responsible for all Title I funds for 7 elementary schools; 'cluster' principal in charge of 7 principals to mentor and assist throughout the school year

August 1990 - July, 1993

Shawnee Mission School  
District

Shawnee Mission, KS

**Teacher**

Broken Arrow (Grade 1 - 1990-1991)

**District (Science Resource Specialist for 43 Elementary Schools - 1991-1993)**

Responsible for the academic achievement of all students in all subject areas

Responsible for daily progress monitoring of reading fluency and comprehension of beginning readers (DIBELS, DRA)

Designed district-wide plan for hands-on science implementation in all elementary classrooms

Modeled science lessons K-6 throughout district; assisted teachers with designing lesson plans

June 1985 - June 1989

Archdiocese of St. Louis

St. Louis, MO

**Principal**

St. Rita School, K-8

Responsible for establishing a faith community of students, faculty, parents, and church members who work together to strengthen the academic, physical, emotional and spiritual growth of all students



Responsible for assisting all families in receiving a Catholic education regardless of financial situations

Responsible for the academic growth of all students grades K-8 in all subject areas, particularly in literacy and mathematics

Responsible for assisting 8<sup>th</sup> graders to continue education in Archdiocesan high schools in the area with academic and financial assistance

August 1977 - June 1985

Archdiocese of St. Louis

St. Louis, MO

**Teacher**

St. Catherine of Alexandria, 1977-1981 (Kindergarten, Grade 7 and Grade 8)

St. Jerome, 1983-1985 (Grade 3)

Responsible for implementing new kindergarten program - selection of curriculum, materials, books, supplies

Responsible for teaching social studies, U.S. History (grade 8) and 7<sup>th</sup> and 8<sup>th</sup> grade religion

Responsible for academic achievement of all 3<sup>rd</sup> grade students in all subject areas including religion

Over 100 hours of Paul VI religion courses from 1977-1989

**Education**

2015 -16	No Notice	Notice of Concern	Notice of Breach
----------	-----------	-------------------	------------------

## NEXT CHARTER TERM

Current Enrollment Cap & Grade Spans for next charter term						
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Planned Enrollment Caps	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)	500 (450-550)
Planned Grade Spans	K-8	K-8	K-8	K-8	K-8	K-8

*Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.*

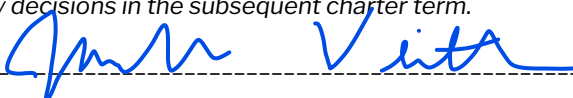
*Should the school propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.*

## BOARD MEMBER ASSURANCE STATEMENT

*I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.*

Signature of Head of School: \_\_\_\_\_

Date: October 1, 2022



Signature of President/Chair of Governing Body: \_\_\_\_\_

Date Governing Body voted to approve application for renewal: September 20th, 2022

**Shawn T. Smith**  
Phone: (702) 236-1815  
Email: [B52g01@aol.com](mailto:B52g01@aol.com)

*Current Address:*  
8224 Cantura Peak Street  
Las Vegas, Nevada 89143

---

## Summary of Qualifications

**Senior Leader and Manager** with more than 28 years military experience in the full range of recruiting, training, organizing, equipping, and motivating young men and women to accomplish a wide range of military and civilian functions. Proven expertise at building relationships, improving processes, maximizing productivity and introducing/improving system efficiencies. Record of achievement in managing complex training projects from inception to completion. Strong organizational and interpersonal skills. Skilled in effective communication and leadership. In-depth positive interactions with students and staff at the Imagine 100 Academy of Excellence: as an on-site mentor from 2008-2010. Served as Assistant Principal at 100 Academy of Excellence from 2011 – 2015 and Interim Principal from March 2015 until June 2015. Served as President of one hundred Black Men of Las Vegas from 2016 – 2018. Served as a member of the Nevada Advisory Commission on Mentoring (NACM) from 2018 – 2020. **Areas of Expertise:**

- Staff Leadership
- Customer Service
- Quality Assurance Management
- Organizational Change
- Diversity Awareness
- Conflict Resolution
- Program and Project Management
- Crisis/Emergency Response Planning

