



# **FUTURO ACADEMY**

**FUTURO ACADEMY CHARTER SCHOOL**  
A PROPOSED K TO 8 CHARTER SCHOOL  
FOR  
LAS VEGAS, NEVADA

RESPECTFULLY SUBMITTED BY IGNACIO PRADO  
ON BEHALF OF THE COMMITTEE TO FORM AND PROPOSED GOVERNING BODY  
6/15/2016

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## EXECUTIVE SUMMARY

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(1) *Provide an overview of your proposed school.*

### Mission and Vision

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Through rigorous academics and personal excellence, Futuro Academy Charter School educates all K-8 scholars to excel through middle school, into high school, and at the university of their choice.

Inequity in educational outcomes across lines of race, language, and class are the civil rights issue of our time. Throughout our country, and here in the Las Vegas Valley, there remains a persistent achievement gap which begins in Kindergarten and has life-long implications for (a) success in all grades K-12, (b) equitable access to college and professional opportunities, and (c) the economic and democratic fabric of our city, state, and nation.

All students can achieve when given the real opportunity to do so through a quality public school that is designed and led to ensure their academic and life success. We embrace the challenge of serving an at-risk population in East Las Vegas as the most important work required to ensure a strong future for all of the children growing up in our city. As a founding team, we firmly believe that the success of our mission will change the community by creating, first, hundreds of high quality K-8 seats in a community that currently has access to none, and over time, by creating a future of a strong, skilled, united Las Vegas in which all students have the necessary academic and character foundation to (1) be our next generation of business, political, educational, and community leaders and (2) build lives of opportunity for themselves and their families.

We envision a slow-growth K-8 college preparatory charter school for the families of East Las Vegas, built upon rigorous academics and personal excellence, and that (a) draws upon the most successful practices of the highest achieving charter school across the country, (b) leverages the resources of and relationships with a national network of high performing schools on behalf of our staff and students, and (c) puts all children on the road to college and life success starting in Kindergarten. This would change the community of East Las Vegas by providing a high quality option for students where no quality option currently exists. It would provide three generational change through the provision of a strong K-8 education that will change the life trajectory of the student, their family, and the family they will one day have. It will ensure that our most vulnerable, at-risk learners have access to a proven school model that combines the best practices from across the country with trained and mission-driven leadership wholly committed to the dramatic and measurable growth of our students.

### Academic Model

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Proposing to open with 116 students in August 2017 in Kindergarten and Grade 1, Futuro Academy Charter School (“Futuro Academy”) will grow one grade per year, and reach full grade and student enrollment in 2024, with 522 students in our full K-8 college preparatory charter school.

A unique school model currently unavailable to families in East Las Vegas, Futuro Academy is built on research-based and practice-proven elements from high achieving schools across the country.

#### Curricular Components

- Individualized, adaptive independent practice computer stations in every classroom
- Standards- and research-based curriculum used at multiple high performing schools
- Nationally normed, Common Core-aligned assessments to guide instruction and supports
- Robust enrichment opportunities within the humanities and sciences

#### Instructional Components

- Reduced student-to-teacher ratio of 20 to 1
- Further reduced student-to-teacher ratio of 9 to 1 for all literacy instruction

- Two-teacher early literacy and early numeracy teaching model in grades K-3
- Universal Design instructional planning aligned with rigorous national standards
- Inclusive support structures for all students, with GLAD-informed supports for ELLs
- Commitment to and structures for efficient language acquisition
- 25 days of professional development annually (20 practice-based and 5 data days)
- Extended year (179 days) and day (7:45am - 3:45pm) with daily supports and enrichment

### **Cultural Components**

- Values-based education reinforced daily through schoolwide routines, rituals, and systems
- Small school, academy model (K-3, 4-6, 7-8) and maximum of 232 students in one academy
- Progressive character development based on Kohlberg's stages of moral development<sup>1</sup>
- Robust annual professional development (25 days) for an achievement-oriented school
- Daily live-coaching strategies in every classroom for rapid teacher development
- Lottery preference for socioeconomically disadvantaged and second language students

We intend to locate in and are excited to serve the community of East Las Vegas which remains in chronic need of quality public education options. Within our target zip codes of 89101, 89104, and 89110, students have no access to four- or five-star options for zone elementary or middle schools. By Grade 8, achievement results in reading and math are urgently low, decreasing steadily over all years since the testing cycle began at Grade 3. In addition, several of the elementary schools in our target community are well above 125% capacity and thus severely overcrowded.

In the 89101, 89104, and 89110 zip codes, 85% of students receive Free and Reduced Lunch subsidies, nearly three quarters are from historically underrepresented minority groups, nearly half are English Language Learners (ELLs), and approximately 11% receive special education services. These demographics provide a glimpse into the academic challenges our community faces, which has resulted in a deep and persistent achievement gap and which compels this charter proposal.

In Grade 3 and continuing through Grade 8, ELLs attending local public schools achieve, on average, 21 to 46 percentage points below their non-ELL peers in mathematics and 30 to 54 percentage points below their non-ELL peers in reading on the Nevada CRT assessment, with the gap widening the longer students are in school. A similar gap is present for economically disadvantaged students, with a 21 to 29% achievement gap in mathematics and 24 to 27% achievement gap in reading.

We can and must do better for the students of East Las Vegas who face the prospect of underachievement and reduced life opportunities before they enter high school. We know there are schools demonstrating high outcomes with similar demographics. Futuro Academy is based upon such models and is designed to ensure (1) a strong K-8 foundation for more advanced academic work required in later grades that leads to college opportunities and success for every child, (2) academic supports and scaffolding that efficiently remediate gaps and accelerate learning, and (3) implementation of proven approaches that lead to success for English Language Learners.

### **Goals**

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Futuro Academy is designed to be a school of transformational change. We will consistently produce results in the 75<sup>th</sup> percentile or higher on all nationally normed and state assessments across tested subjects, putting all students measurably and clearly on the path to college. Futuro Academy will achieve its goal of being in the top 25% of schools statewide and scoring four or above on the Charter School Performance Framework, thereby providing a quality alternative for the families of East Las Vegas. Along with our focus on rigorous academics and character education, Futuro Academy will

<sup>1</sup> <http://info.psu.edu.sa/psu/maths/Stages%20of%20Moral%20Development%20According%20to%20Kohlberg.pdf>.

provide an enriching curriculum beyond the tested subjects, allowing students to explore the humanities and sciences and inspiring them towards educational and career interests.

In our Upper Academy (Grades 7-8), all families will receive comprehensive guidance on strong educational high school options, from enrolling their child in the pre-AP track at the student's zone school, securing scholarships for private schools, gaining access to district magnet programs, and pursuing enrollment in strong charter schools. Through a robust staffing plan that ensures post-K to 8 supports, every student promoting out of Grade 8 will receive continuing support to ensure success through high school and the achievement of college acceptance, up to and including tutoring supports with national college testing (ACT, SAT), guidance to apply for identified scholarship opportunities to private schools, and the establishment of strategic partnerships with various college access organizations in Las Vegas. We transcend the traditional 'teaching and learning' only at our grade levels and only in the core subjects to fully execute on our mission, as doing so is a hallmark of a mission-driven, excellent school – and necessary for the success of our school community. Finally, we believe in strategically and effectively partnering with families around the transformative power of education and on behalf of the full execution of our ambitious mission for all students.

## Capacity

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Lead Founder and proposed Executive Director Ignacio Prado is joined by a high capacity Founding Team who together share a clear vision for Futuro Academy. The Founding Board of Directors includes eight (8) individuals with varied professional backgrounds, experiences in board service, vast community connections, and the necessary leadership and skills to oversee and operate a quality charter school at a high level.

With the Founding Team, Lead Founder and proposed Executive Director Ignacio Prado is deeply committed to the mission and vision of Futuro Academy. As an immigrant and English Language Learner raised by a single parent and accustomed to qualifying for Free and Reduced Lunch while in public school, and now an accomplished and respected educator, Mr. Prado is determined to continue effectively serving the economically disadvantaged and second language students of East Las Vegas. A Teach For America alum, graduate of the University of Las Vegas School of Education, and recognized teacher in Clark County School District since 2010, Mr. Prado has led elementary students to strong results in East Las Vegas. In 2014, Mr. Prado led a cohort of students from a 37% average proficiency rate in reading and mathematics in Grade 3 to an overall 87% percent proficiency rate in Grade 4 in those same subjects, as measured by the Nevada CRT exam.

Mr. Prado is currently completing the Building Excellent Schools Fellowship, a highly selective national Fellowship with an acceptance rate of 2%.<sup>2</sup> Building Excellent Schools (BES) trains high capacity individuals to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12, and includes some of the highest achieving charter schools across the country. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance. Mr. Prado has (a) completed leadership residency at the high performing Nashville Classical Charter School<sup>3</sup>, will (b) complete a second leadership residency at Cornerstone Academy Preparatory<sup>4</sup> (San Jose, CA), (c) deeply values the network of support such schools provide and will continue to provide as we move forward, and on behalf of Futuro Academy, and he has (d) developed a national network of colleagues

<sup>2</sup> <http://buildingexcellentschools.org/the-fellowship/>.

<sup>3</sup> [www.nashvilleclassical.org](http://www.nashvilleclassical.org).

<sup>4</sup> [www.sjcornerstoneacademy.org](http://www.sjcornerstoneacademy.org).

successfully leading charter schools in high-need communities to achievement results that dramatically outpace the local district and outpace state averages. Building Excellent Schools has provided, and will continue to provide, ongoing support with board development and action planning to ensure that the Board of Directors has the tools to oversee Futuro Academy to exemplary results and ensure that it meets the ambitious academic goals outlined in the charter proposal.

## **Risks**

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### **Risk 1: Academic Achievement Gap**

Futuro Academy will work with a targeted community in which, outside of selective magnet programs, there are currently no quality (defined as 4 or 5 star option) elementary or middle school choices. In general, students in poverty and English Language Learners face immediate challenges in their education, starting on day one of Kindergarten due to already apparent academic achievement gaps which can either persist or widen. Current options do not adequately address or close those gaps, and the risk is perpetuating those challenges.

Futuro Academy will address this risk through its research-based and practice-proven model, primarily through the elements of extended time to provide extra support, data driven instruction to maximize outcomes, a 9:1 literacy instruction model to promote powerful early literacy, and 25 days of annual professional development to ensure high teacher quality that leads to strong student outcomes. We will further address this risk through well trained, mission-driven leadership that brings the national support and network of successful schools and school leaders across the country whose work demonstrates other proof points nationally. These elements of school model and leadership are integral to our proposal because of this risk.

### **Risk 2: Facility Pathway**

In Las Vegas, our local legal and regulatory context does not provide facility pathway support. If a charter school is to succeed, it needs to have the resources and capacity to acquire a facility for lease or purchase without any process for co-location or facility allotment from the state. Failing to acquire an appropriate facility would delay or even ultimately deny the ability for Futuro Academy to operate.

We have the robust state support and ongoing collaboration of Opportunity 180, a Nevada non-profit that believes in the potential of all students in Las Vegas and is committed to adding 25,000 high quality charter seats for students in poverty in Las Vegas by 2025.<sup>5</sup> This organization has committed to creating a facility pathway which promotes the slow-growth model proposed by Futuro Academy.

### **Risk 3: Leadership Development**

Futuro Academy is a fresh start-up charter school with a leader who has not led a school. There is neither organizational memory nor individual experience on the part of the proposed leader having an established track record of success in leading a school upon which Futuro Academy is envisioned and proposed. The risk is that the performance of the school would suffer without strong leadership.

As outlined above, we have the national training, support, and expansive resources of non-profit Building Excellent Schools<sup>6</sup> as we work to launch and implement a quality school that will transform the opportunities available for students in East Las Vegas. Mr. Prado will benefit from ongoing support and training through and including the Planning Year, Year 1 and Year 2 of operations, and in additional years as part of the BES Network – a group of high performing charter schools that continue with BES support to grow their quality organizations.

<sup>5</sup> [http://www.opportunity180.org/wp-content/uploads/2015/05/JGS\\_Opprtny180\\_OneSheet\\_v2\\_3.pdf](http://www.opportunity180.org/wp-content/uploads/2015/05/JGS_Opprtny180_OneSheet_v2_3.pdf).

<sup>6</sup> <http://buildingexcellentschools.org>.

## PURPOSE

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(1) *Why do you want to start a school? What is the problem that you are trying to address?*

## The Need in Nevada

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*“Ladies and gentlemen, I do not make these proposals lightly. I know they represent a change in the way we approach education. But I also know that our system has to improve and that every child deserves the opportunity to succeed.” - Governor Sandoval, State of the State 2015<sup>7</sup>*

In Nevada, we are in an educational crisis. As a state, we consistently demonstrate our inability to deliver basic educational outcomes for too many of our children. When national organizations evaluate Nevada’s educational performance in comparison to such performance across the country, our public schools chronically earn failing grades. For example, the latest Quality Counts report from *Education Week* indicates that Nevada, earning a D, is at the very bottom of its national ranking list of 50 states and the District of Columbia: as recently as January, 2016, our state scores 51<sup>st</sup> out of 51.<sup>8</sup>

There is reason for optimism: “After a decade and a half of strong federal influence over school accountability,” the same report also indicates that “states are poised to take the helm again and chart their own course. This promises to be a period of great innovation and opportunity, but also one of considerable uncertainty and divergence, when states may take very different paths forward.”<sup>9</sup>

We must be clear: current results are insufficient. As a state, we simply do not compete nationally when our students are given common assessments and thus when we examine a more objective view of our students’ performance. Nevada has recently implemented the Criterion Referenced Test (CRT) for high stakes assessment purposes. Overall, and as seminal example, 4<sup>th</sup> grade proficiency results measured 67.5% in reading and 69% in math in 2014, the last year the assessment was administered and for which we have results.<sup>10</sup> On their face, these figures would seem to contradict the report’s findings; however, the national disparity of academic performance is evident, even in early elementary school, when these results are compared with NAEP results, on which Nevada students are shown to be far behind their national counterparts, with this same 4<sup>th</sup> grade performance, for example, comparing unfavorably across the assessments. NAEP and Nevada CRT are both scaled to 500 points; on the Nevada CRT scale, when evaluated through Math NAEP results, the average performance score is a 324, while the NAEP scale core average is 236 in the same year.<sup>11</sup> Such numbers are replicated in other grades and in other content areas, and reinforce why Nevada continues to earn a spot in the lowest 10 states across all content areas and all grade levels.

Futuro Academy proposes to use nationally tested and nationally proven design elements, the full autonomies of its charter, and the trained and committed leadership of its Lead Founder and proposed Executive Director - all supported through and surrounded by a high achieving network of schools - to provide a quality K-8 choice in our home state of Nevada, and specifically within East Las Vegas - to be a proof point of what is possible in our state and in our proposed high need community.

(2) *Provide the mission of your school.*

## Mission Statement

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Through rigorous academics and personal excellence, Futuro Academy Charter School educates all

<sup>7</sup> <http://gov.nv.gov/uploadedFiles/govnvgov/Content/About/2015-SOS.pdf>.

<sup>8</sup> “Quality Counts: 2015.” *EdWeek*. [http://www.edweek.org/media/qualitycounts2016\\_release.pdf](http://www.edweek.org/media/qualitycounts2016_release.pdf).

<sup>9</sup> *Ibid*.

<sup>10</sup> Nevada State Department of Education - [www.doe.nv.gov](http://www.doe.nv.gov).

<sup>11</sup> CRT results - Nevada Report Card, <http://www.nevadareportcard.com>. NAEP results - National Center for Education Statistics - <https://nces.ed.gov>.

K-8 scholars to excel through middle school, into high school, and at the university of their choice.

### **Mission at Work at Futuro Academy**

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We provide an extended school day (7:45am – 3:45pm) and year (179 instructional days) to ensure all students receive the support necessary to succeed in high school and beyond. We use data-based decision-making to ensure all students are on the path to success, and make strategic decisions in grouping students and dedicating staff resources to ensure our mission is being met. We dedicate two fully certified teachers to the literacy block of instruction in the primary grades (K-3) to maximize differentiation and instruction and ensure a fast, strong start in reading and writing.

We establish an achievement-based culture throughout the day and across the building. Homerooms and class cheers are named after and inspired by local and national universities, community time and discussions are dedicated to articulating the skills and values needed to succeed in school and life, and college banners and regalia are found in the hallways and throughout every room in our facility.

We reinforce daily the CORE values of Curiosity, Optimism, Responsibility, and Excellence through precise praise techniques, CORE Value points awarded to each class of students for each learning block, character education lessons in all grade levels, and the teaching and application of Kohlberg's stages of moral development to gradually release behavioral expectations towards post-conventional levels of self-regulation developmentally across the grades.

We engage in rigorous academics on a daily basis. In literacy, students are expected to respond to literature and read on or above grade level texts. We ensure that all students are reading grade-level fiction and non-fiction, and above grade-level when more challenge is needed, and we ensure that all students are increasing their vocabulary to open wider access to language acquisition and production. Informational texts expose students to critical core knowledge in the social and physical sciences and ensure students are building worldly schema. In mathematics, we emphasize problem-solving through the use of Cognitively Guided Instruction (CGI) and Investigations to develop conceptual understanding and we prepare students to use their math proficiency to solve tangible, real world problems in alignment with rigorous national standards. Students engage with enriching subjects, including but not limited to, the sciences, social studies, engineering, digital literacy, and public speaking to ensure they are exploring a variety of future career interests and gaining practical skills and knowledge.

*(3) Describe a **vision** for your school that clearly illustrates how your school will benefit your students and Nevada.*

### **Vision**

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Inequity in educational outcomes across lines of race, language, and class is the civil rights issue of our time. Throughout our country, and here in the Las Vegas Valley, there remains a persistent achievement gap which begins in Kindergarten and has life-long implications for (a) success in all grades K-12, (b) equitable access to college and professional opportunities, and (c) the economic and democratic fabric of our city, state, and nation.