## Professional Experience

### Leadership/Management

- Selected to perform as Instructor Defensive Ariel Gunner two years ahead of peers.
  - Reviewed, updated, and taught course curriculum for five years at three separate locations.
  - Lead quality and performance evaluator of line and instructor gunners for 18 months.
- Directed enlisted leadership team responsible for the training, health and welfare and morale of a combat war fighting group consisting of five training units, four combat operations units and one support personnel unit comprising 571 members and \$800 million dollars in aircraft and equipment.
  - Hand-picked leadership staff for all functional areas by conducting evaluations of top performers and successfully challenged them to perform at higher levels of productivity.
  - Submitted recommendations for promotions, removals, and immediate/future assignments.
- Created and conducted professional development training for senior enlisted staff.
  - Established and standardized career development paths for nine functional areas.
  - Conducted bi-annual one-on-one counseling and career development sessions.
  - Implemented a new awards recognition program that identified, rewarded top performers, and ensured all personnel aware of award criteria--group had highest promotion rates.
  - Spearheaded recognition ceremonies--most awards won of any group on the installation.

- Managed two Defense Attaché Offices, Kinshasa, Democratic Republic of the Congo and Dakar, Senegal. Collaborated with host-nation senior leaders to satisfy political and military objectives.
  - Submitted and flawlessly executed 435k and 268K office budgets respectively.
  - Managed Security Assistance training budgets designated for each country.
  - Developed and implemented Crisis response and emergency evacuation procedures for two separated Embassies operating in two totally different country dynamics.
- Chairman Mentoring Committee, one hundred Black Men of Las Vegas.
  - Directed mentoring activities at four sites that provided mentoring to 115 children weekly.
- Assistant Principal and Interim Principal of 100 Academy of Excellence.
  - Oversaw all campus security and maintenance duties assigned by the Principal and BOD.
  - With Principal, hired, assigned, evaluated and supervised teachers and staff.
  - Work directly to foster a safe learning environment for students, staff, parents and stakeholders.
- Served as President of the one hundred Black Men of Las Vegas (100BMLV)
  - Chapter awarded Small Chapter of the Year 2018 by the National Organization

### **Strategic Planning/Project Management**

- Developed plan to create a new job specialty, by combining established skill sets.
  - Recruited subject-matter experts to write new curriculum to train new specialty.
  - Two-year project completed in 17 months, 160 students trained annually and reduced training time from nine months to just over five months.
- Key member of a leadership team tasked by the President of the United States and Secretary of Defense to immediately increase combat operations support to troops in Iraq and Afghanistan.
  - Directly responsible for staffing three new training organizations with enlisted instructors and students. Monitored and evaluated all student training (except pilots) with a primary focus on quality and effectiveness of training. Results exceeded original goals and timelines.
- Combined three smaller directorates into a “Super Directorate” that integrated Advanced Programs, Engineering Analysis and Database Management. Integrated 431 workers two months early.
- Assigned responsibility to build a new school playground. Success! Completed as community project.
- Collaborated with Cox Communication to successfully establish first 1G school in CCSD, no cost to school.
- Worked with Principal to develop/implement teacher hiring and classroom assignments practices.
- Led the 100BMLV Chapter BOD in developing new Strategic plan and organization By-Laws.
- Served as lead for the development of the initial NACM By-laws and coordinator duties.

## **Problem Solving/Conflict Resolution**

- Recognized inconsistent training and grading standards which were causing problems/conflicts between military students, instructors and gaining combat units.
  - Created and chaired a working group consisting of instructors, students, and experienced members to find solutions. Problems identified, solutions recommended then implemented and assessed. Problems solved and conflicts resolved to everyone's satisfaction.
- Reorganized pre-deployment training time by eliminating outdated and redundant training which allowed members to spend more time with their families prior to four- and six-month deployments.
- Collaborated with the Principal to resolve conflict between teachers, staff and students.
- Held meeting with parents and teachers to clarify misunderstandings and conflicts.
- Met consistently with the principal and campus board members to address concerns from any specific stakeholders.
- Solved problem of supply shortages by establishing a direct customer account with CCSD overflow warehouse; received over \$250,000 worth of school supplies/items for the campus.
- Identified and resolved the problem surrounding the aging membership of the 100BMLV; tasked membership team to hold new member drives at locations to attract younger members
- Coordinated collaborative events with other local nonprofits to reduce duplication of events and dilution of resources, in the communities served.

## **Education**

- **M. Ed. Administration and Supervision**, American Military University, Charles Town, WV 2015
- **Diploma, Post Graduate Intelligence Program (42hrs)**, Joint Military intelligence College, Washington, DC 1998
- **B.S., Management/Human Resources**, Park College, Parkville Missouri 1996 (Cum Laude)
- **A.S., Communications Applications Technology**, Community College of the Air Force, 1994

# KINDERGARTEN

# SPECIAL'S SCHEDULE

Time	Subject	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 a.m.	Breakfast		PE	Music	PE	Music	Music
8:15 a.m.	Morning Rountable	15	12:35-1:15	12:45-1:20	8:30-9:15	1:26-2:00	12:10-12:45
8:30 a.m.	ELA	109					
10:19 a.m.	Recess	15					
10:34 a.m.	Lunch	30					
11:04 a.m.	Math	61					
12:05 p.m.	Specials: Approximate Time (see right-details)	40					
12:45 p.m.	SS/Science	45					
1:30 p.m.	Intervention	30					
2:00 p.m.	Recess	15					
2:15 p.m.	DEAR, Independent Centers	30					
2:45 p.m.	Dismissal	390	8/5/2022				

# KINDERGARTEN

# SPECIAL'S SCHEDULE

Time	Subject	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 a.m.	Breakfast		Music	PE	PE	PE	Music
8:15 a.m.	Morning Rountable	15	12:50-1:25	12:20-1:05	11:40-12:25	12:15-12:55	12:50-1:25
8:30 a.m.	ELA	113					
10:23 a.m.	Recess	15					
10:38 a.m.	Lunch	30					
11:08 a.m.	Math	57					
12:05 p.m.	Specials: Approximate Time (see right-details)	40					
12:45 p.m.	SS/Science	45					
1:30 p.m.	Intervention	30					
2:00 p.m.	Recess	15					
2:15 p.m.	DEAR, Independent Centers	30					
2:45 p.m.	Dismissal	390	8/5/2022				

# KINDERGARTEN

# SPECIAL'S SCHEDULE

Time	Subject	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 a.m.	Breakfast		Music 12:10-12:45	PE 12:20-1:05	PE 8:30-9:15	Music 12:50-1:24	PE 11:40-12:25
8:15 a.m.	Morning Rountable	15					
8:30 a.m.	ELA	105					
10:15 a.m.	Recess	15					
10:30 a.m.	Lunch	30					
11:00 a.m.	Math	65					
12:05 p.m.	Specials: Approximate Time (see right-details)	40					
12:45 p.m.	SS/Science	45					
1:30 p.m.	Intervention	30					
2:00 p.m.	Recess	15					
2:15 p.m.	DEAR, Independent Centers	30					
2:45 p.m.	Dismissal	390	8/5/2022				













## 3RD GRADE: A HOMEROOM

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	45	9:20 a.m.	Rotation 1	50	9:20 a.m.	Rotation 1	40	9:20 a.m.	Rotation 1	50	9:20 a.m.	Rotation 1	60
10:05 a.m.	Music	35	10:10 a.m.	PE	45	10:00 a.m.	Music	35	10:10 a.m.	PE	45	10:20 a.m.	PE	45
10:40 a.m.	Rotation 1 cont	62	10:55 a.m.	Rotation 1 cont	47	10:35 a.m.	Rotation 1 cont	67	10:55 a.m.	Rotation 1 cont	47	11:05 a.m.	Rotation 1 cont	37
11:42 a.m.	Lunch	30	11:42 a.m.	Lunch	30	11:42 a.m.	Lunch	30	11:42 a.m.	Lunch	30	11:42 a.m.	Lunch	30
12:12 p.m.	Recess	15	12:12 p.m.	Recess	15	12:12 p.m.	Recess	15	12:12 p.m.	Recess	15	12:12 p.m.	Recess	15
12:27 p.m.	Rotation 2	108	12:27 p.m.	Rotation 2	108	12:27 p.m.	Rotation 2	108	12:27 p.m.	Rotation 2	108	12:27 p.m.	Rotation 2	108
2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	3r	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	282
8/5/2022	Rotation 1	107		Rotation 1	97		Rotation 1	107		Rotation 1	97		Rotation 1	97
	Rotation 2	108		Rotation 2	108		Rotation 2	108		Rotation 2	108		Rotation 2	108