All students can achieve when given the opportunity to do so through a quality public school designed and led to ensure their academic and life success. We embrace the challenge of serving an at-risk population in East Las Vegas as the most important work required to ensure a strong future for all of our children.

We envision a slow-growth, K-8 college preparatory charter school for the families of East Las Vegas, built upon rigorous academics and personal excellence, and that (a) draws upon the most successful practices of the highest achieving charter school across the country, (b) leverages the resources of and relationships with a national network of high performing schools on behalf of our staff and



students, and (c) puts all children on the road to college and life success starting in Kindergarten.

## **Success and Life Outcome**

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As a Founding Team, we believe deeply in a future of a strong, skilled, united Las Vegas in which all students have the necessary academic and character foundation to be our next generation of business, political, educational, and community leaders and to build lives of opportunity for themselves and their families. Our vision for success is that students matriculating from Futuro Academy's 8<sup>th</sup> grade into high school are fully and measurably prepared to access a life of academic, social, and economic opportunities. Matriculating 8<sup>th</sup> graders will be on or above grade level in reading, writing, mathematics, and sciences as defined by reaching the top two levels of proficiency on state assessments, and by performing in the upper quartile of achievement on national assessments in reading and math. Matriculating 8<sup>th</sup> graders will be prepared to engage with all opportunities in the Las Vegas Valley and beyond, including accessing scholarships to competitive private schools, gaining entrance into rigorous magnet and charter programs, and participating in pre-AP and AP course work in comprehensive public high schools. Students and families will be coached in making their high school educational choice, and once in high school, students and families will be prepared to navigate the process of college admissions and scholarship applications with supports from a Futuro Academy counselor dedicated to their success.

The impact of providing 100% of students with robust opportunities upon entering high school, and working towards the universities of their choice, is the definition of multi-generational change. Our goal is that 100% of our students will be positioned to go to the college or university of their choice, providing them with the life opportunity to pursue the career of their dreams and, in most cases, to be the first in their families to do so.

Our vision, tangibly, is that students from East Las Vegas will unleash their potential to become the leaders of tomorrow in their community through whatever career choices they are called to, and not to be restricted by current educational statistics. Currently, there are no East Las Vegas public elementary and middle schools that are consistently producing career- and college-bound students, who achieve on or above grade level performance on state and national assessments, and who demonstrate that they are academically competitive with their peers, regardless of socio-economic status, home language, race, or ethnicity. We are determined to be such a proof point.

In adding to the efforts of many organizations attempting to create opportunities and a narrative of success for East Las Vegas students, the impact on the dialogue about education in the Valley and the sense of possibility for students in Las Vegas regardless of where students grow up, is an essential step towards greater justice here in our city and state, and will have impact across three generations, as our high quality K-8 college preparatory school will forever impact our students' lives, the lives of their families, and the lives of the children our students will one day have themselves.

## **STUDENT POPULATION**

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*(1) What do you know or believe about the students in Nevada's underperforming schools?*

Lead Founder and proposed Executive Director Ignacio Prado is joined by a high capacity Founding Team who share a clear vision for Futuro Academy. Mr. Prado holds central values about what it will take to educate our students well, and all values are shared across all members of the Founding Team. Our vision for Futuro Academy is based on core beliefs about education and what it will take to successfully execute on our ambitious mission for all students.

1. All students can achieve regardless of race, home language, or socio-economic background.
2. All students can achieve in a structured, joyful community that celebrates excellence.
3. A school culture based upon shared values supports strong student achievement for our students.

4. A fast, successful start in literacy is key to a successful life-long education.
5. Quality instruction requires effective teaching techniques and academic rigor.
6. Assessment data aligned to national standards must inform leader and teacher actions and we must hold this high bar and teach, support, and inspire our students towards reaching it.
7. Strong partnership with families, based on student achievement, propels student success.

*(2) What are your performance goals for all students? Start with existing baseline data for all performance goals. Include the goals that you will reach in the first three years of operation.*

### Academic Achievement Goals

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As a fresh start-up school, starting in grades K and 1, there is little on which to establish a documented baseline. In addition, our use of some assessments and metrics are unique, such as the Strategic Testing of Educational Progress (STEP) reading assessment, for which there is no comparable data available for students in East Las Vegas. As such, baselines focus on three main principles:

- 1) Students assessed on state exams starting in 3<sup>rd</sup> grade will be placed into cohorts; the baseline score for student proficiency is an expectation of 60% if in Year 2 of attending the school, 70% if in Year 3 of attending the school, and 80% if in Year 4 or beyond of attending the school.
- 2) STEP reading readiness begins with an expectation that all Kindergarten students will begin as pre-readers, and that all students entering Futuro Academy in 1<sup>st</sup> grade or above may be grade levels behind. As such, there is a growing expectation each year of reading proficiency, beginning with 70% of students ending Kindergarten reading on grade level or above as measured by the STEP, and which rises to 90% of all students by Year 3 of attendance.
- 3) It is assumed that cohorts will score below the 75<sup>th</sup> percentile on nationally normed assessments starting in Kindergarten or Grade 1; therefore there is a minimal 5 percentile point growth expectation until a cohort of students reaches a Median Growth Percentile of 75 in Reading and Math as measured by a national assessment such as the Northwest Evaluation Assessment Measure of Academic Progress (NWEA MAP). There is no specified beginning baseline percentage, but an assumption that it will be significantly below 75. The goal is for the average student score to reach the 75th percentile of performance by Year 3 of operation.
- 4) For all self-created, standards-based assessments, Futuro Academy believes that an 80% assessment average is an appropriate goal and benchmark, as we intend to differentiate our curriculum to ensure we are leading students to success daily, even if the curriculum is addressing academic gaps in Year 1 or beginning to challenge students above grade level by Year 3. The average should always be 80%.

### GOAL 1 Achievement and Growth in ELA

- **Absolute Measure 1.01** – At least 60% of all students who have attended the school for two or more years will score in the top two levels in English Language Arts on the SBAC exam. At least 70% of students will score in the top two levels in English Language Arts after their third year, and at least 80% after their fourth year.
- **Growth Measure 1.02** - In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Reading Comprehension on the NWEA Measure of Academic Progress (MAP), or similar nationally norm referenced assessment, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Comparative Measure 1.03** - All students who have attended the school for two or more years, on average, will attain proficiency rates in English Language Arts 5% higher than the surrounding district average, similar school average, and state average as measured by SBAC.

- **Comparative Measure 1.04** - Overall performance in English Language Arts, as measured by the SBAC, will, on average, demonstrate growth in proficiency 5% greater than that of schools with similar demographics and historical data.

### GOAL 2 - Reading Readiness

- **Absolute Measure 2.01** – 70% of students in Kindergarten will be at a Step 3 by the end of the school year, demonstrating Grade 1 reading readiness on the STEP assessment.
- **Absolute Measure 2.02** – 80% of students in Grade 1 will be at Step 6 by the end of the school year, demonstrating Grade 2 reading readiness on the STEP assessment.
- **Absolute Measure 2.03** – 90% of students in Grade 2 will be at Step 9 by the end of the school year, demonstrating Grade 3 reading readiness on the STEP assessment.
- **Growth Measure 2.04** – 90% of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.

### GOAL 3 - Achievement and Growth in Mathematics

- **Absolute Measure 3.01** – At least 60% of all students who have attended the school for two or more years will score in the top two levels in Mathematics on the SBAC exam. At least 70% of students will score in the top two levels after their third year, and at least 80% in their fourth year.
- **Growth Measure 3.02** - In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Mathematics on the NWEA Measure of Academic Progress (MAP), or similar nationally norm referenced assessment, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.
- **Comparative Measure 3.03** - All students who have attended the school for two or more years, on average, will attain proficiency rates in Mathematics 5% higher than the surrounding district average, similar school average, and state average as measured by SBAC.
- **Comparative Measure 3.04** - Overall performance in Mathematics, as measured by the SBAC, will, on average demonstrate growth in proficiency 5 percentile points greater than that of schools with similar demographics and historical data.

### GOAL 4 - Achievement in Science

- **Absolute Measure 4.01** – Students will, on average, maintain an 80% proficiency on internally created and standards-based Science assessments.
- **Absolute Measure 4.02** – By 5<sup>th</sup> grade, 90% students who have attended the school for two or more years will achieve proficiency or exceed standards on the 5<sup>th</sup> Grade Nevada Science CRT.
- **Comparative Measure 4.03** - All students who have attended for two or more years, on average, will attain proficiency rates in Science 5% higher than the surrounding district average, similar school average, and state average as measured by the 5<sup>th</sup> Grade Nevada Science CRT.
- **Absolute Measure 4.04** – By 8<sup>th</sup> grade, 90% of students at Futuro Academy for three or more years will achieve proficiency or exceed standards on the 8<sup>th</sup> Grade Nevada Science CRT.\*
- **Comparative Measure 4.05** - All students who have attended the school for three or more years, on average, attain proficiency rates in Science 5% higher than the surrounding district average, similar school average, and state average as measured by the 8<sup>th</sup> Grade Nevada Science CRT.\*

\*8<sup>th</sup> Grade NV CRT composite of 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> grade standards (Earth & Space, Life, Physical Science)

### GOAL 5 - Achievement in Social Studies

- **Absolute Achievement 5.01** - Students will, on average, maintain an 80% proficiency on internally created, standards-based Social Studies assessments and projects.

## PROPOSED SCHOOL MODEL AND ACADEMIC PLAN

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*(1) Describe your academic plan and structure. What are the key principles, systems, and routines that underpin your model?*

Futuro Academy's approach to education is founded on the central beliefs that a high quality, college preparatory education is an essential right of all students, and that quality education is the greatest leveling force in society. Through outlining and then executing a vision for educational excellence in East Las Vegas, Futuro Academy plans to achieve a rating in the top 25% of schools state-wide per the Nevada School Performance Framework (NVSPF) and Charter School Performance Framework (CSPF), meet ambitious growth and absolute achievement metrics for all students regardless of their current academic standing, and meet goals a-f as set forth in NRS 386.520.

As a result, Futuro Academy pledges to follow a detailed plan supported by research-based and proven national practice to create a K-8 school that will produce these ambitious results. Our approach to transformational change is supported by several design elements.

**Extended Time** – Students will be in school from 7:45am to 3:45pm, and begin school two weeks earlier than the Clark County School District. To ensure all students achieve, we dedicate extra time to essential subject instruction to provide impactful differentiation and a high bar for all students.

**Values Rich Education** – Students are taught and demonstrate values through incentive structures and school programs including community meetings and character education lessons. To motivate all students, especially those who struggle, an investment in long-term character values is essential.

**Joyful, High-Expectations Environment** – The school day contains structured, purposeful routines and procedures and includes structures that promote joy (i.e. celebrations, chants, cheers). Crucial for all students, and especially for those who struggle, a structured environment maximizes learning time and joy celebrates progress, keeping students motivated and happy to work hard in school.

**Rapid Literacy** – Using a two teacher station-rotation blended learning approach, the school day in early primary grades (K-3) includes literacy taught by two teachers in small group settings of nine (9) students, with independent work based on adaptive computer programs which personalize student practice. Allowing for differentiated instruction and support for all learners, teachers address the needs of all students, including those at the lowest proficiency levels to prepare them for grade level work and those who may need more challenge.

**High Quality Instruction** – We will hire high-capacity, highly coachable teachers and use 25 annual days of practice-based professional development, including five (5) annual data days to step back, analyze, and action plan for results, and two (2) hours of weekly training to ensure we effectively respond to students' needs and support teachers' professional growth. Through training on high leverage strategies and ensuring curriculum is rigorous and accessible to all learners, we will ensure that teachers are leading all students to proficiency regardless of present levels of performance.

*(2) What will a typical day be like for a student in your school? Please provide a sample weekly student schedule.*

At 7:30am, Angel holds his mother's hand, walking confidently to school with a backpack containing last night's Homework (HW). Approaching the building, Angel spots the Executive Director, a face he has grown accustomed to each morning and throughout the day. "Que pase un buen dia," his mother wishes. Angel's excitement is apparent in his stride and smile as he receives a warm greeting. "Good morning, Angel. Are you ready for an enthusiastic day of learning?" asks the school leader. "Enthusiastic and ready," replies Angel. In full uniform, Angel is welcomed into the school building.

Walking past two teachers who greet him, Angel walks through the halls and enters an orderly and inviting space. Students are sitting in advisory groups, eating and completing Brainwork. Prior to joining, Angel walks to his cubby, hangs his coat, and removes his HW and reading book. He places the rest of his items in the cubby using the organized technique modeled for him by his teacher. Heading to his common room seat—labeled with his name and picture—with his cohort named after UNLV, Angel is greeted by his advisor who flashes a warm smile and extends a handshake. “Good morning, Angel.” “Good morning, Ms. Hernandez,” responds Angel, looking his teacher in the eye who compliments his handshake. Angel hands Ms. Hernandez his HW folder, finds his place at the table and starts eating. Upon completing his morning meal, Angel pulls out his Brainwork folder and begins to eat breakfast. Waiting at his seat is a carton of milk, a bagel, and an apple. One of Angel’s friends quietly helps him open his milk and Angel eats his breakfast while Classical Music plays in the background. At 7:40am, he puts his napkin on top of his food, as his teacher had taught him, and moves it in front of his Brainwork folder. Now, it is time to work out of a packet created specifically for him. Angel’s packet contains extra practice on lowercase letters, identifying rhyming sounds, and addition of single-digit numbers. He enjoys Brainwork because it activates his brain and he gets to work at his own pace. The student next to him is on a math page and so is Angel. They whisper count together to solve the last addition problem before the music stops and the teacher claps three times; morning meeting is just around the corner but first it is time to clean up. The teacher puts up one finger and students sit up straight with hands in their laps. The teacher puts up two fingers. Now, students push their chairs out but remain sitting. Once three fingers are up, students stand. Four fingers is a sign to push in chairs and five fingers means it is time to move. Students carry their trays around the table in a circle and carefully place their trash into the garbage. Angel is back at his seat in less than a minute and excited for morning rhetoric. Also, as a young child still learning English, he appreciates that the teachers use hand signals, gestures, and music to communicate behavior expectations in the lunchroom.

A clapping chant at 7:45am, led by the Executive Director, lets everyone know that Brainwork and breakfast are over and it is time for Morning Motivation. “Getting our blood flowing, it’s how we start the day, pumping up our brains, for learning all the way.” All repeat the chant in unison.

Following a 10-minute combination of stretches and aerobics mixed with songs that represent the core values of the school, the school leader claps three times. Students clap back and sit up straight in learning position. It is 7:55am and time for Angel to enter his classroom.

“Here we are to start our day, doing it right, the Futuro Way, The Futuro Way demands hard work, each minute, each day...We’re here to prep for our college degree, who’s going to get one...you and me!” Students burst with excitement as they enter the classroom and recite their daily lines. Ms. Hernandez praises the classroom for their **OPTIMISM** because she can see that they really do love to learn.

Angel and his classmates quietly find their assigned seats on the rug. Ms. Hernandez takes attendance by calling every student and they respond by saying good morning in the language of their choice. At the end, she asks the class how many students are present and absent. Angel makes the stretch gesture with his teacher when she encourages a classmate to use a complete sentence. The class sits in a circle and Ms. Hernandez tells them the value of the day, **RESPONSIBILITY**, and reviews the schedule and chances that they will have to show integrity. She hits a bell and students rise, chanting “Read Baby Read” as they shift to their literacy blocks. The posted daily schedule illustrates a breakdown of the more than three hours of language arts instruction that Angel receives every day. Knowing that literacy acquisition in the early grades informs future academic success, a second teacher, Mr. Smith, the Kindergarten literacy teacher, enters. Ms. Hernandez transitions Angel and his classmates to three locations to start their 30-minute literacy rotations. Dividing into four groups of nine students, two groups move to tables on opposite sides of the room, each joined by one

teacher, a third group of nine works on computers using student-adaptive literacy software, and the last works on journal writing.

Following his first literacy block, Angel and his group quietly move to Mr. Smith's table. For the next 30 minutes, Mr. Smith uses Direct Instruction with Reading Mastery to build phonics, phonemic awareness, blending, and decoding skills. Moving between individual students and the whole group, Mr. Smith is assessing students while using effective pacing to keep the group engaged. Near the end of thirty minutes, students put their Reading Mastery Books down. "Show me your roots!" says Mr. Smith and everyone stands up and pretends to be a tree and Mr. Smith readies some flashcards for Greek and Latin roots. Students are studying the prefix un- and identify words that contain it. They make an "X" every time they find it and then Mr. Smith reads the root and has students guess what the word might mean. When they get to unhappy, Angel correctly explains that the word means "Not happy!" He makes a sad face to show he understands the meaning and Mr. Smith laughs at his enthusiasm. As a result, he moves Angel up on the class color chart and he cannot help but smile even as he tries to show the meaning of the new word. Soon, the 30 minutes is over and daily work with phonetics is done.

During guided reading, Ms. Hernandez instructs students on key elements of reading comprehension. Today scholars are learning how to make text predictions. The class is reading *The Golden Touch* about King Midas. Yesterday, Ms. Hernandez read the story during Read Aloud and today she is rereading, pausing to show how she would make predictions. Because students know what is coming, the predictions lead to higher engagement. Ms. Hernandez makes a hand-motion where she taps her brain with one finger every time she makes a prediction. "I wish I had stopped here when reading yesterday," she says. "I predict that turning everything into gold will not make King Midas a happy man." The class taps their brains and Angel raises his hand. "Ms. Hernandez, it is important to stop when you read," he says. "You need to use your brain!" Ms. Hernandez smiles and uses the last section of guided reading for students to work in independent texts. Angel, who recently moved from one group to another as a result of rapid progress, gets to read one-on-one with Ms. Hernandez first. She quizzes him on sight words and asks him to make a prediction about the book he is reading. Angel, who relies heavily on picture clues still, has understood the pattern of No, David! and predicts David will get in trouble on the next page. "Stretch it out," says Ms. Hernandez. "Give me a Futuro answer." He nods and says, "I predict David will get in trouble on the next page." She smiles and he feels instantly proud.

During his three 30-minute literacy blocks, Angel has been grouped by his reading ability based on analyzed data from the last six-week STEP assessment. The flexible grouping allows his teachers to differentiate instruction for each group while maintaining the same academic outcomes. Angel is deeply engaged in learning, not only because of the enthusiasm and presence of his teachers and the quality of their instruction, but by the appropriate level of support and challenge he receives.

After two (2) hours of exciting and demanding learning, UNLV takes a 10-minute break for snack and bathroom. Ms. Hernandez gives tables a cue to students to open their snacks and encourages them to answer questions like "What's your favorite food?" and allows students who have earned the privilege to work with blocks, the whiteboard, or checkers. After Ms. Hernandez returns, scholars (Angel is always called a scholar when he is stretching his brain) dive back into learning.

Transitioning to the carpet, the class cheers "S! T! O! R! Y! Story! Story!" Ms. Hernandez resumes the chapter book they have been reading all week. Continuing to read about myths, she starts the story of Orpheus and Eurydice. When she gets to the section where Orpheus is warned to never look back, she pauses. "I am going to make a prediction, scholars," she says. "Prediction," repeats the class, tapping their brain and using a skill they have seen her use in small group instruction and practiced with their own leveled texts. Later, Angel correctly uses one of the class' vocabulary words

“confidence” and beams when everybody turns to him, points, and cheers, “You go, Angel!”

When Ms. Hernandez closes the chapter book and students return to their desks, they do it with a song – “Think, think, think of a word,” Angel sings tapping his brain. “Think of a word that starts with...What?” The song ends with scholars in a ready to learn position, eagerly waiting the teacher’s next cue. The teacher is building on a previous science vocabulary word *carnivore* by teaching students that *carno* means meat. Angel asks the Ms. Hernandez, “Is that why sometimes my mom says she is making *carnitas*?” Ms. Hernandez tells Angel to kiss his brain for being so smart. Greek and Latin root study ends with students writing three words that use *carno*, and drawing a picture that represents “*carne*” and meat. Angel practices saying the word out loud several times and whispering it to a friend. He struggles with the “n” sound and confuses it with the “m” sound but before the class transitions to Math, Ms. Hernandez has everybody go around the room and say “*carnivore*” out loud. Picking Hot-Calling Sticks, she calls on scholars one at a time, rapid fire. By Angel’s turn, he has heard the word almost twenty times and has no problem saying it. The exercise takes less than a minute but Ms. Hernandez is sure the whole class can say the word and she intends to push them to use it in a sentence tomorrow.

At the end of the Check For Understanding, Ms. Hernandez calls attention back to the front of the room. It is time for math. Students stand at their desks and wait for the signal to transition into the new subject. Ms. Hernandez leads a chant to get students ready. To the tune of “Surfing Safari,” they sing “Let’s do Math Right Now, everybody’s leaning wow, come on Math safari with me!” And then, in the silliest voice they can, scholars repeat, “Come on Math Safari with me!” Combining a healthy dose of math terminology with kinesthetic movement, students do a series of math chants and repeat a story problem. It is an electrifying catalyst to each math lesson.

“Today we are going to learn about sequencing. Everybody say that word with me, ‘Sequencing.’” Pausing, the class repeats “Sequencing” as Ms. Hernandez points to the word in bold letters on the board. “Another word for ‘sequencing’ is ‘order,’” continues Ms. Hernandez, moving her hand to the word “order” fixed directly below “sequencing.”

“Let’s read a short story about Liliana and see how she prepares for her day of school and look at the pictures that accompany it. Then we can talk about the ‘sequence’ or ‘order’ of her morning. The most important words we are going to use in describing the sequence are ‘first, next, and last.’ Let me hear those words all together.” Students articulate each word as Ms. Hernandez points to them on the board. “I think we are ready for the story. Are you ready, scholars, to hear about Liliana’s morning routine?” The class responds with a loud, “Absolutely.” “That’s it,” says Ms. Hernandez. “That’s the Futuro Way.”

Angel is full of excitement because Ms. Hernandez has reached for a cup with Hot-Calling Sticks. Angel has practiced saying “first,” next,” and “last” several times with the whole class and is confident he can answer the questions correctly when it is his turn from the Hot Cup. Ms. Hernandez takes out three pictures—of a student brushing his teeth, getting on a school bus, and arriving at school. She pulls the next stick and Angel has all eyes tracking him. “First, you brush your teeth. Next, you get on the school bus. Next, you get to school.” Ms. Hernandez says, “Angel, I would like to see you use all three of our sequence words.” Angel corrects himself immediately “Last, you get to school!” Ms. Hernandez smiles: “Great **CURIOSITY**, Angel, you must really love working on something until you get it right! You stuck with that question. Let’s give Angel two Futuro claps!” she says and all the students clap twice in unison.

After 45 minutes, students move to the carpet for Math Investigations. Ms. Hernandez explains the rules of today’s “Math Game.” Working in partners, students each have a bag of manipulatives—tiny plastic bears. One scholar empties their bag and the other keeps his manipulatives in the bag. Then, a scholar takes three bears out of his bag slowly. His partner’s job is to find three matching bears in

his pile and put them in order. "Remember, when you do this, you say 'First, you found orange.'" The scholars make a "W-O-W" by putting up three fingers on both sides of their open mouths because Ms. Hernandez had just used a "WOW" word for math. Finally, students move into their pairs. Practicing **EXCELLENCE**, Angel asks his partner, "Would you like to go first?" They laugh and learn until the full period has passed and it's time for them to put manipulatives away and eat lunch.

The school leader and supporting, non-teaching staff supervise lunch where they engage students in "library level" discussions about books they are reading. As students finish eating, they are dismissed outside, where the Manager of Curriculum and Instruction is waiting. Staff members transition outside as more Universities are dismissed. Angel and his classmates had spent the first week of school "practicing recess" and learning about different play stations. Now all of the students are having fun with their free time, but there is also a clear sense of organization and shared expectations. At the end of recess, his teacher praises Angel for putting his station back just as he found it. "That's **RESPONSIBILITY**," he says. "You did the right thing and I didn't even have to tell you to do it." Ms. Hernandez is smiling at Angel and escorts a silent line back to learning. Other classmates wave their fingers to show Angel support and appreciation because he has been recognized for a core value of the day.

Class transitions back to the rug for a whole-group writing activity. Mr. Smith returns and asks students if he can hear their daily writing chant. Harnessing students' energy, Ms. Hernandez praises their choral chant and asks for three claps and stomps on three, "1, 2, 3." Clap, Clap, Clap. Stomp, Stomp, Stomp. With a non-verbal gesture, students sit down on the rug. Ms. Hernandez provides a topic, and students help brainstorm an illustration, which she draws on chart paper. She asks students to formulate a sentence describing the picture. Angel shares his sentence, spelling the words as his teacher writes them the way he tells her, including mistakes. Afterward, she edits the sentence explaining the correct spellings. Students move to their desks and begin their own illustrations for the topic. Circulating around the room and engaging students in discussions about what they are drawing and writing, Ms. Hernandez and Mr. Smith edit their mistakes, just as they had edited the model for the group.

Mr. Smith waves goodbye because it is time for social studies - today it is geography. Ms. Hernandez leads the class through instruction on how to find North, South, East, and West on maps. Starting with a review of what students know about maps, the class brainstorms everything they know as their teacher lists ideas on chart paper. The lesson flows from brainstorming into direct instruction and includes a sticky cheer with hand motions. Students practice it several times before they can perfectly recite "North-South-East-West. Futuro Academy is the best!" Ms. Hernandez praises their **EXCELLENCE**. "You kept trying that cheer until we got it **EXCELLENT**," she said. "Good job, you." The class smiles and points to themselves "Good job, us!" The period finishes with students labeling a blank map with a North, South, East and West. One map is of the United States and the other shows their neighborhood, including landmarks like the school, The Springs Preserve, and the Wetlands. The lesson ends with a logic check. "What would happen if you did not know which was East and which was West, scholars?" Students answer these questions and articulate the importance of directions. "I don't think we just know what the directions are," said Ms. Hernandez "We know why we use them, too. That's the Futuro Academy Way!" Students tuck their work into their social studies folders; Angel is proud of the sticker he earns for labeling his map with exceptional penmanship. He checks the class color chart and smiles to see himself on gold. He knows the day is almost over and he cannot wait to earn his stars for the day.

During the bathroom break, Ms. Hernandez walks students outside to Mr. Smith who is waiting to lead students in physical education. During "Movement" class, students are provided with physical activity while classical music plays and they learn the proper way to stretch key muscles. The period ends with an exciting game of red light-green light-one-two-three. Mr. Smith blows a whistle and



students drop all their materials to form a perfect straight line. In HALL (Hands at your sides, All eyes forward, Lip closed, and Legs straight) students return to the classroom.

It is 3:30pm and class returns to the rug for their daily closing. Even Mr. Smith joins UNLV on the floor for afternoon rhetoric. For the last minutes of the day, Ms. Hernandez leads discussion about the class’s major learning, some highlights, and what to expect tomorrow. Students share their takeaways while praising one another for any experiences that have exemplified a core school value. Ms. Hernandez shouts out three students for exemplifying **RESPONSIBILITY** when they worked independently during tutoring time. She said that doing the right thing while nobody is watching is true Futuro behavior. Angel receives a shout out for his **CURIOSITY** earlier in the day as Ms. Hernandez cites his exceptional work using the exactly right transition words. “You sounded like a college student today, Angel,” beams his teacher. “It is wonderful to see how smart you are!” Angel is elated as his teacher’s praise means the world to him. Ms. Hernandez ends the day by naming the number of stars students earned for finishing part of the day on silver or gold. After each one, students say “Way to go!” Angel earned five (5) stars today and cannot wait to be part of the celebration tomorrow afternoon. A five-year-old, receiving a college-prep education, the young scholar is in the midst of developing deep pride in himself and his school for all the right reasons.

As Angel exits the building and sees his mother waiting, he walks towards her feeling a bit taller. Angel has had a big day for such a tiny boy and he knows tomorrow, along with the other 178 days of school, will be no different. At his school, the teachers, parents and students live by one mission: educating every student for success and excellence in high school, college, and life.

## Weekly Schedule

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### Typical Monday-Thursday Daily Schedule (Year 1, Kindergarten)

A Schedule – UNLV homeroom		B Schedule – UNR homeroom	
Time	Activity		Activity
7:30-7:45a	Arrival Optional Breakfast	7:30-7:45a	Arrival Optional Breakfast
7:45-7:55a	Morning Motivation	7:45-7:55a	Morning Motivation
8:00a-8:10a	Morning Community Meeting	8:00-8:10a	Morning Community Meeting
8:10a – 10:25a	Literacy Rotations – Reading Mastery, Junior Great Books, Lexia or equivalent blended learning module	8:10a – 8:20a	Morning Meeting Calendar Math
10:25a – 10:35a	Break Snack and Restroom	8:20a-9:00a	Math Block I: Computation, Fluency, Numeracy - Investigations
10:35a – 11:05a	Read Aloud	9:00a-9:35a	Social Studies Science
11:05a-11:45a	Math Block I: Computation, Fluency, Numeracy -Investigations	9:35a-10:20a	Math Block II: CGI: Problem Solving
11:45a-12:25p	Lunch Recess	10:20a-10:30a	Break Snack and Restroom
12:25a-12:35p	Daily Math Meeting Calendar time	10:30a-11:00a	Read Aloud
12:35p-1:20p	Math Block II: CGI: Problem Solving	11:00a-11:45a	Writing
1:20p – 1:55p	Social Studies Science	11:45a-12:25p	Recess Lunch

1:55p – 2:40p	Writing	12:25p- 2:40p	Literacy Rotations – Reading Mastery, Junior Great Books, Lexia or equivalent blended learning module
2:40p- 2:50p	Recess Restrooms	2:40p- 2:50p	Recess Restrooms
2:50p- 3:30p	Enrichment Art, Music, PE	2:50p- 3:30p	Enrichment Art, Music, PE
3:30p- 3:35p	End of Day Meeting	3:30p- 3:35p	End of Day Meeting
3:35p- 3:45p	Pick-Up/Dismissal	3:35p- 3:45p	Pick Up/Dismissal
3:45p – 4:15p	Teacher Meetings Additional Planning time	3:45p – 4:15p	Teacher Meetings Additional Planning Time

Fridays will be early release days to facilitate two (2) hours of staff-wide PD and work time on current initiatives. Students will receive essential subject (literacy and mathematics) instruction and be released by 1:45pm.

### Friday - Early Dismissal Schedule – (Year 1, Kindergarten)

A Schedule – UNLV homeroom		B Schedule – UNR homeroom*	
Time	Activity		Activity
7:30-7:45a	Arrival Optional Breakfast	7:30- 7:45a	Arrival Optional Breakfast
7:45 – 7:55a	Morning Motivation	7:45- 7:55a	Morning Motivation
8:00a-8:10a	Morning Community Meeting	8:00- 8:10a	Morning Community Meeting
8:10a – 10:25a	Literacy Rotations – Reading Mastery, Junior Great Books, Lexia or equivalent blended learning module	8:10a – 8:50a	Math Block CGI and Problem Solving
10:25a – 10:35a	Break Snack and Restroom	8:50a- 9:20a	Writing Final Drafts and Author’s Chair
10:35a – 11:05a	Writing Final Drafts and Author’s Chair	9:20a- 10:05a	Enrichment
11:05a- 11:45a	Math Block CGI and Problem Solving	10:05a- 10:15a	Break and Restroom
11:45a- 12:25p	Lunch Recess	10:15a- 11:45a	Literacy Rotations Rotations 1,2,3
12:25p- 1:10p	Enrichment Art, PE, Music	11:45a- 12:25p	Lunch Recess
1:10p – 1:30p	Fun Friday Community Time	12:25p- 1:10p	Literacy Rotation 4
1:30p – 1:45p	Treasure Box, Pack Up, Dismissal	1:10p- 1:30p	Fun Friday Community Time
		1:30p- 1:45p	Treasure Box, Pack Up, Dismissal

\* UNR schedule requires Literacy rotations to be separated into two blocks to accommodate lunch and recess schedule, therefore it requires one more block of time even though minute totals are identical.

During a given day in elementary grades, students will spend:

- 205 minutes in English Instruction (160 min. Reading, 45 min. Writing)
- 95 minutes in Mathematics Instruction
- 35 minutes in Social Studies/Science Instruction (rotating)

The increased emphasis in core subject instruction will create a solid foundation in early grades and allow us to close the achievement gap typically found in students in poverty and to provide true college-track preparation starting in Kindergarten. Research shows it is critical that students be reading on grade level by Grade 3.<sup>12</sup> Teachers make adjustments and reflections at the end of the instructional day to address formative data gathered throughout the day in daily planning time. This college preparation model relies on the additional time in essential subject instruction to give students the skills, core knowledge, and character education necessary to excel, heading to the university of their choice.

Per week, students will spend:

- 1025 minutes in English Instruction
- 475 minutes in Mathematics Instruction
- 140 minutes in Science/Social Studies Instruction (rotating)

*(3) How will your instruction be aligned to Nevada's academic standards? What curriculum will you use for core content areas? Who will teach the material?*

## Curriculum and Instruction

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Curriculum and instruction will have four main characteristics: (1) It will align with the Nevada Academic Content Standards (NACS); (2) It will reflect our educational philosophy; (3) It will provide supports and scaffolds for all at-risk students; and (4) It will be supported through robust professional development. Futuro Academy will follow NRS 386.550, complying with all conditions and limitations learning programs and providing core instruction as stipulated, maintaining appropriate proficiency and achievement targets per NV standards, and following all legal stipulations around usage of public funds, observing age restrictions of enrollment in K-2, and all other applicable regulations and rules. We will instruct in the core subjects of English, Mathematics, Science, and Social Studies (NRS 386.019 section 1) with additional enrichment opportunities in engineering, robotics, computer technology, health, and public speaking (NRS 386.019 section 2).

Curriculum will be implemented through practice-based professional development in the three (3) weeks of summer orientation for new teachers and two (2) weeks of orientation for returning teachers (starting in academic year 2018-19), and through two (2) hours of development weekly. The Executive Director and Manager of Curriculum and Instruction will be primarily responsible for curriculum implementation and evaluation. The lead, associate and specialist teachers will be primarily responsible for delivery of all curriculum in grades K-8 based on grade level assignment in grades K-6 and content assignment in Grades 7-8.

Core learning will be standards-based, and based on Nevada's goals of college and career readiness for all students. Some elements are co-curricular and represent a capitalizing on the extra instructional time of students at Futuro Academy, including projects, field experiences, and technology application.

## Outline of Curricular Program

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<sup>12</sup> <http://www.aecf.org/resources/early-warning-confirmed/>.