## 3RD GRADE: B HOMEROOM

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	15	9:20 a.m.	Rotation 1	40	9:20 a.m.	Rotation 1	50	9:20 a.m.	Rotation 1	40	9:20 a.m.	Rotation 1	60
9:35 a.m.	PE	45	10:00 a.m.	Music	35	10:10 a.m.	PE	45	10:00 a.m.	Music	35	10:20 a.m.	PE	45
10:20 a.m.	Rotation 1 cont	78	10:35 a.m.	Rotation 1 cont	63	10:55 a.m.	Rotation 1 cont	43	10:35 a.m.	Rotation 1 cont	63	11:05 a.m.	Rotation 1 cont	33
11:38 a.m.	Lunch	30	11:38 a.m.	Lunch	30	11:38 a.m.	Lunch	30	11:38 a.m.	Lunch	30	11:38 a.m.	Lunch	30
12:08 p.m.	Recess	15	12:08 p.m.	Recess	15	12:08 p.m.	Recess	15	12:08 p.m.	Recess	15	12:08 p.m.	Recess	15
12:23 p.m.	Rotation 2	112	12:23 p.m.	Rotation 2	112	12:23 p.m.	Rotation 2	112	12:23 p.m.	Rotation 2	112	12:23 p.m.	Rotation 2	112
2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390
8/5/2022	Rotation 1	93		Rotation 1	103		Rotation 1	93		Rotation 1	103		Rotation 1	93
	Rotation 2	112		Rotation 2	112		Rotation 2	112		Rotation 2	112		Rotation 2	112

4TH GRADE														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	79	9:20 a.m.	Rotation 1	79	9:20 a.m.	Rotation 1	79	9:20 a.m.	Rotation 1	79	9:20 a.m.	Rotation 1	79
10:39 a.m.	Recess	15	10:39 a.m.	Recess	15	10:39 a.m.	Recess	15	10:39 a.m.	Recess	15	10:39 a.m.	Recess	15
10:54 a.m.	Lunch	30	10:54 a.m.	Lunch	30	10:54 a.m.	Lunch	30	10:54 a.m.	Lunch	30	10:54 a.m.	Lunch	30
11:24 a.m.	Finish Rotation 1	21	11:24 a.m.	Finish Rotation 1	46	11:24 a.m.	Finish Rotation 1	26	11:24 a.m.	Rotation 1 cont.	6	11:24 a.m.	Finish Rotation 1	26
11:45 a.m.	PE (both HRs)	45	12:10 p.m.	Music	35	SWITCH AT 11:50 a.m.			11:30 a.m.	PE	45	SWITCH AT 11:50 a.m.		
SWITCH AFTER RETURN FROM PE			SWITCH AT 12:45 p.m.			11:50 a.m.	Rotation 2	55	12:15 p.m.	Finish Rotation 1	30	11:50 a.m.	Rotation 2	40
						12:45 p.m.	Music (Wyman's HR)	35	SWITCH AT 12:45 p.m.			12:30 p.m.	PE (both HRs)	45
12:30 p.m.	Rotation 2	105	12:45 p.m.	Rotation 2	100	1:20 p.m.	Continue Rotation 2	55	12:45 p.m.	Rotation 2	100	1:15 p.m.	Rotation 2 cont	60
2:15 p.m.	Dreambox-ALL	30	2:25 p.m.	Dreambox-ALL	20	2:15 p.m.	Dreambox-ALL	30	2:25 p.m.	Dreambox-ALL	20	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390
8/5/2022	Rotation 1	100	Rotation 1			127	Rotation 1			100	Rotation 1			105
	Rotation 2	105	Rotation 2			100	Rotation 2			110	Rotation 2			100