## General CORE SUBJECT Outline of Academic Program by Age Bracket and Subject

CORE SUBJECTS Primary – Grades K-3		
Grade	ELA	Mathematics
<b>K</b>	Phonemic awareness, phonics, print concepts, alphabetic principle, fiction/non-fiction reading comprehension, vocabulary development, inventive spelling/writing, writing process, handwriting	Numeric principle (correspondence), ordinal and numeral concepts, emerging addition and subtraction (computation and story problems) within 10, counting 100, basic NBT concepts – 10s, number bonds within 10, calendar math, basic facts addition/subtraction up to 20, measurement of predetermined attributes, comparison, sorting with counting, emerging 2D and 3D geometry.
<b>1</b>	Phonics, print features, fiction/non-fiction reading comprehension, vocabulary development, phonetic spelling/writing, writing process, handwriting	Addition and subtraction (computation and story problems) within , counting 1,000, basic NBT concepts – 10s, 100s, number bonds, calendar math, basic facts addition/subtraction, OA up to 100 – emerging multiplication/division, measurement of basic objects, write and tell time, interpret and represent data, emerging geometry.
<b>2</b>	Phonics, print features, reading comprehension, vocabulary development, phonetic spelling/writing, multi paragraph writing process	Addition/subtraction (computation/story problems) w/in , counting 1,000, basic NBT (Numbers in Base Ten) concepts – 10s, 100s, number bonds, calendar math, basic facts addition/subtraction, OA (Operations and Algebra) up to 100 – emerging multiplication/division, measurement, representation and interpretation of data, work with time (tell time within 5 minutes) and money, reason with shapes including equal partitioning (foundation for area models and fractions).
<b>3</b>	Morphemic analysis, text structures, fiction/non-fiction reading comprehension, vocabulary development, morphemic spelling/writing, literal/non-literal language, multi paragraph writing process	NBT – add/sub 1,000 modeling and algorithm, OA – 1,000 add sub fluently, 1,000 multiplication and division through models, rounding up to 1000 by 1s, 10s, 100s, Fluency with multiplication facts 1-9, multiply 1 digit numbers by multiples of 10, NF (Numbers and Operations – Fractions) – partitioning, identification, equivalence, comparison. Geometric area related to addition and multiplication, geometric perimeter. Basic patterns. Solve problems involving elapsed time, liquid volume, and mass.

CORE SUBJECTS Intermediate – Grades 4-6		
Grade	ELA	Mathematics
<b>4</b>	Morphemic analysis, text structures, fiction/non-fiction reading comprehension, vocabulary development, morphemic spelling/writing, multi paragraph writing process	Extend OA and NBT within 1,000,000 in 4 operations and rounding, Extend NF comparison and equivalence concepts to fractions without different denominators, extend multiplication of fractions by whole numbers (unit and non-unit), extend geometric attributes to include symmetry and create classifications of geometric objects, extend data representation and

		interpretation, introduce measurement of angles, introduce unit conversion in measurement.
5	Morphemic analysis, text structures, fiction/non-fiction reading comprehension, vocabulary development, phonetic spelling/writing, multi paragraph writing process	Decimals, to the thousandths in operations, 2 digit divisors and 4 digit dividends, powers of 10 represented as 0s. Coordinate planes, relate multiplication to volume, extend 4 operations to fractions including adjustments to equivalent fractions and simplification, as well as fluency all the way up to division with quotients including hundredths. Interpret and represent data. Geometric hierarchies. Relate multiplication to ratios when 'scaling.'
6	Text structures, literary analysis, vocabulary development, multi paragraph writing process, advanced composition	Ratios and proportional relationships, number system, expressions and equations, geometry, statistics and concepts of probability.

CORE SUBJECTS Lyceum – Grades 7-8		
Grade	ELA	Mathematics
7	Text structures, literary analysis, vocabulary development, multi paragraph writing process, advanced composition	Extension - Ratios and proportional relationships, number system, expressions and equations, geometry, statistics and concepts of probability.
8	Text structures, literary analysis, vocabulary development, multi paragraph writing process, advanced composition	Algebra – Structure in Expressions, Arithmetic with polynomials and rational expressions, Creating Expressions, Reasoning with Equations and Inequalities.

### CORE + ENRICHMENT Scope and Sequence

SOCIAL AND NATURAL SCIENCES – CORE + ENRICHMENT Primary – Grades K-3		
Grade	Humanities/Social Studies	Sciences
K	School community	Motion, Energy, Molecules and Organisms, Earth's Systems, Earth and Human Activity.
1	Neighborhood / World Geography Project (Antartica)	Waves in Technology and Information, Molecules and Organisms, Heredity, Earth and the Universe.
2	City / World Geography Project (Country)	Matter, Ecosystems, Evolution, Earth and the Universe, Earth's systems, Engineering Design.
3	Region / US Geography Project	Motion, Molecules and Organisms, Ecosystems, Heredity, Evolution, Earth's Systems, Earth and Human Activity, Engineering Design.

SOCIAL AND NATURAL SCIENCES Intermediate – Grades 4-6		
Grade	Humanities/Social Studies	Sciences
4	Nevada State Government Project and Field Experience – Emerging Geography	Energy, Waves in Tech and Information, Molecules and Organisms, Earth's Systems, Earth and Human Activity, Engineering Design.

<b>5</b>	US History – Precolonial, colonial, expansion period, Civil War	Motion and Stability, Energy, Waves in Tech and Information, Molecules and Organisms, Earth’s Systems, Earth and Human Activity, Engineering Design, Health- Sexual Education.
<b>6</b>	BIG History – Big Bang to Contemporary History Open Source Curriculum (Gates Foundation)	Earth and Space Science – Engineering Design.

SOCIAL AND NATURAL SCIENCES - Lyceum – Grades 7-8		
Grade	Humanities/Social Studies	Sciences
<b>7</b>	Civics and Geography – Physical and Political, Ancient Civilizations	Life Science – Engineering Design.
<b>8</b>	HS Prep Seminar & Public Speaking / National Field Experience (US Modern History Civil War to Contemporary)	Physical Laboratory – Technology Modules: Engineering Design, Robotics, Coding, Digital Publishing, Health.

*(4) What are the tools, systems, and routines you intend to use to track student and school-level progress? How will you use the information gained by formative and summative assessments to adapt instruction for students?*

#### **Adapting Instruction to Formative and Summative Data** \_\_\_\_\_

Teachers will be trained in the daily use of checks for understanding to adjust lesson pacing and making re-teaching decisions in real time to support the growth of all students. This process will be supported by real time coaching from the leadership team.

At the end of every other week, families will receive progress reports updating information on core subjects, any nationally normed test results, and information regarding student behavior per the behavior management system (points or demerits regarding CORE values). This semi-weekly cycle allows families to understand the absolute performance, but also the ongoing trend of performance and allows for open communication regarding additional supports for students that may be necessary. Teachers and families, as partners, can ensure the needs of all students are being met.

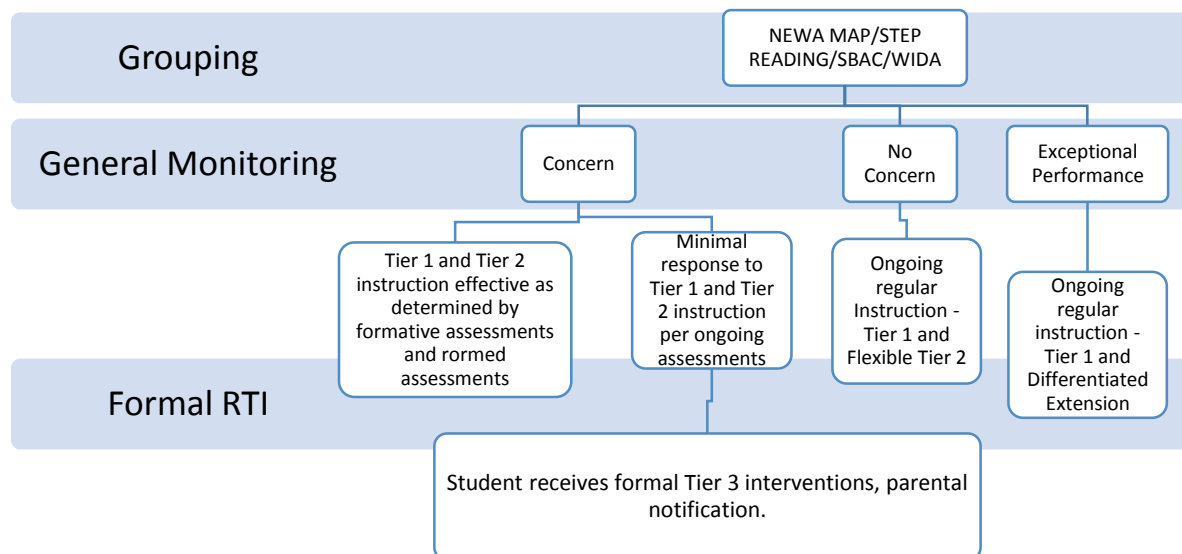
In line with all assessment data gathered (unit mastery, daily, longitudinal, norm-referenced and criterion-referenced), we will spend one day per calendar month in data analysis and create re-teaching opportunities, restructure flexible skill groups, and consider techniques such as individualized tutoring or restructuring of grade-level wide spiral review. During hours not focused on data analysis and response, the focus will be on high impact strategies for Advanced English Language Development and Universal Design in order to best support our at-risk population, as well as address the needs of intellectually gifted students.

*(5) What systems and processes will you use to ensure you identify and meet the needs of all students? Provide detailed plans describing how you will ensure that all **students with disabilities** and all **English Language Learners** succeed academically and socially.*

#### **Systems and Processes to Support All Learners** \_\_\_\_\_

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we provide a Free and Appropriate Public Education and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974.

We educate students with disabilities in the least restrictive environment and with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan. We do not discriminate in our admission and enrollment practices against students having or suspected to have disabilities. Upon enrollment in Year 1, students will be in Kindergarten and in large part not carry any documentation from previous educational experiences outlining their individualized educational needs. Upon enrollment, Futuro Academy will use the nationally normed assessments of NWEA MAP to screen all students. In Kindergarten, the focus will be to establish an initial baseline, and data analysis to begin the process of intervention, which is an ongoing process throughout the educational career of all students in Nevada per the guidelines regarding Response to Instruction. Starting in Year 1 and ongoing throughout the charter term, we will follow the Response to Intervention (RTI) process. Futuro Academy will act with the highest level of transparency with all families and in earnest consultation regarding the needs of all learners.



If a student is determined to need the formal RTI process by the classroom teacher or other staff member, the concern will be referred to and discussed by RTI committee prior to any Tier 3 intervention. Parental notification of Tier 3 intervention will be sent home by the homeroom teacher if it requires a sub-separate placement. The process will encompass a parental meeting for basic medical/educational history information gathering and educational support collaboration. The student will receive weekly progress monitoring with ambitious goals and documented interventions. Data is collected and discussed in nine-week cycles by lead and associate teachers. Results will be reported to the RTI committee for ongoing feedback on interventions and possible changes. If progress is made along benchmarks to an ambitious goal, the student will be kept in Tier 3 until achieving 25th percentile performance on a nationally normed assessment or at the discretion of the RTI committee in non-normed assessment subjects for General Monitoring. If the student does not show improvement after three nine-week cycles, or at the discretion of the Executive Director, the case may be presented to a psychologist for consultation regarding qualification for Special Education services, or the Coordinator of Student Supports for additional support.

### Strategies and Supports to Reach All Learners

Overall instruction will be delivered using high impact strategies that will be communicated and developed by the proposed Executive Director and in collaboration with the Manager of Curriculum and Instruction. Any small group or individualized instruction will be flexible, and driven by data

gathered through assessments. The supports for all learners and at all Tier levels include<sup>13</sup>:

**OVERALL - (TIER 1): Extended Time** – 179 Days of instruction, from 7:45am to 3:45pm<sup>14</sup>; **Two-Teacher Model for Early Literacy/Blended Learning** – A teacher will be supported by a Literacy Specialist in K-2, with an independent digital learning rotation in K-1; **Taxonomy of Teaching** – We will use a variety of behavioral, academic, and advanced teaching techniques to build engagement and teacher skill<sup>15</sup>; **Rap, Rhythm, and Rhyme** – We will use of chants to create energy and excitement about learning; **Kinesthetic Learning** – Hand signal and other non-verbal forms of physical exercise will be used to absorb and recall concepts, as well as create peer support such as snapping and other ritualized forms of peer support.

**SMALL GROUP AND INDIVIDUAL (TIER 2 AND TIER 3): Blended Learning** – During early literacy, independent rotations will utilize engaging, individualized computer programs to give students quality attempts to practice key math and reading concepts. (INDIVIDUAL – remediation, practice and extension for accelerated); **Whole Brain Teaching** – A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills. (ELL support strategy); **Small Group/Individualized Tutoring** – Time provided for daily targeted group instructions for pre-teaching and re-teaching will be based on assessment data. (SMALL GROUPS, IEP/ELL/SKILL/EXTENSION); **Flexible Ability Reading Groups** – Quickly adjusted groups will include students who need extra support in particular skills and to ensure students are not reading at frustration level. The groups are mainly used for reading instruction. (SMALL GROUPS, IEP/ELL/SKILL/EXTENSION); **Goal Setting** – All students will set and track absolute achievement and growth goals, including behavioral goals when appropriate. (INDIVIDUAL – remediation, benchmarked progress, above-level ambitious goals).

The RTI process is ongoing throughout grades K-8. Our philosophy is not that RTI is a documentation pathway to special education, but a feature of an excellent educational organization showing commitment to the entire continuum of learners, and that RTI is the model that encompasses the grouping approach of Tiers 1, 2 and 3 instruction of 100% of students enrolled at Futuro Academy. The goal of all RTI is appropriate progress; the expectation is that many more students will exit General Monitoring for Tier 1 and 2 instruction than be sent for qualification for Special Education services. Families will be directly contacted if a student is determined to need Tier 3 intervention through a formal RTI information gathering process, but all families will receive regular communication about students' strengths and deficits based on our enhanced progress report.

## Supporting Students with Disabilities

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Futuro Academy will serve students across a broad spectrum of disabilities. As an organization, we are committed to following all legal requirements of the Individuals with Disabilities Education Act and all other laws and regulations to ensure that all students receive a free and appropriate education in the least restrictive environment possible. The staffing plan and philosophy reflect this commitment. We intend to follow a 'slow growth' model, growing one grade per year, consistent with best practices for launching high achieving urban charter schools. This means that Special Education services will reflect an individualized set of services as case-loads are expected to be small in the beginning of school growth (10% assumption). As a minimal threshold, the first year will begin with a full-time Special Education teacher who will be one of our push-in literature support teachers and will be in charge of compliance and execution of all mild and moderate disability services. By Year 3, there will be a coordinator for the program in addition to the Special Education teacher. This individual will manage compliance and execution processes for all IEPs, and will be involved in

<sup>13</sup> 3 Tier Model of Instruction - <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>.

<sup>14</sup> <http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>.

<sup>15</sup> <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?ref=magazine&r=0>.



delivering some services for expected case-loads. As the school scales, more Special Education teachers will be added in years 4, 5, and 6 to ensure the full continuum of services in response to students needs as presented, from 0% sub-separate placement all the way to 100% sub-separate placement based on mild, moderate, or severe disabilities.

#### **Year 1 and 2 Continuum of Services Plan**

<b>Sub-Separate Placement Percentage</b>	<b>Plan</b>
<b>0-50%</b>	Associate teacher with Special Education certification (4 available hours), combined with contracted support services (PT, OT, Speech, Psychologist, contracted Facilitator).
<b>50%+</b>	Re-budget Special Education contingency to contract additional Special Education provider or to hire as a part or full time FTE an additional Special Education certified teacher or appropriate paraprofessional to handle intensive, severe or 50%+ placements after enrollment period (April 2017, April 2018).

#### **Year 3+ Continuum of Services Plan**

<b>Sub-Separate Placement Percentage</b>	<b>Plan</b>
<b>0-100%</b>	2 fully available Special Education licensed teachers (8 available hours), combined with contracted support services (PT, OT, Speech, Psychologist).
<b>Severe or intensive needs</b>	Re-budget Special Education contingency to contract additional SPED provider or to hire as a part or full time FTE an additional SPED or appropriate certified teacher to handle severe placements after enrollment period (April 2019 and on).

Futuro Academy will open as a slow-growth elementary school, with Kindergarten in Year 1 and growing each grade level subsequently each year (K-2 Year 2, K-3 Year 3, etc.). Identification in the slow growth model provides a unique situation that will evolve with the growth of grade spans.

**Year 1 – K-1 Only:** (1) Our staffing will rely on statistics for the neighborhood of our proposed site, hiring for a 10% Special Education population, scaling at a rate of 15 cases per Special Education teacher. (2) Upon enrollment in Y1, the process of enrollment will include a request for information from the family and the previous school (if applicable with pre-K) regarding existing IEP. (3) Starting in Y1, through RTI, student concerns will be evaluated ongoing for testing for qualification in consultation with a contracted licensed Psychologist with identification possibly beginning in Kindergarten. (4) If the case load grows beyond a 15:1 ratio, or includes additional staff due to particular needs, adjustments to staffing plan will be made from contingency funds.

**Year 2 and Onward (K-2, K-3... K-8):** (1) Our staffing plan will be based on a 10% Special Education population or our actual Special Education population as presented, whichever is greater, and adjusted for any students already enrolled with particular needs. (2) Upon enrollment, we will request information from the family and previous school and account for incoming IEPs in Kindergarten or any backfilled seats. (3) Continuing in Y2, through RTI, student concerns will be evaluated ongoing for testing for qualification in consultation with a contracted licensed Psychologist with identification possibly beginning in Kindergarten. In particular, special attention will be paid to age benchmarks for particular Developmental Delay IEPs, or any other qualifications in Speech services or based on disability around the ages of 6, 7, 8, and beyond to evaluate or re-evaluate eligibility. (4) If the case load grows beyond a 15:1 ratio, or includes additional staff due to particular needs, adjustments to the staffing plan will be made from contingency funds.

In addition to our full-time hiring commitments, our budget assumes an overall \$10,000 budget for consultation around the Special Education program and identification, and a \$3,500 budget per Special Education student as a conservative estimate for providing services that are not immediately predicted, or to provide for any immediate staffing changes necessary. The budgets in order of year 1 to 6 are \$40,600, \$81,200, \$101,500, \$121,800, \$142,100, and \$162,400. This combination of pre-planned hiring and conservative budgetary allocation around services provides the ability to responsibly allocate human resources to Special Education and provide the flexibility to contract any set of services required by any student that may become part of the Futuro Academy community.

## ELL Support in Curriculum and Instruction

The education of ELLs is highly relevant to our mission and vision, with the projected enrollment 42% ELL as based on overall K-8 enrollment in our target community. Given this high percentage of expected ELLs, the main model of support students with ELL needs will take place in the general classroom education setting and will be Academic Language Acquisition Service. Futuro Academy intends to use WIDA and classroom data to combat the persistent BICS-CALP gap primarily through the two methods of scaffolding and expanded Zone of Proximal Development.<sup>16</sup>

Scaffolding refers to a general lesson plan structure that will prioritize progression of modeling and practice, routinization or mastery of procedure or concept, and culminating in collaborative process activity. The most crucial stage is the collaborative process activity, past general mastery, in order to allow for language use and practice between students minimally in dyads to promote, practice and reinforce language acquisition in the academic setting.

Expanded Zone of Proximal Development (EZPD) refers to a process of analyzing the language use and ratio of student talk in a classroom in a multidimensional way. This concept has implications for groupings and pairings of students throughout the academic day, as the EZPD framework requires student's language be developed by interactions with less language capable, equally language capable, and more language capable peers, or teachers, and explicitly taught memory devices for grappling with language.

We will use WIDA data and any other reliable English proficiency data to create grouping flexible enough to include and guarantee different ability interaction. As a guideline, static pairs, for example, are insufficient and incompatible with our model of diverse, purposeful language ability interaction.

In some cases, individualized support may be necessary. The instructional design of the entire program must accommodate for best practices, as a majority of instruction for ELLs will occur in the whole group Tier 1 and small group Tier 2 setting, with notable exceptions as cited below.

MODEL	DESCRIPTION	DELIVERY
<b>Main Model</b> <b>Academic Language Acquisition Service*</b> <b>(Whole group)</b>	L2 English instruction with targeted academic language objectives facilitated by pre-planned dialogue structures (sentence frames, modified Kagan structures, etc.) that leverage social and cultural language between different ability peers based on Expanded Zone of Proximal Development.	General Education, TESL coordination
<b>Co-Teaching</b> <b>(Whole group)</b>	L2 English instruction with language objectives supported by co-planning and co-delivery of lessons.	General Education setting, Gen. Ed teacher and TESL teacher

<sup>16</sup> <http://www.educacion.gob.es/exterior/centros/losangeles/es/series/201003-Scaffolding-Walqui.pdf>.

(station rotation K-2, 6 co-teaching structures 3-8)		
<b>Advanced English Language Development (ELD)*</b> (Whole group, Individual)	L2 English support for individual students based on long term language acquisition goals. TESL teacher maintains data and objectives and coordinates with general education teacher or provides sub-separate instruction on a case by case basis.	General Ed or TESL direct provider in sub-separate placement
<b>Newcomer (Individual, 2<sup>nd</sup> grade and on)</b>	Mixed L2 English and L1 instruction with focus on functional language. Sub-separate with goal of early exit, and based on WIDA MODEL data.	TESL direct provider in sub-separate placement

\* PD on Academic Language Acquisition Service and Advanced ELD will be approved by NV DOE

We will infuse best practices into all learning structures through professional development and review of all lesson plans by the Executive Director or designee, with scaffolding and language development at the heart of the use of any structures.<sup>17</sup> Structures include, but are not limited to:

**Tier 1 ELL Support Techniques:** (1) **Ratio** – ELLs benefit from opportunities to practice language, so all lessons will maintain a ratio of teacher talk to student talk of 4:1, delivered in structured opportunities of 30-, 60-, and 90-second turn and talks during dynamic lecture and guided practice, and increased amounts for activities and independent practice opportunities. Plans will be reviewed on a minute ratio (50 minutes = 40 minutes maximum teacher and independent time and 10 minutes structured peer conversation time). (2) **Total Physical Response and other Language Drills** – In explicit vocabulary instruction, all challenging vocabulary will use a language drill to internalize difficult vocabulary. Techniques include Physical Response, Substitution Drills, and other techniques for enhanced vocabulary acquisition. (3) **Sentence Frames** – In teaching traits of discussion, mathematical reasoning, text analysis and other forms of higher level academic discourse, ELLs benefit from previously provided sentence frames to help assimilate vocabulary and syntax rules in participating in Cognitive Academic Language Proficiency.<sup>18</sup> (4) **Mediation** – Students learn best by negotiating language through the use of physical tools. Starting in Kindergarten, students at Futuro Academy will use structures including but not limited to equity sticks, discussion chips, spotlight feedback, collaborative use of manipulatives and other tool based discussion structures.

**Contextual Collaborative Support** – All students, regardless of ELL designation, will engage in various activities daily, in particular through science, humanities, design thinking and other academic subjects which allow for language development targets through context-rich and language-rich activities (ex. Language target vocabulary ‘circuit’ through a group activity to construct circuits).

*(6) How will you transition students from existing systems and routines (e.g., curricula, disciplinary systems) to those of your proposed school?*

Futuro Academy will be a fresh start-up school with Kindergarten and first grade students. To ensure a smooth transition to our school culture, the first week will be an orientation week for scholars. The primary goal of orientation is to familiarize students with the unique culture of the school and make sure it is correctly communicated, with lots of practice, from day one. Activities will include learning exercises and practice on how to reinforce the CORE values through CORE blocks, how the precise-praise system works and reinforces those values, and skits and role play of how to exemplify values, and practice with applications such as homework turn-in. This orientation will foster the strong start

<sup>17</sup> Walqui, Aida, and Leo Lier. *Scaffolding the academic success of adolescent English language learners* San Francisco, CA: WestEd, 2010.

<sup>18</sup> <http://files.eric.ed.gov/fulltext/ED438551.pdf>.

to a culture, needed once the deep learning takes place, and full days commence during the second week of school. To accommodate any incoming scholars who transition into school after orientation, there will be a transition and welcome procedure for all incoming students, which will include a home visit or equivalent meeting with the family, and a tracked transition plan implemented by the homeroom teacher of any new student which involves equipping the student with the right materials and skills to participate in all classroom procedures.

*(7) Describe in detail at least two relevant examples of successful implementation of your proposed academic and programmatic model by other organizations. Identify differences and similarities, and explain how you will adapt the model for the local circumstances.*

Proposed Executive Director Ignacio Prado is completing two residencies at model schools through the Building Excellent Schools Fellowship and on which Futuro Academy is based. **MODEL 1: Nashville Classical Charter School<sup>19</sup>** is a high performing college preparatory school in Nashville, TN which employs station rotation models, an urgent, joyful school culture, and several of the assessment and curriculum systems on which Futuro Academy will rely (ex. STEP reading). A key difference in the Nashville Classical model which will not be employed at Futuro Academy is their Core Knowledge curriculum, which will instead be replaced by a higher emphasis on the Sciences through curriculum including FOSS kits. **MODEL 2: Cornerstone Preparatory Charter School<sup>20</sup>** is a high performing charter school in San Jose, CA which employs station Daily 5 literacy independence strategies, implementation of an urgent, joyful school culture, and blended learning structures to successfully empower students. A key difference in the model of Cornerstone Prep is that their model uses a ticket economy to reinforce character values, differentiated from primary to intermediate grades, which at Futuro Academy will be reflected differently, using a simple adjustment in management techniques based on the system found at **Brooke Charter Schools<sup>21</sup>** in Boston.

The models will be adapted to the local context primarily through the presence of ELL support specific structures being put in place within both the two station rotation model, and through specific blended learning strategies and programs which assist with language development.

## **FOUNDING LEADERSHIP TEAM**

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*(1) What is the governance philosophy that will guide your board? What are the key expectations for board members and for the board as a whole?*

### **Board Philosophy**

The work of the Board of Directors of Futuro Academy contains several elements:

1. To provide oversight using the duty of care, loyalty, and full-faith compliance
2. To ensure the academic, organizational, and financial success of the school
3. To set vision, establish priorities, and approve policy
4. To provide supports to the Executive Director and organization to ensure mission success

As part of the Building Excellent Schools Fellowship and portfolio, the Governing Board of Futuro Academy will receive training and support from Building Excellent Schools minimally during the planning year (2016-2017) and in the first two years of operation (2017-2018 and 2018-2019). The Governing Board will be a local board, the school will be locally controlled through that board, and will satisfy all requirements of SB509 as well as all relevant governance statutes.

The board's membership are all citizens of Nevada, above the legal 50% requirement. The board

<sup>19</sup> <http://www.nashvilleclassical.org>.

<sup>20</sup> <http://cornerstoneacademysi.org>.

<sup>21</sup> <http://www.ebrooke.org/>.

consists of leadership from the education, non-profit, business, and community sectors of Las Vegas, and represents the necessary skill sets to oversee the successful launching and implementation of a high quality charter school per statutory requirements. The board has and will continue to seek input from community members, families, and staff as appropriate through the board committees, and specifically through having a parent representative on the Board of Directors.

Individual directors are expected to fulfil their duties of loyalty, obedience, and oversight per reasonable standards established by non-profit and charter school governance groups. All board members are expected to maintain attendance at full board meetings, prepare thoroughly to meet the reasonable person standard for all board meetings, and belong to and participate in at least one board committee. As a whole board, the board is charged with oversight and strategic direction of Futuro Academy Charter School in both supporting the execution of the charter granted to the school, as well as ensuring the resources appropriate to excellent performance.

*(2) How will the board evaluate the school leader? Against what goals will the board measure the school leader's success, and what will the board do if the school leader fails to achieve those goals?*

### Board Management of the Executive Director

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The board will conduct an annual review of the Executive Director and will hold an annual retreat to review past performance and engage in strategic planning. Should goals not be met by the Executive Director, the board will take one of three potential courses of action:

- Leadership change in the event of chronic or egregious underperformance
- Establishment of an improvement plan with clear, measurable, and time-bound goals to which the Executive Director will be held accountable.
- Engagement in strategic review of goals to update metrics and benchmarks given any new information that relates to goals being realistic or achievable

*(3) Provide an organizational chart that includes job descriptions for all staff on the school leadership team and the board.*

### Organizational Charts

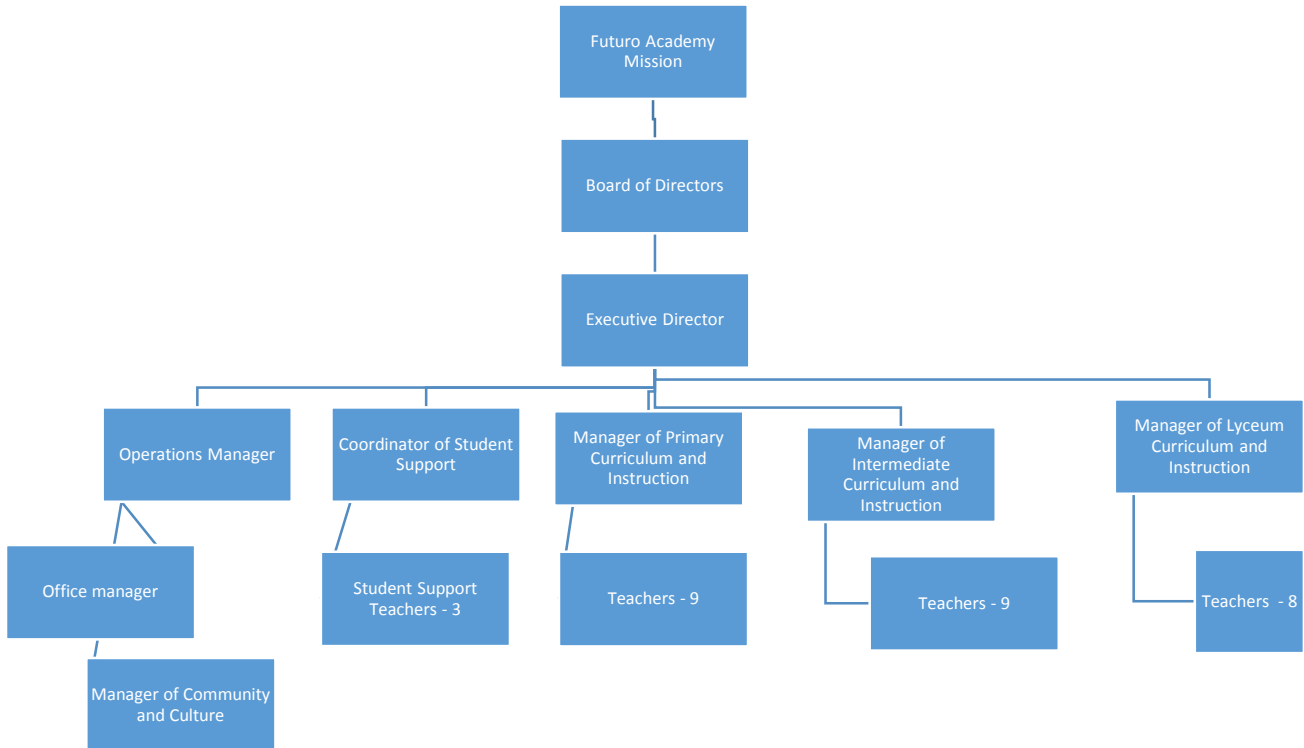
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#### Organizational Chart Year 1 in 2017-28



Year 1 Founding Staff – Enrollment 116 – 8 FTE Board of Directors – 7-9 Executive Director – 1 Office Manager - 1 Manager of Curriculum and Development – 1 (teach 70%) Teachers – 5 (1 Associate/SPED+ELL support)
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**Figure 1- Organization Chart at Full Growth (K-8) in 2025**



Year 9 Staff– Enrollment 522 – FTE - 37  
 Board of Directors – 9-13  
 Executive Director – 1  
 Operations Manager – 1  
 Office Manager – 1  
 Manager of Curriculum and Instruction – 3  
 Manager of Culture and Community – 1  
 Teachers – 26  
 Coordinator of Student Support – Licensed SPED, providing ELL/SPED services as well as directing cases  
 Student Support Specialist\* - 3 Licensed SPED, providing SPED services

The staff at Futuro Academy Charter School will be composed of several key members. The Executive Director will act at the instructional and operational leader of the school, and ensure the proper resources, staffing, training, and legal compliance of the organization. The Manager of Curriculum and Instruction will oversee curricular development and teacher development. The Coordinator of Student Supports will manage implementation and compliance of supports for Special Education and ELL students. The Office Manager will implement crucial administrative and operational processes of the school. The Manager of Community and Culture will specialize in community and family engagement, student character development, and discipline. The Operations Director will manage operational processes crucial to the daily running of the school. Teachers and Student Support Specialists will be responsible for directly instructing students and providing differentiation, accommodations, or modifications as required.

The Board of Directors as a whole will be the governing body of the school and will delegate day-to-day management of the school to the Executive Director, who will report to the board. The board will consist of individual Directors who are appointed by an affirmative vote of the board and charged with the duties of oversight, obedience and loyalty to Futuro Academy, and will maintain adequate attendance and participation on the board as well as at least one committee as part of the board's committee structure. The Board will maintain four officers. The Board Chair is the executive of the board, will chair all board meetings, and discharge the main business of the board. The Vice Chair will assist in governance and fill in during the absence of the Chair. The Secretary will keep accurate minutes and records of all public meetings and ensure public access to those materials. The Treasurer will chair the Finance Committee, and act a third signatory on transactions when appropriate.

*(4) For each identified member of your founding team, describe their background, current professional role, and proposed roles and responsibilities for the proposed school.*

**Backgrounds, Roles, and Responsibilities of Founders** \_\_\_\_\_

Name	Background	Current Role	Proposed Role	Responsibility
Ignacio Prado	Elementary Education (licensed), Teacher Development	Building Excellent Schools Fellow	Executive Director	Incubation year preparation, day to day leadership of all school operations
Brian Blaylock	Law, Non-Profit Board Service, Parent	Associate Attorney Snell and Wilmer	Board Chair	Discharge of the work of the business of the board, head executive of the board, chair all board meetings
Khanh Andersen	Health Administration, Non Profit Board Service	Director Healogics	Board Vice Chair	Assist in Governance Committee work, provide oversight as Director, chair the board in the absence of the Board Chair
Brian Rosenberg	Executive Leadership, Finance, Non Profit Board Service, Parent	CEO The Rosenberg Group	Board Treasurer	Chair of Finance Committee, financial controls, provide oversight as a Director
Jessica Dimas-Walsh	Human Resources, Non Profit Board Service, Parent	Full-time Parent	Board Secretary	Maintain minutes and other requirements of Open Meeting Law, provide oversight as a Director
Jorna Edrada Clark	Human Resources, Non Profit Board Service, Special Education, Parent	Workforce Development Manager Solar City	Board Director	Provide oversight as a Director
Julio Meza	Marketing	Marketing Project Manager The Venetian   Palazzo Hotel-Resort-Casino	Board Director	Provide oversight as a Director
Candice Morales	Education (licensed), Teacher	Manage Teacher Leader Development	Board Director	Chair of Academic Committee, provide oversight as a director

	Development	Teach For America		
Jennifer Roberts	Law, Non Profit Board Service	CEO Roberts Gaming Law	Board Director	Provide oversight as a Director

(5) For each of the following individuals, describe in detail at least two examples of how they have achieved results in their professional lives that are relevant to their performance in their intended role:

- a. School Leader;
- b. Board President;
- c. Lead Applicant, if neither School Leader nor Board President

### School Leader Track Record

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A Teach For America alum, graduate of the University of Las Vegas School of Education, and recognized teacher in Clark County School District since 2010, Mr. Prado has led elementary students to strong results in East Las Vegas. In 2014, Mr. Prado led a cohort of students from a 37% average proficiency rate in reading and mathematics in Grade 3 to an overall 87% percent proficiency rate in Grade 4 in those same subjects as measured by the Nevada CRT exam.