4TH GRADE														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	83	9:20 a.m.	Rotation 1	83	9:20 a.m.	Rotation 1	83	9:20 a.m.	Rotation 1	83	9:20 a.m.	Rotation 1	83
10:43 a.m.	Recess	15	10:43 a.m.	Recess	15	10:43 a.m.	Recess	15	10:43 a.m.	Recess	15	10:43 a.m.	Recess	15
10:58 a.m.	Lunch	30	10:58 a.m.	Lunch	30	10:58 a.m.	Lunch	30	10:58 a.m.	Lunch	30	10:58 a.m.	Lunch	30
11:28 a.m.	Finish Rotation 1	17	11:28 a.m.	Rotation 1 cont.	7	11:28 a.m.	Finish Rotation 1	22	11:28 a.m.	Finish Rotation 1	42	11:28 a.m.	Finish Rotation 1	22
11:45 a.m.	PE (both HRs)	45	11:35 a.m.	PE	45	SWITCH AT 11:50 a.m.			12:10 p.m.	Music	35	SWITCH AT 11:50 AM		
SWITCH AFTER RETURN FROM PE			12:20 p.m.	Finish Rotation 1	25	11:50 a.m.	Rotation 2	20	SWITCH AT 12:45 p.m.			11:50 a.m.	Rotation 2	40
			SWITCH AT 12:45 p.m.			12:10 p.m.	Music (Kennedy's HR)	35				12:30 p.m.	PE (both HRs)	45
12:30 p.m.	Rotation 2	105	12:45 p.m.	Rotation 2	100	12:45 p.m.	Rotation 2 cont.	90	12:45 p.m.	Rotation 2	100	1:15 p.m.	Rotation 2 cont	60
2:15 p.m.	Dreambox-ALL	30	2:25 p.m.	Dreambox-ALL	20	2:15 p.m.	Dreambox-ALL	30	2:25 p.m.	Dreambox-ALL	20	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390
8/5/2022	Rotation 1	100	Rotation 1			115	Rotation 1			105	Rotation 1			105
	Rotation 2	105	Rotation 2			100	Rotation 2			110	Rotation 2			100

5TH GRADE														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	65	9:20 a.m.	PE	45	9:20 a.m.	Music	35	9:20 a.m.	Rotation 1	50	9:20 a.m.	Rotation 1	40
10:25 a.m.	PE	45	10:05 a.m.	Rotation 1	86	9:55 a.m.	Rotation 1	96	10:10 a.m.	PE with T Hunter	45	10:00 a.m.	Music	35
11:10 a.m.	Rotation 1 cont.	21	11:31 a.m.	Recess	15	11:31 a.m.	Recess	15	10:55 a.m.	Rotation 1 cont.	36	10:35 a.m.	Rotation 1 cont.	56
11:31 a.m.	Recess	15	11:46 a.m.	Lunch	30	11:46 a.m.	Lunch	30	11:31 a.m.	Recess	15	11:31 a.m.	Recess	15
11:46 a.m.	Lunch	30	12:16 a.m.	Finish Rotation 1	14	12:16 p.m.	Finish Rotation 1	14	11:46 a.m.	Lunch	30	11:46 a.m.	Lunch	30
12:16 a.m.	Finish Rotation 1	14							12:16 p.m.	Finish Rotation 1	14	12:16 p.m.	Finish Rotation 1	14
Switch classes at 12:30 p.m.														
12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105
2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390
8/5/2022	Rotation 1	100		Rotation 1	100		Rotation 1	110		Rotation 1	100		Rotation 1	110
	Rotation 2	105		Rotation 2	105		Rotation 2	105		Rotation 2	105		Rotation 2	105