Mr. Prado is currently completing the Building Excellent Schools Fellowship, a highly selective national Fellowship with an acceptance rate of 2%.<sup>22</sup> Building Excellent Schools (BES) trains high capacity individuals to take on the demanding and urgent work of leading high-achieving, college-preparatory urban charter schools. The BES Fellowship - a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership - has resulted in the establishment of more than 80 schools in 14 states and the District of Columbia. BES schools educate over 20,000 students annually, in schools that span grades K-12, and includes some of the highest achieving charter schools across the country. BES holds the core belief that academic performance drives every element of a school, including design, leadership, culture, decisions, and governance. Mr. Prado has completed leadership residency at the high performing Nashville Classical Charter School<sup>23</sup>, will complete a second leadership residency at Cornerstone Academy Preparatory<sup>24</sup> (San Jose, CA), deeply values the network of support such schools provide and will continue to provide as we move forward, and on behalf of Futuro Academy, he has developed a national network of colleagues successfully leading charter schools in high-need communities to achievement results that dramatically outpace the local district and outpace state averages.

Mr. Prado has worked in elementary education and taught within inclusion models which have led multiple students to success with a variety of disabilities. For elementary education in particular, Mr. Prado has had experience not only delivering instruction per the accommodations of a previously written IEP, but has qualified students for services through tailored interventions, rigorous data collection, and collaboration with Special Education professionals. Mr. Prado has specifically participated in a number of IEP processes for students with mild, moderate, and severe disabilities as part of his eager embrace of a partnership with the Special Education professionals he has worked with in Clark County as a teacher in CCSD. In addition, Mr. Prado has successfully moved several students to consult-only models due to their academic success with him, or through his work in demonstrating previous misidentification. Unequivocally, our proposed Executive Director believes in providing the best, least restricted education for all students as defined by their ongoing needs, their challenges, and their successes. Under Mr. Prado's leadership, Futuro Academy looks forward to contracting with a support services provider with an extended, proven track record of success.

<sup>22</sup> <http://buildingexcellentschools.org/the-fellowship/>.

<sup>23</sup> [www.nashvilleclassical.org](http://www.nashvilleclassical.org).

<sup>24</sup> [www.sjcornerstoneacademy.org](http://www.sjcornerstoneacademy.org).



## Board Chair Track Record

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Our proposed Chair, Brian Blaylock, is an outstanding member of the Las Vegas community. Mr. Blaylock underwent transformative change catalyzed by education as a parent. Having not completed high school before entering the workforce as a carpenter and as a minor, Mr. Blaylock returned to complete his high school requirements as a professional, and balanced the responsibilities of a full time career with completing a college education. Mr. Blaylock graduated from UNLV in 2008 magna cum laude with a B.S. in Economics, and from William J. Boyd Law School at UNLV in 2012 summa cum laude, after receiving a full ride scholarship for his studies as well as being an editor of the *Nevada Law Journal*. His leadership and scholarship make him an excellent candidate to lead the board of Futuro Academy Charter School.

Leveraging his leadership and educational opportunities, Mr. Blaylock has become an accomplished, published attorney. Mr. Blaylock has provided excellent oversight for other non-profit organizations, including the Las Vegas Orchestra, and has held chairing responsibilities on various committees, demonstrating that he has the experience necessary to take on the responsibility of Board Chair. As an attorney, Mr. Blaylock is capable of fully understanding the legal and compliance requirement aspects of ensuring the Futuro Academy is fulfilling its ethical and legal duties per the law. As an attorney, Mr. Blaylock is well positioned to ensure Futuro Academy's board is operating efficiently and properly within the requirements of Nevada Open Meeting Law.

*(6) Please note and explain any of the following:*

- 1. Litigation to which you or your schools are a party;*
- 2. Material audit findings;*
- 3. Corrective actions or similar from your authorizer; and*
- 4. Cases in which you surrendered a charter.*

None of the elements here apply to Futuro Academy or members of the Founding Team.

*(7) If anyone on your founding team has previously served in their proposed role at a school, please provide academic and financial performance information for that school.*

No current team member identified has previously served in their role at another school.

*(8) If you do not have a principal identified, please describe the profile of the individual you are seeking and the process by which you will recruit them.*

Ignacio Prado, the proposed Executive Director, will serve as the school leader.

*(9) If you intend to work with an Educational Service Provider (ESP), describe the contractual terms, goals, and systems by which you will manage the ESP relationship and oversee their work. (If available, submit the ESP contract as an appendix.) Explain what steps you will take to ensure a smooth transition if the ESP or your board chooses not to renew its contract.*

Futuro Academy does not intend to contract with an Educational Service Provider.

*(10) Submit school leadership team and board members' resumes as part of the appendix.*

Please see all resumes in **Appendix 1**.

## HUMAN CAPITAL

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*1) Describe your teacher recruitment strategy. How will you take into account teachers who may*

*have been employed at the turnaround school site?*

## **Recruitment Strategy**

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Proposed Executive Director Ignacio Prado will receive ongoing support from Building Excellent Schools in the planning year as well as in Years 1 and 2 of operation in order to hire leadership staff and teaching staff with the qualifications to implement the Futuro Academy model successfully.

Futuro Academy will post openings in several sites, such as Teachers-teachers.com and equivalent sites (as well as our landing page at [www.futuroacademy.org](http://www.futuroacademy.org)), and publications beginning immediately upon authorization and beginning in September of each preceding academic year. There will be a referral bonus in place of \$500 for any staff who refers an employee who is eventually hired, and that will be paid out of the general salary line item. To remain competitive, position listings will be posted actively in October of each preceding school year, with a goal of fully hiring for the next academic year by the end of April. There are key mindsets and competencies needed for all staff members at Futuro Academy: Enduring belief in the ability of all students to achieve, regardless of race, home language, or socioeconomic background, and motivation to effectively close the achievement gap; Willingness to reflect and be coached frequently and regularly to improve practice and improve student achievement; Team player; Proven leadership and ability to generate results.

The process for hiring will follow these steps: (1) Resume Screen; (2) Essay Questions; (3) Phone Interview; (4) Demonstration Lesson or Observation (Teachers), Performance Tasks (Leadership/Support); (5) Feedback and Re-teach/Re-do based on Feedback; and (6) Final Interview.

While additional members of the Leadership team will be involved in various components of the hiring process, and particularly as the school grows its Leadership team over time, the Executive Director assumes ultimate responsibility for the hiring decisions of all staff at Futuro Academy. All offers will be contingent upon full satisfaction of all required background checks.

Futuro Academy will not be a turnaround site, so a specific strategy for retaining previous staff is not necessary.

*2) How will you retain your high-performing teachers?*

## **Retention of Top Performers**

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All teachers at Futuro Academy will receive offers competitive with their equivalent placement on a Clark County School District (CCSD) assignment.

Futuro Academy will offer competitive benefits. We will cover the cost of the contribution to the Public Employee Retirement System at a rate of 28% to match the contribution at the CCSD. Futuro Academy will offer group health coverage for all full time employees comparable to CCSD.

In terms of development and advancement, there are a few fundamental trends which make Futuro Academy unique in the Las Vegas area, and will position us to retain our top performers:

- 1. Early Career Teachers in Years 1-3:** In general, some start-up teachers may have an advantage and inclination to join Futuro Academy by generally having minimal experience and can easily adapt to our unique model (0-5 years); salary ranges reflect averages in that area, comparative to CCSD's salary scale. By Year 4, the need to hire less experienced teachers in general becomes less of a priority since the organization will have collective memory, capacity, and culture in place to ease the transition of seasoned professionals to the new organization and rely on retention.
- 2. Tiered Pay for Different Responsibility Levels – Lead/Associate:** In hiring teachers, the model in early elementary relies on Lead Teachers who are the main deliverers of instruction in

a homeroom and Associates who deliver a narrower component of push-in instruction. The pay range for these two types of teachers differs, as the Associates will have decreased planning, teaching, and classroom management responsibilities. Lead Teachers will be better paid and more senior; Associates may be less senior teachers developing their craft, ideally first or second year teachers. This is not always the case, as in the initial stages and throughout the life of Futuro Academy, Associate Teachers may be certified in Special Education or TESL and provide support services as well, and their pay would reflect their experience and licensing.

3. **Increasing Teacher Pay and Master Teacher Retention:** Every year, there is an increase for the salary range of an incoming teacher. This reflects a commitment to not only providing Cost of Living Adjustment raises of 3% annually to retained staff, but to pay experienced teachers based upon a re-negotiated amount every Academic Year based on the NEPF rubric. By Year 4, Futuro Academy will seek consultation with an outside agency to develop a standardized teacher pay schedule including Fellow (pre-credential, part time), Lead, Associate, Veteran, and Master Teachers based on validation through external means, similar to a system used by the Brooke Charter Schools in Boston.<sup>25</sup> This is a vehicle to enhance teacher pay, responsibility, and teacher development for highly effective teachers seeking to specialize primarily in classroom teaching through the span of their career.

- 3) *What are your expectations for teachers and for all partner organizations? How will you clearly communicate these expectations and ensure that teachers and partners stay on track towards meeting expectations?*

## **Expectations**

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Regardless of role or individual responsibilities, all teachers, staff, and partners of Futuro Academy will be expected to follow these expectations: Enduring belief in the ability of all students to achieve, regardless of race, home language, or socioeconomic background, and motivation to close the achievement gap; Willingness to reflect and be given feedback frequently and regularly to improve practice and improve performance; Team player; Proven leadership and ability to generate results

Teachers, staff, and vendors will have these expectations communicated in their respective interviews or RFP processes by the leadership of Futuro Academy. All meetings and interactions to evaluate performance will be rooted in these principles to ensure expectations are clear and upheld; all performance evaluations will contain performance metrics aligned to these principles and to the ambitious and measurable performance metrics.

- 4) *How will your organization coach and develop staff? What will be the critical elements to coaching and development?*

## **Staff Development**

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To maximize the development of Futuro Academy's teachers, the Instructional Team will be primarily responsible for their development along an objective observation and feedback tool. The Executive Director will be the primary coach of all teachers starting in Year 1; by Year 6, all Instructional Team leaders will manage up to nine (9) Instructional Staff members. The Executive Director will take the responsibility for managing the most senior and effective teachers, up to four (4), in order to allow the Managers and Coordinators to manage high-growth teachers using the cycle outlined below. For non-instructional staff, this process will be similar, except the bi-weekly debrief cycles will be based on general performance review versus classroom observations with student data, and instead of unit reviews, managers will review project plans.

<sup>25</sup> <http://www.ebrooke.org/>.

Our process of live coaching and constant support will lead to radical improvement of teaching through objective observation and qualitative gathering of information. Academic data from all normed assessments and classroom assessments will be analyzed by the Instructional team to determine trends of strengths and weaknesses across teaching and leadership staff to provide targeted professional development. Teachers will have the opportunity reflect and adjust during Data Days planned after major nationally normed assessment days every six weeks. Ultimately, teachers will be developed using the Nevada Educator Performance Framework.

### Staff Development Cycle



### PARENT AND COMMUNITY SUPPORT \_\_\_\_\_

1) *What are your school's plans for parent involvement in school programming? How will you promote parents' engagement with student academics?*

### Community Engagement During the Life of Futuro Academy \_\_\_\_\_

Once the first enrollment periods begin, engagement with families specifically wishing to become a part of the Futuro Academy school community through enrollment of their child(ren) into the school will have relationships managed more formally under the direction of the proposed Executive Director and will include formal steps including a notice of application, information regarding lottery, lottery results, and resulting action steps upon enrollment, including a Home Visit. Home Visits will include two members of the leadership team, beginning with the Manager of Curriculum and Instruction and Executive Director. Over time, other leadership team members may assist in completion of Home Visits for all new families.

A crucial part of success as a school is family involvement. Along with maintaining an “open door”

policy, there will be systematic elements to ensure parents are well informed and engaged in their students' education, as outlined below.

### Parental Engagement Structures

Structure	Frequency	Description
<b>Home Visits</b>	Annually Upon enrollment Required	Executive Director or leadership team member meets with family to orient to mutual expectations.
<b>Family Information Sessions</b>	Annually Upon enrollment Required	Prior to the first day of school, families attend an orientation at the school to review family handbooks, logistical details regarding parent-facing operations (ex. Drop-off, homework systems, etc.), and view facility.
<b>Parent-Teacher Conferences</b>	Three Times per Year At the end of Each Trimester 2 required, 2 optional	Trimester 1 and 2 are required conferences to discuss academic and social performance and plan goals for upcoming trimester. Trimester 3 is optional, except for families whose students are at risk of grade retention.
<b>University Nights</b>	Monthly Optional	We will provide monthly programming for families to support students academically. Examples may include parent read-aloud strategies, 'math night' to showcase current material, or community resources to academically enrich out-of-school time.
<b>Cafecitos</b>	Monthly Optional	Mid-morning family community meeting with Executive Director to relay information, answer questions, and engage with families.
<b>Enhanced Progress Report</b>	Bi-Weekly Required	Report containing academic and character info for two-week period signed by family, returned to school.
<b>Homework Folder</b>	Daily Required	Student homework and parent communication are streamlined into a Homework Folder which contains weekly homework, any outgoing communication, daily behavior information to be reviewed and signed by family and reviewed by homeroom teacher daily.
<b>Open Door Policy</b>	Ongoing	Families are encouraged to reach out to teachers for academic support within pre-set hours, and to schedule time to meet with the Executive Director regarding any questions about school operations.

Parents will be required to participate in pre-enrollment Home Visits (can take place in an alternative location at the request of the family), the Information Session prior to the start of the school year, and minimally two (2) Parent Conferences annually. In addition, parents and other family members may voluntarily attend any of the above mentioned events.

Parent volunteering will be encouraged but not required. Futuro Academy will create opportunities for parents to assist with classroom material preparation, campus beautification, helping with procedures (i.e., breakfast, lunch, arrival, dismissal), and chaperoning field trips. Staff will track family volunteer hours and create an incentive program for parents based on hours served as follows: 20 hours = mug, pencil and assorted Futuro Academy Swag Goodie Bag, picture posted on social media; 40 hours = Certificate of Futuro Parent, customized Futuro Parent T-Shirt, picture posted in

Futuro Academy Parent Wall of Fame and social media; 80 hours = Invitation to annual brunch honoring involved parents with Futuro Academy leadership and board members.

2) *Who are the key constituents, partners, and supporters for your new school? What role(s) have they played in developing or influencing the charter application/plan? What role(s) will they play in shaping the future work of the school?*

### Community Engagement and Input \_\_\_\_\_

Futuro Academy was designed in consultation with many community members to strategically provide a design which addresses the community’s needs and which marshals multiple resources and partnerships to enhance the school. Outline of constituents, partners, and supporters is provided below. Up to this point, the Futuro Academy proposed Executive Director and board members have tabled, hosted information meetings, and held meetings with key members of the community.

Engagement	Description
<b>Tabling</b>	Caesar Chavez day at Freedom Park – 3/26 Acelero Stewart – 4/25, 4/27, 4/28 East Las Vegas Community Center – 4/25, 5/2, 5/3, 5/10, 5/23 Boys and Girls Club – 4/27 Eastern Swap Meet – 5/1 TCMI/Mexican Consulate Cinco de Mayo – 5/5 Equipo Academy Art Fair – 5/14
<b>Information Sessions</b>	Acelero Stewart – 4/28 Kids Cove – 5/3 Equipo Academy – 5/8 Teach For America – 5/9
<b>Meetings with Community Leaders</b>	Over 100 meetings with stakeholders, beginning in September of 2015 and ongoing

Futuro Academy has collected over 100 signatures of interest from families in East Las Vegas, and specifically 47 from families with elementary-age students who have shown interest in enrolling in Futuro Academy in East Las Vegas.

Group	Examples	Role in Application / Future of School
<b>Constituents</b>	Families in East Las Vegas Families specifically with students who have shown interest in enrollment by providing enrollment forms	Signatures of support – over 100 Feedback, ideas – 10 tabling and 4 information sessions Enrollment interest information for follow up during application window – 47 specific families
<b>Partners (Appendix 3)</b>	Building Excellent Schools Opportunity 180 <u>Potential Educational Support Groups</u> -Las Vegas PBS -Equipo Academy Charter School -Andsen Foundation -Nashville Classical Charter School -Cornerstone Preparatory Charter School	Consultation around best practices for school design Leadership training Access to over 40 school visits to high performing urban charter schools Access to funding

	-Justin Brecht, BRICK Academy founder -Connie Yeh, Director, 9 <sup>th</sup> Bridge School	Facility pathway  Letters of support detailing partnership
<b>Supporters (Appendix 3)</b>	<p><b>Elected and Community Leaders:</b>          -Moises Denis, Senator, NV SD#2          -Victor Wakefield, State Board of Education          -Dr. Arnold Stalk          -Bart Patterson, President, Nevada State College,          -Colin Seale, Founder ThinkLAW, president Nevada Charter School Association</p> <p><b>For profit and not-for-profit organizations:</b>          -American Heart Association          -Nevada State College          -NAAAP          -Culinary Academy of Las Vegas          -Department of Employment, Training and Rehabilitation, NV          -Foundation for an Independent Tomorrow          -New Genesis          -Southern Nevada Children First          -Vance and Associates</p>	Feedback and ideas  Connections and introduction in the community  Letters of support

Futuro Academy looks forward to maintaining the relationship with these stakeholders on an ongoing basis, and to continue to get feedback and participation from all constituents, partners, and supporters by hosting semi-monthly tours and open breakfast events to promote school visits.

We will send quarterly newsletters updating our external constituents about our progress, and inviting feedback and engagement in our community events. Additionally, Futuro Academy will continue to grow the base of partners, supporters, and constituents as the school matures through hosting informational events and fundraisers to grow awareness of our mission and needs.

Our internal community, such as families, students and staff, will be surveyed twice per year in order to glean satisfaction metrics and to allow for open-ended feedback. We will provide regular programming for families (see the **Parental Engagement Structures** table found on page 35).

Our constituents, families and students, will be our main source of engagement and feedback around the quality of the educational experience Futuro Academy provides. Ideas and comments gathered through surveys, Cafecitos, and other ways will be carefully considered to make tangible changes in the operations of the school and educational program, and will directly shape its future ongoing. Our partners will help us achieve our goals financially, in terms of finding and acquiring a facility, with curricular content, and with support around school operations and leadership coaching. The support of Opportunity 180, Andsen Foundation, Building Excellent Schools, and Las Vegas PBS is detailed in documents attached in **Appendix 1**. All of these tangible forms of partnership will enhance the resources and the quality of the educational program at Futuro Academy, greatly improving the future of the school. Our supporters will shape our vision ongoing by providing constant community voice and insight from the broader community, as well as possibly finding pathways for advocacy on our behalf or financial support. We look forward to growing our future partnerships to constantly have a positive impact on the future of Futuro Academy.

3) *How will your school leader and board members engage with these groups and the broader community on an ongoing basis? How will you resolve any disputes that may arise?*

**Ongoing Community Engagement within the Broader Community** \_\_\_\_\_

Futuro Academy continues to participate in ongoing engagement activities to learn more about the neighborhood, community, and broader city. Throughout the planning, start-up, and operational periods, Board members will attend organization meetings including those at Rotary Clubs in various parts of Las Vegas, and other community meetings such as Pre-K parent meetings at sites within three (3) miles of our proposed site, hosting informational sessions and tabling at the East Las Vegas Community Center, and any programming in the East Las Vegas area offering informational tabling opportunities. The proposed Executive Director and Board members will continue to regularly attend community events like Caesar Chavez Day, Swap Meet gatherings, and recreational events at the East Las Vegas and Rafael Rivera Community Centers to gather survey information and intent to enroll forms from families in East Las Vegas.

Futuro Academy looks forward to carefully considering any disputes that arise between any stakeholders fairly and with deliberation. In the event that conflict resolution is necessary, the Executive Director will conduct an investigation and implement a fair solution to resolve the conflict. Should an enrolled family or staff member appeal a decision, there will be an anonymous appeal process which will initiate a response and possible investigation by the Board Chair in order to propose action by the Board of Directors. All Board of Director meetings are open to the public, and will provide for public comment of any solution under consideration.

*(4) If available, include **letters of support** from key constituents, partners, and supporters as part of the appendix.*

Letters of support are provided in **Appendix 3**.

## **FINANCIAL READINESS**

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*(1) What are the processes and systems that you will use to manage the critical financial functions of your school? If you will contract out for any financial services, identify the group with which you will contract and explain their relevant background and the specifics of your contractual relationship.*

### **Financial Systems and Processes**

Futuro Academy will contract with a comprehensive back-office provider to support accounting, purchasing, and payroll. Futuro Academy will engage a CPA firm to conduct an annual, independent audit of the organization.

In the selection of the main administrative support services and audit services, Futuro Academy will engage services on a competitive Request for Proposal (RFP) basis. Futuro Academy will select a vendor based upon three criteria:

**CRITERIA 1 - Proven Track Record.** The vendor will have a history of operation that is legitimate and satisfactory. The Executive Director will research and provide any reviews, accreditations, designations and awards associated with a provider in a comprehensive track record report, and will present such information to the Finance Committee and through it to the full Board for its review.

**CRITERIA 2 – Mission Alignment.** The vendor will have a stated or proven commitment to working with charter schools of transformative change for at-risk students and show familiarity with the conventions of the industry. The Executive Director will research and provide any documents relevant to establish the level of mission alignment of a given vendor, and will present such information to the Finance Committee and through it to the full Board for its review.

**CRITERIA 3 – Competitive Pricing.** The vendor will provide a transparent and competitive pricing plan that fits the scope and constraints of the Request for Proposal in a timely and professional manner, and the Executive Director will present such information to the Finance Committee and through it to the full Board for its review.



All contractors will be selected by an RFP process established by the Finance Committee of the Board of Directors, and the Board's approval of the final selection through such process. The current budget reflects these expenses in the narrative and specific line items as based upon ranges from conversations with a number of vendors.

Futuro Academy intends to create financial and administrative processes in consultation with a contracted back-office provider to ensure proper financial controls are in place, primarily through a clear segregation of duties between the Executive Director, Office Manager, and Treasurer of the Board. The founding staff will develop plans and systems to codify into a Financial Policies Handbook with the contracted labor of this back-office provider. The groups under consideration currently are EdTec Charter School Business Management and Academica as they are currently or have shown interest in operating in Nevada.

With the support of the provider, Futuro Academy's Executive Director will create and implement a plan of financial and administrative procedures and cycles to adhere to all reporting procedures and requirements of public schools in Nevada, and to best support the Board of Directors by reporting relevant information in a timely and accurate manner and as part of monthly board information packets that will be reviewed within monthly board meetings in accordance with all Open Meeting law requirements. The Board and proposed Executive Director are committed to going above and beyond in safeguarding the short- and long-term fiscal health of the school throughout its operations.

*(2) How will your staff and board share the responsibility of financial oversight for your school? What systems, routines, and processes will protect against fraud or theft?*

## **Financial Controls**

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Futuro Academy will consult with a back office provider in creating a draft financial policies handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in procurement, purchasing, and all transactional approvals. The Executive Director, Office Manager, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline:

- Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors
- Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer
- Securing a reputable auditor, and engaging in an annual audit
- Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations
- Petty cash management policy and deposit policy
- Contracting and RFP thresholds processes and policies
- Purchasing controls and segregation of duties

Management will collaborate with a back-office provider to create a draft financial policy manual, which will be reviewed by the Finance Committee and ultimately approved by the board.

*(3) Attach a three-year **budget model** as part of the appendix. (Note: The budget model is a simplified version of reporting requirements for charter schools by the Nevada Department of Education. It includes revenues only from one year of the state's regular funding formula. Please make sure that you complete the model for three fiscal years.)*

Please see **Appendix 4**.

*(4) How will you adjust your budget if you are unable to attract the number of students reflected in your submitted budget model?*

## **Under Enrollment**

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In the event that Futuro Academy is under-enrolled, there is a plan in place for enrollment as low as 90 students (26 students, or 22%, below target) which involves a shift in hiring for 2017.

At minimum, the reduction of one FTE from the current plan would be called for and the identified position for removal would be the Manager of Curriculum and Instruction. This role would then be hired during Year 2, and scheduling would adjust accordingly. The Executive Director would teach two hours daily to cover the literacy support of one classroom; the Associate teacher would shift to a two-hour push in model for three classrooms during literacy, as opposed to the current 3.5-hours.

Should the school be more than 22% below enrollment projections, the Leadership Team will engage in aggressive outreach and recruitment to ensure enrollment up to a minimum of 90 students, with the goal of having students fully enrolled by the next average enrollment reporting date.

*(5) If your proposal involves a for-profit education management organization, please provide their most recent audited financial statements from the corporate level.*

Futuro Academy does not involve a for-profit education management organization.

## **SCHOOL SUSTAINABILITY**

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*(1) What do you see as the greatest risks to the successful operation of your school in its first year? What critical steps can you take now to mitigate these risks?*

### **Year 1 Risk 1: Academic Achievement Gap**

**Current Critical Steps:** Futuro Academy will address this risk through its model, primarily through the elements of extended time for extra support, data driven instruction to maximize outcomes, a 9:1 literacy instruction model to promote early literacy, and 25 days of annual professional development to ensure high teacher quality. Currently, the proposed Executive Director is engaging in leadership training, curricular research, ongoing school visits, and building partnerships with leaders of high achieving urban charter elementary schools to design the curriculum and professional development to empower teachers to ultimately deliver a quality school with strong results. The proposed Executive Director, looks forward to a residency in July and August, 2017 at Cornerstone Preparatory Academy Charter School (a BES school, Blue Ribbon School, and CA Distinguished School) to observe and participate in summer professional development with the goal of coming away with the key elements of a training program to implement at Futuro Academy which will deliver strong results.

### **Year 1 Risk 2: Facility Pathway**

**Current Critical Steps:** We have the robust state support and ongoing collaboration of Opportunity 180, a Nevada non-profit that believes in the potential of all students in Las Vegas and is committed to adding 25,000 high quality charter seats for students in poverty in Las Vegas by 2025.<sup>26</sup> This organization has committed to creating a facility pathway, and in particular one which promotes the slow-growth model of Futuro Academy. We are in current communication with Opportunity 180 regarding the regulatory, financial, and operational aspects of ensuring our facility will be acquired in time to open for Summer Convocation for our staff in July of 2017. Some past steps have included the proposed Executive Director, Ignacio Prado, participating in working groups and planning

<sup>26</sup> [http://www.opportunity180.org/wp-content/uploads/2015/05/JGS\\_Opprtny180\\_OneSheet\\_v2\\_3.pdf](http://www.opportunity180.org/wp-content/uploads/2015/05/JGS_Opprtny180_OneSheet_v2_3.pdf).

sessions for space planning, as well as collaborating with Opportunity 180 in community outreach efforts, such as an awareness event scheduled for June 2, 2016 to provide awareness and support for converting non-traditional spaces into school facilities for charter schools in East Las Vegas.

### **Year 1 Risk 3: Leadership Development**

**Current Critical Steps:** As outlined in **Appendix 1**, we have the national training, support, and expansive resources of non-profit Building Excellent Schools<sup>27</sup> as we work to launch an excellent school that will transform the opportunities available for students in East Las Vegas. Mr. Prado will benefit from ongoing support and training through and including the Planning Year along with Year 1 and Year 2 of operations. In particular, support will begin through dedicated coaching in June of 2016, and contains specific action items, benchmarks, and structures to ensure Futuro Academy's launch and first year will be successful.

- (2) What do you see as the greatest risks to the successful operation of your school fifteen years from now?  
What are the critical steps you can take in your first five years of operation to mitigate these risks?*

### **Year 15 Risk 1: Permanent Facilities**

**Critical Steps:** The Board of Directors will need to engage in fund development planning well in advance of 15 years of operation to ensure there is a comprehensive plan around securing a permanent facilities. The Board will have to decide if acquisition of one or more buildings is preferable to negotiating long-term lease agreements. Based upon research, the Board will need to access resources through fundraising and grant writing to ensure Futuro Academy is negotiating the risk of outgrowing facilities, or facing insecurity about location based upon the desires of a given landlord. Continued growth of the Board, its membership and its goals, towards this end will be a critical part of next steps.

### **Year 15 Risk 2: Expansion**

**Critical Steps:** Futuro Academy intends to attain strong academic results. In 15 years, Futuro Academy will have been at full growth for six (6) years and will likely have to decide if it will remain a single site school or expand to a network of schools, possibly expanding to high school grades or replicating K-8 options at additional campuses. The board will have to develop criteria for expansion through a strategic planning process which are rigorous around the financial resources needed, the indicators of success that merits replication versus constant improvement, and gauging the capacity of the organization to tackle replication. Nationally, there are organization who have replicated only to find themselves struggling to maintain their leadership or teaching staff, or struggling to find the correct facility for an expansion. The greatest risk is to assume that if the funding is in place, or that expansion is preferable without a thorough study of all variables needed for success.

### **Year 15 Risk 3: Succession Planning**

**Critical Steps:** In 15 years, it is possible that several key staff or board members may have chosen to or be in the position to transition out of the organizations. It is critical that long before 15 years of operation, Futuro Academy develop strong succession plans to ensure the strength of the leadership, board and teaching staff in a way that is not contingent on particular individuals. Annual review of all board needs, in the short- and long-term will be part of annual strategic planning, formal succession planning for expected and unexpected losses of a member or members of the leadership team will be in place to ensure minimal disruption to execution of core responsibilities during such transition, and an active bench-building leadership pipeline within the organization, supported

<sup>27</sup> <http://buildingexcellentschools.org>.

through our partnership with Building Excellent Schools, will inform this critical planning and work.

*(3) What systems will you put in place to ensure the development of a school leadership pipeline, including a potential successor for your founding school leader?*

### **School Sustainability Pipeline**

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Futuro Academy will institute an annual strategic review process which will take place each spring to update the succession plan and create an action plan for developing current Futuro Academy staff to take on additional leadership roles. This process will be particularly emphasized during the growth years of the organization through 2022, as there is significant leadership hiring of new leadership positions occurring annually. The Manager of Curriculum and Instruction role is designed as the immediate successor to the Executive Director. Futuro Academy's Executive Director, in consultation with the Board of Directors, will identify the strengths and weaknesses of all members who occupy the role of Manager of Curriculum and Instruction in order to ensure there is minimally one candidate to replace the Executive Director in preparation to assume leadership of the school.

### **FRESH START CHARTER SCHOOL PROGRAM**

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*(1) How will your school directly address the needs of students who are currently zoned to a school on the State Underperforming School List?*

### **Strategies and Supports to Reach All Learners**

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Futuro Academy will provide the support levels necessary to address the needs of students who are currently zoned to a school on the State Underperforming School List. Overall instruction will be delivered using high impact strategies that will be communicated and developed by the proposed Executive Director collaboratively with the Manager of Curriculum and Instruction. Any small group or individualized instruction will be flexible, and driven by data gathered through assessments. The supports for all learners and at all Tier levels include<sup>28</sup>:

#### **OVERALL STRATEGIES – (TIER 1)**

- **Extended Time** – 179 Days of instruction, from 7:45am to 3:45pm.<sup>29</sup>
- **Two-Teacher Model for Early Literacy/Blended Learning** – A teacher will be supported by a Literacy Specialist in K-2, with an independent digital learning rotation in K-1.
- **Taxonomy of Teaching** – We use a variety of behavioral, academic, and advanced teaching techniques to build engagement and teacher skill.<sup>30</sup>
- **Rap, Rhythm, and Rhyme** – Use of chants to create energy and excitement about learning.
- **Kinesthetic Learning** – Hand signal and other non-verbal forms of physical exercise to absorb and recall concepts, as well as create peer support such as snapping and other ritualized forms of peer support.

#### **SMALL GROUP AND INDIVIDUAL SUPPORTS (TIER 2 AND TIER 3)**

- **Blended Learning** – During early literacy, independent rotations will utilize engaging, individualized computer programs to give students quality attempts to practice key math

<sup>28</sup> 3 Tier Model of Instruction - <http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model>.

<sup>29</sup> <http://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>.

<sup>30</sup> <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?ref=magazine&r=0>.

and reading concepts. (INDIVIDUAL – remediation, practice and extension for accelerated)

- **Whole Brain Teaching** – A fast-paced set of academic cues and call and response strategies to vary output formats between written and oral responses to master grammatical skills. (ELL support strategy)
- **Small Group/Individualized Tutoring** – Time provided for daily targeted group instructions for pre-teaching and re-teaching based on assessment data. (SMALL GROUPS, IEP/ELL/SKILL/EXTENSION)
- **Flexible Ability Reading Groups** – Quickly adjusted groups including students who need extra support in particular skills and to ensure students are not reading at frustration level. The groups are mainly used for reading instruction. (SMALL GROUPS, IEP/ELL/SKILL/EXTENSION)
- **Goal Setting** – All students will set and track absolute achievement and growth goals, including behavioral goals when appropriate. (INDIVIDUAL – remediation, benchmarked progress, above-level ambitious goals)

Through these whole group, small group and individual support structures, we expect to be able to support all learners to success.

(2) *Indication of preference*

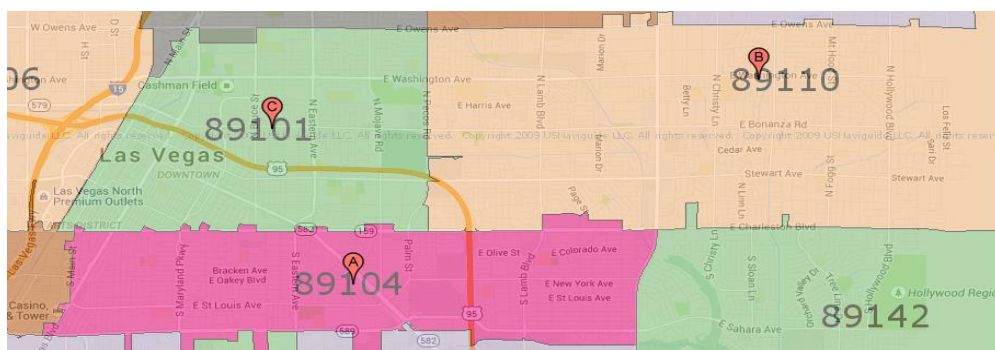
- *If you have a preferred zone or location—identify the location (be as specific as possible) you prefer and articulate a rationale for the alignment between your educational philosophy and the needs of that specific community.*

## The Need in East Las Vegas

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Futuro Academy, a proposed K-8 charter school for Las Vegas, has set as its mission to educate Nevada’s elementary and middle school students for future success in high school and college, prepared to access a life of opportunity for themselves and their families. We have specifically focused on an area of significant need within the central eastern portions of Clark County, as defined by the boundaries of the 89101, 89104, and 89110 zip codes, which for the purposes of this document is referred to as East Las Vegas, and which is captured below.