5TH GRADE														
MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes	Time	Subject	Minutes
7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast		7:45 a.m.	Breakfast	
8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20	8:15 a.m.	Leadership	20
8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45	8:35 a.m.	Intervention	45
9:20 a.m.	Rotation 1	65	9:20 a.m.	Music	35	9:20 a.m.	PE	45	9:20 a.m.	Music	35	9:20 a.m.	PE	45
10:25 a.m.	PE	45	9:55 a.m.	Rotation 1	100	10:05 a.m.	Rotation 1	90	9:55 a.m.	Rotation 1	100	10:05 a.m.	Rotation 1	90
11:10 a.m.	Rotation 1 cont.	25	11:35 a.m.	Recess	15	11:35 a.m.	Recess	15	11:35 a.m.	Recess	15	11:35 a.m.	Recess	15
11:35 a.m.	Recess	15	11:50 a.m.	Lunch	30	11:50 a.m.	Lunch	30	11:50 a.m.	Lunch	30	11:50 a.m.	Lunch	30
11:50 a.m.	Lunch	30	12:20 p.m.	Finish Rotation 1	10	12:20 p.m.	Finish Rotation 1	10	12:20 p.m.	Finish Rotation 1	10	12:20 p.m.	Finish Rotation 1	10
12:20 p.m.	Finish Rotation 1	10												
Switch classes at 12:30 p.m.														
12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105	12:30 p.m.	Rotation 2	105
2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30	2:15 p.m.	Dreambox-ALL	30
2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390	2:45 p.m.	Dismissal	390
8/5/2022	Rotation 1	100		Rotation 1	110		Rotation 1	100		Rotation 1	110		Rotation 1	100
	Rotation 2	105		Rotation 2	105		Rotation 2	105		Rotation 2	105		Rotation 2	105



# MIDDLE SCHOOL SCHEDULE

	6th				7th				8th		
	6A	6B	6C		7A	7B	7C		8A	8B	8C
Advisory											
8:30-8:50											
1st	World History	PE			ELA Honors	ELA	Science		ELA	Math	Algebra
8:52-9:38							24		18	18	18
2nd	PE	Science					U.S. History				
9:40-10:26					Math Honors	Math	24		Math	ELA	ELA Honors
3rd	Science	World History				24	Life Skills		18	18	18
10:28-11:14							24				
4th	Computer Literacy		Music		Explorations	Study Skills	Spanish Elective		Art Elective	Student Aide	PE Elective
11:16-12:02	28		28		28	12			28	10	28
5th	ELA	Math	ELA Honors		Life Skills	Math			World Geo.	Science	
12:36-1:22	18	18	18		28	24			27	27	
6th					Science				PE	World Geo.	
1:24-2:10	Math	ELA	Math Honors		28	ELA			27	27	
7th	18	18	18		U.S. History	24			Science	PE	
2:12-3:00					28				27	27	

# MIDDLE SCHOOL: MONDAYS AND FRIDAYS

Period	Time	Minutes		Period	ELA/Math Time	Minutes
Advisory	8:30-8:50	20				
1st	8:52-9:38	46		1A	8:52-10:02	70
2nd	9:40-10:26	46		2A	10:04-11:14	70
3rd	10:28-11:14	46				
4th	11:16-12:02	46				
2nd Lunch	12:04-12:34	30		5A	12:36-1:46	70
5th	12:36-1:22	46		6A	1:48-3:00	72
6th	1:24-2:10	46				
7th	2:12-3:00	48				
1st Lunch	11:16-11:46	30				
4th	11:48-12:34	46				

# MIDDLE SCHOOL: TUESDAY

If you have English and Math in the morning:		
Period	Time	Minutes
Advisory	8:30-8:50	20
1A (math, ELA)	8:52-10:02	70
2A (math, ELA)	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
5th	12:36-1:46	70
6th	1:48-3:00	72

If you have English and Math in the afternoon:		
Period	Time	Minutes
Advisory	8:30-8:50	20
1st	8:52-10:02	70
2nd	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
5A (math, ELA)	12:36-1:46	70
6A (math, ELA)	1:48-3:00	72

# MIDDLE SCHOOL: WEDNESDAY

If you have English and Math in the morning:		
Period	Time	Minutes
Advisory	8:30-8:50	20
1A (math, ELA)	8:52-10:02	70
2A (math, ELA)	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
7th	12:36-1:46	70
5th	1:48-3:00	72

If you have English and Math in the afternoon:		
Period	Time	Minutes
Advisory	8:30-8:50	20
3rd	8:52-10:02	70
1st	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
5A (math, ELA)	12:36-1:46	70
6A (math, ELA)	1:48-3:00	72

# MIDDLE SCHOOL: THURSDAY

If you have English and Math in the morning:		
Period	Time	Minutes
Advisory	8:30-8:50	20
1A (math, ELA)	8:52-10:02	70
2A (math, ELA)	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
6th	12:36-1:46	70
7th	1:48-3:00	72