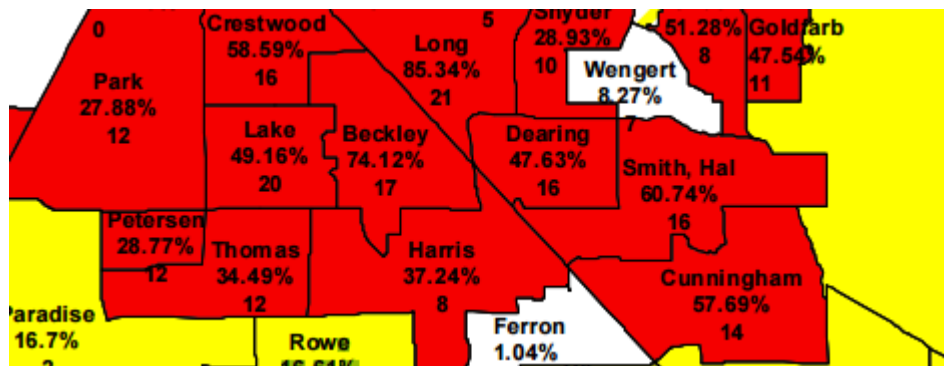
### East Las Vegas



For years, these zip codes have dealt with school overcrowding; many zone schools located here are over capacity, as seen below. In some cases, local schools within these zip codes have been on watch lists to convert to year-round schools due to overcrowding and safety concerns, and these local schools may join a group of 24 others already on a year-round schedule, 11 converting in 2015-16

and with 61 more on the list.<sup>31</sup> Opening a school here, and giving preference to children in these attendance zones, is in direct response to a mandate of the 2015 legislation’s ratification of SB 390.<sup>32</sup>

### East Las Vegas Schools Over Capacity (% above 100)



This area has an average household income of \$33,668, as compared with Las Vegas’ overall average household income of \$51,143.<sup>33</sup> Only 9.1% of adults 25 and older have attained a bachelor’s degree or higher in this area.<sup>34</sup> There is a high concentration of school-aged children, 41,800, and low availability of quality public school or private school options within the means of local families.<sup>35</sup>

Academically, the average Nevada School Performance Framework rating of open enrollment, public elementary and middle schools in the targeted area and zip codes is 2.4 stars, indicating that local schools educating students in grades K-8 are operating in the 5<sup>th</sup> to 24<sup>th</sup> percentile of performance across the state.<sup>36</sup> These zip codes represent a strategic location for a high quality public charter choice to address the immediate educational needs of the many students attending grades K-8 and who otherwise would be attending a chronically low performing and overcrowded traditional public school. The population here is 58% Latino and 11% African American, ensuring that nearly three quarters of all students attending the proposed school are of historically underserved backgrounds.

The average enrollment of students receiving Free and Reduced Lunch in all elementary and middle schools in the specified zip codes is 85%; the average percentage of students identified as English Language Learners is 42%. The average percentage of students who have Individualized Education Plans is 10%. Futuro Academy will use its autonomy in educational programming to address the needs of at-risk pupils and ensure their success by the terminal 8<sup>th</sup> grade.

This means that in addition to the dense concentration of students and the lack of quality options available to them, this area is populated with some of the most at-risk populations in our state who demonstrate a persistent achievement gap, as illustrated below. Futuro Academy proposes to work in partnership with the larger vision of the Clark County School District Board of Trustees to close achievement gaps along such subgroups as seen in the students of East Las Vegas.<sup>37</sup>

### State CRT data - ELL vs. Non-ELL, FRL vs. Non-FRL

#### Percent Proficient, Nevada CRT 2013-2014 (CRT)

<sup>31</sup> “11 more Clark County schools will become year round.” *Las Vegas Review-Journal*. March 6, 2015.

<http://www.reviewjournal.com/news/education/11-more-clark-county-schools-will-become-year-round>.

<sup>32</sup> Amended Text of SB390 as of 2015 legislative session - <http://www.leg.state.nv.us/Session/78th2015/Bills/SB/SB208.pdf>.

<sup>33</sup> US Census. [www.census.gov](http://www.census.gov).

<sup>34</sup> <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml#>.

<sup>35</sup> Ibid.

<sup>36</sup> Nevada School Performance Framework, <http://nspf.doe.nv.gov/>.

<sup>37</sup> CCSD Pledge of Achievement - <http://pledgeofachievement.ccsd.net/wp-content/uploads/2015/01/strategic-plan-2014.pdf>.

<b>Mathematics</b>						
<b>Grade</b>	<b>ELL</b>	<b>Non</b>	<b>GAP</b>	<b>FRL</b>	<b>Non</b>	<b>GAP</b>
3	50	71	-21	57	80	-23
4	44	76	-32	62	83	-21
5	32	72	-40	58	80	-22
6	11	54	-43	37	66	-29
7	13	59	-46	41	69	-28
8	7	40	-33	25	50	-25
<b>Reading</b>						
<b>Grade</b>	<b>ELL</b>	<b>Non</b>	<b>GAP</b>	<b>FRL</b>	<b>Non</b>	<b>GAP</b>
3	38	68	-30	51	77	-26
4	34	75	-41	59	86	-27
5	22	74	-52	58	82	-24
6	13	67	-54	50	77	-27
7	16	68	-52	51	76	-25
8	7	58	-51	42	66	-24

As evidenced here, beginning in early grades, there is a strong, persistent, and growing achievement gap between both English Language Learners and students receiving Free and Reduced Lunch and their non-linguistically and non-economically challenged peers.

*(3) Articulate how your lottery and registration processes will concretely reflect your commitment to serving students currently zoned to Underperforming Schools.*

**Student Enrollment Plan**

The student recruitment and marketing process will give equal access to all students and families, with particular emphasis on fulfilling requirements of SB208, NRS 386.580 and SB390, and compliance with all federal, state, and authorizer regulations and requirements. In particular, the goal of Futuro Academy is to facilitate the enrollment of, and therefore reflect, the target areas of zip codes 89110, 89101 and 89104, or 2 miles of our site if the radius reaches outside of those zip codes. We have hosted several information events and enrollment fairs within the boundaries of these zip codes and will continue to do so on a more accelerated schedule post-authorization. Futuro Academy plans to partner with local community organizations such as the Las Vegas Library District, Acelero Headstart Centers, and the East Las Vegas Community Center to ensure maximum exposure for students of all socio-economic backgrounds and regardless of disability. In particular, the populations that Futuro Academy predicts to preference, per all regulations governing the lottery process of charter schools, are:

**Lottery Exemptions**

- Siblings of currently enrolled students
- Children of current staff members at Futuro Academy

**Lottery Preferences (in order of importance)**

1. Students who are at risk as defined as English Language Learners (must report home language status) and who reside within two (2) miles of Futuro Academy
2. Students who at-risk as defined as economically disadvantaged (must report income verification) and who reside within two (2) miles of Futuro Academy

3. Students zoned to attend overcrowded schools (greater than 25% over capacity) within 2 miles of Futuro Academy
4. Students currently zoned to attend a school that has received a rating in the lowest two tiers in the previous year within two (2) miles of Futuro Academy
5. Students residing within two (2) miles of Futuro Academy's location
6. Students residing Clark County School District who are at risk as defined as English Language Learners (must report home language status)
7. Students residing in Clark County School District who at-risk as defined as economically disadvantaged (must report income verification)
8. Students residing in Clark County School District
9. Students residing in the state of Nevada outside of Clark County

This lottery preference hierarchy directly reflects the priority of Futuro Academy to serve students who are English Language Learners, economically disadvantaged, and specifically students who are zoned to attend underperforming schools by giving them preference in that order, and to reflect the demographics of East Las Vegas where Futuro Academy intends to be located.

Futuro Academy will have an open enrollment period followed by a lottery during the following situations:

- Approaching our first year of operation (Incubation Year 2016-17)
- For annual enrollment in lowest grade, or vacancies in other grades below the target enrollment.

Futuro Academy will follow all notification guidelines laid out in SB208, notifying all families residing within two (2) miles of the identified site (tentatively 900 N. Lamb Boulevard, Las Vegas, 89110) of the commencement of the enrollment period 45 days in advance, and including not holding a lottery any sooner than 45 days after opening enrollment applications, and to make all reasonable efforts to contact all households within two (2) miles of the school site to ensure a fair chance at enrollment.

Our enrollment packet, process, and timeline will ensure that all staff are trained in ensuring all incoming students are properly enrolled. The process of enrollment will include information gathering pertaining to lottery preferences which will determine placement in particular categories and within the appropriate category, therefore fulfilling Futuro Academy's obligations to those students. Post enrollment, there will be a process for requesting any additional information, including 504 plans and Individualized Education Plans to ensure proper support upon enrollment. Finally, Futuro Academy will conduct Home Visits with all new students and perform WIDA-APT probes to determine English Listening and Speaking levels for the purposes to creating proactive plans to support English Language Learners upon arrival. The only staff trained on accepting applications or enrollment paperwork will be the Executive Director, Manager of Curriculum and Instruction, Office Manager in Year 1-3, and in the future the Manager of Culture and Community and Operations Manager starting in Year 4. These individuals will be specifically trained on all requirements before and after enrollment to ensure proper enrollment of and support for all student populations.

Futuro Academy will use strategies in English and Spanish that will minimally include, but not be limited to:

- Direct mailing promotional materials within two (2) miles of the site of Futuro Academy
- Canvassing/door-to-door outreach within two (2) miles of the site of Futuro Academy
- Purchase of targeted demographic lists to reach families likely to enroll students and residing within two (2) miles of Futuro Academy
- Conduct comprehensive outreach program of all community organizations and events within two (2) miles of the site of Futuro Academy



- Hold advertised information sessions in public spaces within a reasonable distance of the site of Futuro Academy, within two (2) miles, but also at a greater range if necessary
- Conduct online promotion using typical channels such as social media and online advertising, and leveraging our website as a digital portal for intent to enroll forms and application portals
- Establish strategic partnerships with day care and pre-Kindergarten providers within a five-mile radius of Futuro Academy
- Establish strategic partnerships with programs serving students considered at-risk, including students with disabilities, students in poverty, and students at risk of academic failure

The level and methods of outreach reflect our priority to ensure that the neighborhood population of Futuro Academy is given fair notice about the opportunity to attend, and therefore to produce a student population that reflects and serves the community in which the school is located.

Enrollment benchmarks will be set by the Executive Director annually, and approved and monitored by the Board of Directors regularly, and minimally annually.

Futuro Academy will open the initial enrollment period at 12:00pm on November 15<sup>th</sup> of 2017 (and subsequent years with the exception of weekends, in which case the lottery will open on the previous Friday). The enrollment window will close at 11:59pm on the first Friday in March. The initial lottery will take place on the second Thursday of March. Families wishing to enroll after the initial lottery period will be accepted on a rolling basis based upon availability and given the preference factors noted above. Families will be notified via mail, electronic mail, and phone call to the primary address, email and phone numbers listed in enrollment applications within 4 business days of the lottery results.

If not enough seats are filled by the first Friday in March, then students will be accepted on a first-come, first-served basis. If the enrollment period and lottery results in a surplus of applications, then applicants will enter a wait-list based upon the preference factors cited above. Families will have two weeks, inclusive, from first notice via the provided telephone number, address or email to provide the school with a signed commitment to enroll form by 5:59pm on the nearest business day, ensuring the two full week parental consideration period. We outline our tentative enrollment calendar below.

#### Tentative Enrollment Calendar – 2017-18 School Year

DATE RANGE	ENROLLMENT ACTIVITY	NOTES
<b>October 1-November 15</b>	Outreach, school tours, information sessions	These sessions will be published in advance and provide prospective parents with school information.
<b>November 15-First Friday in March until 11:59pm.</b>	Open enrollment period, school tours, information sessions, outreach	Sessions and outreach will provide information, and also the ability to apply for lottery digitally and on paper
<b>Second Thursday in March</b>	Lottery	116 seats awarded per grade, waitlist established unless less than 116 applicants are on the list. Ongoing collection of applications for remaining spots or waitlist

<b>Second Thursday in March - Fourth Thursday in March/First Thursday in April (depending on dates)</b>	Enrollment consideration period for students offered enrollment by lottery	Two information sessions to consider and confirm enrollment, individual follow up with families
<b>April-May 20</b>	Ongoing recruitment of families if seats available, home visits with all enrolled families and collection of all enrollment documents.	Home Visits allow unique relationship building between leadership and families, assist with ensuring all paperwork is completed and correct.
<b>Second and third week of July</b>	Four pre-start of year orientations for new families	Orientations solidify and allow parents to ask questions on logistical details of school day, supplies, and any element of the family handbook.
<b>Friday prior to the first week of school</b>	Open House	Students and families visit school building and are introduced to teachers in advance of school opening.

The enrollment target for Futuro Academy, annually in Years 1 and 2, is 116 Kindergarten and first grade students, and 58 additional Kindergarten students annually starting in Year 3. Our enrollment numbers allow us to ensure financial health in the early years during slow growth while also allowing us to control for overall small school size as we grow to full grade enrollment. Based upon transiency figures for elementary schools in the area, Futuro Academy will set as a goal to re-enroll 90% of students year to year. In general, transiency rates in East Las Vegas are close to 30%, depending on the location, but Futuro Academy is accounting for the fact that as an organization, there will be no need for Futuro Academy to lose students to re-zoning or moving outside of the attendance zone as is typical for district elementary schools which may prompt many mid-year transfers. Based on other typical charter elementary schools in the city of Las Vegas, Futuro Academy has set as a goal 90% retention.

Futuro Academy will maintain enrollment at 116 (from our first two cohorts of students) or 58 students (from our third and all subsequent cohorts of students) per grade at every grade, K-8, by back-filling seats. Futuro Academy will maintain a wait-list from rolling applications and seek to fill positions immediately upon availability for all grade levels, with an expected back-fill rate of 10% between school years from waiting list or new applicants.

### **Recruitment Plan Once Operational**

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Futuro Academy will maintain a similar strong recruitment plan past the incubation year to remain a welcoming, viable option for families past Kindergarten. In relation to the recruitment of Kindergarteners, all timelines and strategies will remain the same, with the exception of additional support from staff such as the Office Manager in Years 1-3 and the Manager of Community and Culture in Year 4. The recruitment strategy will expand to cover each grade currently offered in order to ensure full enrollment, and all new families will be entitled to the same level of Orientations and Home Visits as students enrolling in Kindergarten. The most significant changes after incubation will be (1) the availability of family tours year round for interested families to see the physical facility and visit the school during events and the school day, and (2) any returning family not being expected to schedule annual Home Visits unless they are voluntarily requested. All staff, volunteers, and board members will be thoroughly trained on the legal responsibilities of Futuro Academy to ensure all

students are welcome at Futuro Academy, and in particular the commitment to serving all students regardless of disability or at-risk category and the protection of all sensitive information.

Generally, Futuro Academy will operate based on these enrollment policies in perpetuity, which it will publish and make public for the benefit all applicants and currently enrolled families: (1) If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school. (2) If the number of applications received during the window exceeds the number of spaces available, including by grade, **all** enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window. (3) Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list **in the order determined by the lottery**. (4) Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, **and are assigned a waiting list number on a first-come, first-serve basis behind all applicants sorted in the lottery**. (5) An enrolled pupil will not be required to re-enroll through lottery. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. The school will request information affirming that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level unless they are voluntarily unenrolled. (6) Our school will not “close enrollment” except as described in NAC 383.353. Enrollment is always “open” in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is “full” per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above. (7) If/when we add new, higher grades, the pupils in our school’s formerly highest grade will automatically be enrolled in the school’s new next grade provided their parent/guardian has answered in the affirmative to return in the next school year.

*(4) As an Achievement Charter School, how will you partner with other schools serving students in the same zone to demonstrate commitment to all students in that zone?*

## Partnership with Other Schools

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Futuro Academy Charter School looks forward to partnering with schools in the same zone in order to share best practices and resources to the benefit of all students in East Las Vegas. Once a site is finalized, proposed Executive Director Ignacio Prado looks forward to building relationships to ensure smooth communication and collaboration with zone schools. Tentatively, we envision a level of collaboration that includes meetings to discuss best practices, and pooling resources in order to help defray the cost of certain professional development opportunities zone schools could benefit from attending together, for example trainings on Cognitively Guided Instruction in mathematics.

## FRESH START CHARTER SCHOOL FACILITY

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*(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.*

## Facility Plan

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The initial research phase of identifying a facility was conducted by the proposed Executive Director, Ignacio Prado, with the contracted support of Charter School Support Services, Incorporated. Market research and site visits yielded the conclusion that there were a few options for renovation, but in general the best project plan for a facility located in East Las Vegas, and specifically zip codes 89104, 89101 and 89110, would still remain the option of converting space.

Futuro Academy will partner with local non-profit Opportunity 180 to provide for the initial facility site on 900 North Lamb Boulevard. The facility costs for Futuro Academy are estimated in the attached budget (**Appendix 4**) and supported as outlined in the letter provided as **Appendix 1**, since Futuro Academy would be a tenant not responsible for any of the acquisition, zoning, upgrade, or compliance costs. Futuro Academy plans to enter the facility in July of 2017 and begin operations at that point. Opportunity 180, in partnership with its developer and financing partner, will have its own goals for project costs, timelines, financing, and ongoing costs to make the facility viable for Futuro Academy to rent the facility at a rate of no more than 15% of per pupil revenues.

The facility will serve as an incubation site, with a multi-year lease under a master tenant who may lease to multiple K-12 educational organizations. The most important features of this partnership are summarized below, and detailed in the letter provided as **Appendix 1**: (a) The facility agreement will include a slow-growth plan of a minimum of 100 students per year, with a total capacity of minimally 300 students and the possibility of six years of growth at 600 students if fully occupied and becoming a sole tenant of the entire facility. (b) The facility agreement will include rent subsidies in order to cap rent expenditures at 15% of per pupil revenue during fiscal year 1 and fiscal year 2. (c) The facility will be leased out to charter school operators with Opportunity 180 as the master tenant. (d) The facility will meet all specifications to operate as a charter school, as it will retro-fitted and leased out for that purpose to multiple possible charter operators.

The Founding team of Futuro Academy will rely on the following partnerships:

- **Pre-Application:** Charter School Support Services, Incorporated
- **Years 0-2:** Opportunity 180
- **Years 3 - 6:** The Governing Board of Directors will elect to contract out independent facility planning, or delegate the function to the Executive Director as supported by Futuro Academy's staff depending on financial and capacity considerations. In the event that Futuro Academy decides to move, we will contract support to find, secure and outfit a facility.

*(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility.*

The facility plan is detailed in Question 1 above.

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

### **Organizational Capacity** \_\_\_\_\_

We do not currently have full time capacity in facilities acquisition and management represented on our Board of Directors or proposed staff. Up to this point, we have relied on the dedicated support of Charter School Support Services, Incorporated, provided by our national partner Building Excellent Schools, and the support of our local partner Opportunity 180. We anticipate that our partnership with Opportunity 180 will ensure sufficient capacity. Should we need additional support around facilities during Year 0, we will contract the services of Charter School Support Services, Incorporated to ensure the proper capacity and representation.