If you have English and Math in the afternoon:		
Period	Time	Minutes
Advisory	8:30-8:50	20
2nd	8:52-10:02	70
3rd	10:04-11:14	70
<i>Explorations, Art, Computers, Spanish</i>		
1st Lunch	11:16-11:46	30
4th	11:48-12:34	46
<i>PE, Music, Study Skills, Student Aide</i>		
4th	11:16-12:02	46
2nd Lunch	12:04-12:34	30
5A (math, ELA)	12:36-1:46	70
6A (math, ELA)	1:48-3:00	72

# WILL BATISTA

## WORK EXPERIENCE

---

### Southwest Gas Corporation

Las Vegas, NV

November 2018 – Present

#### *Analyst III, Customer Engagement (ESG)*

- Lead development and implementation of Environmental, Social, & Corporate Governance (ESG) practices.
- Develop communications strategy to enhance marketability to environmentally conscious investors.
- Manage sustainability reporting and advise on improvements by identifying material matters.
- Coordinate across multiple departments on messaging for brand protection and consistency.
- Report internal ESG topic findings to Vice-Presidents and C-Suite executives for review and approval.

### Marsy's Law for All

Las Vegas, NV

April 2016 – December 2018

#### *Nevada State Director*

January 2017 – December 2018

- Created plan which led team to pass a state constitutional amendment with 61%, totaling 579,788 votes.
- Directed communications strategy including digital ads & social media post and targeting.
- Provided interviews in English & Spanish, earning thousands of dollars' worth of earned media.
- Planned and approved external community engagement opportunities and endorsement strategy.

#### *Operations & Budget Chief*

April 2016 – April 2018

- Managed \$85 million-dollar budget including mid-quarter revisions and budget-to-actuals.
- Directed and compiled quarterly budget reports, expenses, and funding request.
- Assisted in the development of a national buildout plan for expansion in 10 states.
- Developed reporting KPI's to track progress for accountability and administrative procedures.

#### *Regional Political Director*

April 2016 – December 2016

- Succeeded in the passage of state constitutional amendments in Montana, North Dakota, and South Dakota attaining 66% 62% & 60% of the vote respectively.
- Managed 30 political and operations staffers throughout six states including messaging training for new hires.
- Co-wrote and edited 17 mail pieces and 3 state voter information guides during 2016 election cycle.

### Jeb 2016, Inc.

Las Vegas, NV

July 2015 – February 2016

#### *Nevada Political Director*

- Managed and trained staff, interns and volunteers to achieve voter contact and supporter goals.
- Led recruitment of surrogates for coalition groups including Hispanic, veteran, and faith leaders.
- Planned external events for candidate including rallies, roundtables, and meetings with community leaders.

### Republican National Committee

Las Vegas, NV

February 2014 – July 2015

#### *Nevada State Director for Hispanic Initiatives*

- Organized integrated effort between local, state and federal campaigns leading to wins of all state constitutional offices, majority control in both legislative chambers, and a congressional seat pickup.
- Developed successful outreach plan for strategic partnerships and endorsements from community leaders.
- Generated high coverage on Spanish media platforms covering candidates, grassroots efforts and platforms.

## Will Batista Bio



Will Batista was born and raised in Miami, FL before attending college at Brigham Young University - Idaho. He received a Bachelor of Arts in Political Science with an emphasis in Pre-Law & Economics. During his sophomore year in college he joined the United States Air Force Reserve and is a Veteran of Operation Enduring Freedom. He has been involved in the community since moving to Nevada in 2012 and has worked on multiple presidential campaigns. He recently served as state director of a victim's rights organization and led the efforts to pass a victims rights amendment which was added to the Nevada Constitution in 2018. He helped pass similar measures in North Dakota and South Dakota. He led the budgeting and operations for a national organization and enjoys taking on new challenges. Will currently works for a major utility company in Southern Nevada, focused on issues of environmental, social and corporate governance. Will has always had a passion for the necessity of a good education and understands how powerful it can be in changing lives. He feels strongly about working on behalf of students and parents to bring this into focus in Nevada. His wife Becca, a former school teacher in Las Vegas, currently works as the Testing/Administrative Coordinator at American Preparatory Academy. They enjoy being involved in their church community and have a daughter named, Scarlett.